This manual describes a project (a joint, cooperative venture among local businesses, Roberta B. Tully School--Louisville, Kentucky--and the Kentucky State Office of Vocational Education) that outlines the process for beginning a community-based vocational education program for mentally, physically, and multiply handicapped students. Section I provides an overview of the project, which emphasizes systematic on-the-job training for this population. A flowchart of activities is presented, and the roles of project participants are identified. Program accomplishments and recommendations and future needs are also listed. Section II contains required forms, including travel waivers of responsibility, application form, parent permission letter, schedule adjustment form, and photograph release form. Section III contains sample school and teacher schedules. Section IV presents letters and inventory forms prepared to inform parents about the total program and gather student information in five domains in which students will be expected to perform in the future. Section V provides materials used in employer contacts: explanation of community work sites, program design for gathering work site sponsor information, work site information sheet, and employer evaluation forms. Section VI contains several teacher-developed task analyses at various work sites, a sample task schedule, and student performance log. Storyboards for an employer or community slide presentation and a teacher or parent inservice slide presentation are appended. (YLB)
COMMUNITY-BASED VOCATIONAL TRAINING PROJECT
FINAL REPORT
and
PROGRAM MANUAL
1985

A Cooperative Effort Between the Jefferson County Public Schools
and the Kentucky Department of Education

Donald W. Ingwerson, Ed.D., Superintendent, Jefferson County Public Schools

Alice McDonald, Superintendent of Public Instruction
Nondiscrimination Agreement

Title VI of the Civil Rights Act of 1964 states that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation under any program or activity receiving Federal financial assistance. Therefore, the vocational education research, exemplary, and dissemination program of the Commonwealth of Kentucky, like every program or activity receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

Printed with Federal Funds as submitted to the Kentucky Department of Education.
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ABSTRACT

TITLE: Community-Based Vocational Education

DURATION: July 1, 1984 to June 30, 1985

OBJECTIVES:

1. To involve students in realistic vocational training experiences outside the school in a variety of Louisville area businesses and organizations.

2. To establish concurrent in-school instruction.

3. To increase the number of students placed in integrated, properly supported, community vocational settings upon graduation.

PROCEDURES:

1. Develop criteria for the selection of students to participate in the program—must be 14 years of age or older; identified as TMH; exhibiting readiness to participate in the program as assessed by the vocational teacher.

2. Develop community-based vocational training sites and develop task analysis for each work site.

3. Assess each site for type and degree of supports and job adaptations needed.

4. Develop curriculum for concurrent in-school instruction for participating students.

5. Provide assistance to adult vocational service agencies for the transition from school to agency support.

CONTRIBUTION TO EDUCATION:

This project was a joint, cooperative venture among the local business community, Roberta B. Tully School, and State Department Office of Vocational Education. The major goal was the improvement of vocational education for the developmentally handicapped student.

PRODUCTS DEVELOPED:

1. Emblem design
2. Brochure
3. Quarterly reports
4. Handbook
5. Instructional slide programs
6. Training sites
PREFACE AND ACKNOWLEDGMENTS

Community-Based Vocational Education began as a research and development project designed for the purpose of uniting businesses and community agencies with the school to provide vocational training for students.

The following people made contributions to the project:

Kentucky State Department of Education:
- Lou Perry, Director of Research and Development
- Douglas McKinley, School Effectiveness Unit
- Jim Cole, School Effectiveness Unit
- Donnalie Stratton, Special Vocational Programs Unit

Jefferson County Public Schools:
- Dr. Donald W. Ingwerson, Superintendent
- Bobby Green, Assistant Superintendent Vocational Education and Adult & Continuing Education
- Pat Jarrett, Vocational Education Specialist
- Dave Weber, Director, Exceptional Child Education
- Joyce Paul, Coordinator, Exceptional Child Instructional Services
- Coreta Pratt, Principal, Roberta B. Tully School
- Naydeen Perry, Counselor, Roberta B. Tully School
- The Community-Based Vocational Education team:
  Theresia Colbert
  Yvonne Kelley
  Cheryl Moran
  Ramona Smith
  Jackie Arnold
- The Roberta B. Tully teaching and auxiliary services staff
- Typists:
  Eleanor Church
  Mildred Knight
  Wallace Scott
  Sherrill Williams
  Annetta Farmer
Louisville Area Business Community and County Government:

- ABC Printing Company
- Adler Insurance Company
- A Package Deal
- Banquet Table Restaurant
- Guild Adjustment Company
- Helicopters, Inc.
- Humana Hospital Audubon (Materials Management Department)
- Humana Hospital University (Dietary and Pharmacy Departments)
- Jeffersontown United Methodist Church
- Kentucky Flying Service
- Darryl T. Owens, Office of County Commissioner--"C" District
- Ronald McDonald House
- St. Paul United Methodist Church
- Seaton House Galleries and Interiors

Adult Services Agencies:

- Bureau of Vocational Rehabilitation
- Seven Counties Services
- Community Employment, Inc.
- Options for Individuals, Inc.
SECTION I

OVERVIEW

Program Review
Flow Chart
Program Description/Role Identification
Project Accomplishments
Program Recommendations
Future Needs
Vocational education for mentally, physically, and multiply handicapped students has traditionally been offered in classroom settings in special education centers or in special vocation schools. Programs have had great difficulty with placement of these students into the competitive market due to their slower rate of performance, limited skill abilities, many social and behavior limitations, and lack of ability in transferring skills mastered in school settings to the "real" work environment. Thus, this project was an attempt to provide systematic on-the-job training for this population and, at the same time, allow the teacher to assess students in the setting in which the job would be performed, teach those difficult steps of tasks, and build relationships with other workers in the business.

The project described in this training manual outlines the process for beginning a Community-Based Vocational Education program. Use of this strategy necessitates the close working relationship of the vocational education staff with other staff who will support the community-based teacher in scheduling small groups (1-4 students) to work in business, assist with concurrent teaching (practicing difficult tasks in school), and develop support for clerical and record-keeping collection. With this in mind, the processes, forms, and examples presented in this manual offer the reader a framework within which comparable services can be organized successfully in other communities.

Throughout this project, our view was to highlight the handicapped person's abilities and, through our role modeling, assist other employees in understanding that even though the student might have a handicapping condition, his/her worth and abilities would contribute significantly to the business with support from co-workers. Since the beginning of this project, instructors, parents, students, and business persons were amazed at the progress made in skills, social abilities, and mobility. Many adaptions were made as our understandings changed, and we have grown significantly in our understanding of providing appropriate vocational education for handicapped students to make the transition from school to gainful employment. It is our hope that this project will provide the framework for new opportunities in training for handicapped persons in other educational settings.
Vocational education has traditionally included handicapped persons under its umbrella of eligible clients to serve. However, the challenge to extend services to more severely mentally and multiply handicapped students was highlighted by the need for vocational services for those students grouped together in three special education schools in Jefferson County, Kentucky.

This project was conceived by the staff of Roberta B. Tully School, Louisville, Kentucky, to explore practical methods to teach handicapped students in community settings, to expand opportunities for students to learn functional, realistic vocational skills and for students to learn appropriate social interaction skills while traveling and working in the community. Frequently these students were able to learn specific job skills but were not given training in the social aspects of work in the work setting and, subsequently, lost their jobs. As local businesses became aware of the potential for these students to perform meaningful work, opportunities for developing paid and/or volunteer placements for students to continue after graduation became possible. Thus, close-working relationships with businesses and community agencies involved with post-graduate supervision was imperative.

Prior to 1976, many handicapped individuals were ineligible for vocational services in Jefferson County because they did not meet the guidelines for existing special programs which were designed primarily to serve the mildly mentally retarded and learning disabled and the emotionally disturbed. During the past six years, additional staff was assigned to Roberta Tully School to provide hands-on training classes in a new wing of the school, and increased efforts in liaison with the area vocational school serving these students resulted in approximately ten students per year being accepted into existing vocational training areas at Lyndon Vocational School. Vocational teachers assigned to Roberta B. Tully School began adapting materials and curriculum to better serve the assigned population. During the three years prior to this project, the Orientation to Work Experience/Developmental Occupational Programs staff was expanded to three teachers. The teachers revised curriculum to move students through a series of in-school work stations along a continuum of increased independence toward employment in the community. As long as students were enrolled in local or federal training programs, such as CETA, some employment was found in the community, but both direct placement and movement of subsidized programs were nearly non-existent.

During the '82-83 school year, a regional resource teacher and Tully's principal, physical education teacher, and the three OWE/DOP teachers made a site visit to Madison, Wisconsin, to observe an exemplary training project operating for secondary and post graduates. As a result, the three OWE/DOP teachers, who all had prior experience as special education teachers, organized a proposal to explore beginning community-based training. As a result of their efforts, the proposal was approved by the Jefferson County Board of Education to begin Community-Based Education in both Special Education and Special Vocational Education Programs serving this handicapped population.
During the '83-84 school year, community-based volunteer work stations were utilized. The three OWE/DOP teachers worked with thirty students, ages 14-21, in twenty-five community businesses. All businesses indicated a willingness to continue the program for the next year. For the following year, Mary Ella Conner, director of vocational education, and Pat Jarrett, vocational specialist, submitted a request for Research and Development funds to expand and refine the project. The new project became the COMMUNITY-BASED VOCATIONAL TRAINING PROGRAM upon which this handbook is based. Due to decreasing numbers of students to be served, two of the three OWE/DOP teachers were reassigned to special education classes. However, the program concepts developed by the pilot project were expanded to include three vocational teachers who were specializing in an occupational area: Home/Community Services, Fast Foods, and Building Maintenance. In order to gain additional staff support, auxiliary teachers in speech and vision were recruited to assist in the community for a block of time rather than their traditional 20-30 minute sessions.

Prior to the beginning of the 1984-85 school year, Coreta Pratt, principal of Roberta B. Tully School, met with all vocational teachers and discussed the need for maximum flexibility in scheduling classes. Classes were arranged to allow small groups of students to be assigned for Community-Based Vocational Training in at least a two-hour block of time. Referrals from TMH teachers, vocational teachers, and counselor were compiled and screened for selection of candidates for community-based training. Parents were then contacted to explain the change of strategy and to obtain permission for students to begin community training.

Factors that were considered in determining student readiness and needed amount of staff support included:

1. Functioning in the Community
   - Travel ability: pedestrian skills and ability to use public transportation.
   - Money usage: making small purchases and receiving correct change.
   - Time telling: arriving and departing work and break time.

2. Social/Communication Skills
   - Adult behavior while traveling to and from work; at break time.
   - Communicating personal needs and desires.

3. Need for Counseling
   - Personal, social, and/or family situations that need corrective attention.

4. Parental Support
   - Parental willingness to support community employment or volunteer status after graduation rather than working toward sheltered workshops or institutionalization.
After gathering information on each student, staff made initial student match for areas of instruction based on all of the above factors. Parents and staff to serve the student during the 84-85 school year met to develop the initial IEP for Community-Based Vocational Training. Annual goals were written broadly to cover each of the areas mentioned. The process of matching training areas to student work interest was initiated.

Teachers cooperatively established community work training sites to correspond to their occupational areas. Job tasks were identified and tasks analyzed. Student record keeping forms were developed.

Student schedules were cooperatively arranged to include:

1. Specialized Vocational Classes
   -- Fast Foods
   -- Building Maintenance

2. OWE/DOP Classes
   -- Employability skills training
   -- Concurrent teaching

3. Exceptional Child Education Classes
   -- Functional skills were emphasized for application to the following work-related areas:
     a. Travel training
     b. Restaurant and Break training
     c. Safety and Sanitation on the job
     d. Reading and Math on the job

When students began working at community-based training sites, they were assessed on the specific steps of the task analysis, and notes were made when verbal, physical assistance, or adaptations would be needed. The IEP was then reviewed to include specific objectives in areas where the students needed to improve.

Toward the end of the year, teachers working with graduating students began the transition phase of the project. Community agencies that work with post-graduates were contacted for projected assistance and timetables. Parents were advised of pending transition from school to agency staff supervision.

See chart on page 6 for flow of activities within the school and community parameters of the program.

Vocational teachers worked collaboratively with ECE teachers in developing and reinforcing skills needed for the five, life-functioning domains. See Parent Contact section for further explanation of these domains.
When work sites were first established, some employers and employees within
the businesses were unsure of any benefits to their company or to the student,
but they were willing to try this new project. As teachers established
working relationships with the designated work site supervisor, the
supervisors' attitudes of understanding and acceptance of the handicapped
student's ability changed considerably. By the end of the year, all
businesses involved in this project were favorable to continuing this training.

As a one-year project, this handbook is necessarily brief. Methods for
training on the job, new forms, how to develop a community work site, mobility
and travel on public transportation, and how to build relationships with other
persons in the community were all explored. Many aspects of this project
still need to be refined and developed as noted in the section Future Needs.
However, all participants—the staff, students, parents, and employers—have
rated the project as an overall success. Many new opportunities for
transition from school to work have been realized. The local district will be
giving support to the continuation and expansion of concepts and methods
learned.
FLOW CHART

Referrals from TMH Classroom Teachers

Referrals from Vocational Teachers

Referrals from Counselor

Review of CBVE Readiness
1. Community Functioning
   -- Travel Ability
   -- Money Usage
   -- Time Telling
2. Social/Communication
3. Counseling
4. Parental Support

IEP DEVELOPED

DEVELOPMENT OF WORK SITES
(Task Analysis of Jobs)

Specialized Vocational Classes

Travel Training
Restaurant/Break Training
Safety and Sanitation on the Job
Reading/Math on the Job

Employability Skills
Training and Concurrent Teaching
OHE/DOP Classes

COMMUNITY-BASED VOCATIONAL EDUCATION TRAINING SITE

IEP REVIEWED

TRANSITION TO WORK

REFERRAL TO COMMUNITY AGENCY FOR CONTINUED SUPPORT
COMMUNITY-BASED VOCATIONAL EDUCATION is a strategy which provides students with the opportunity to receive realistic vocational training in school and a variety of work experiences on actual job sites in the community. The program operates with concurrent teaching in the school and on-the-job training supervised by vocational instructors.

COMMUNITY JOB SITES are community businesses in Jefferson County that participate as advisors and provide work experience placements. Individuals who work directly with the students are most enthusiastic about working with the schools in providing direct training opportunities for handicapped students.

Role Identification

The Jefferson County Board of Education demonstrated commitment to the philosophy of Community-Based Education (which includes Community-Based Vocational Education) by approving concepts and implementation on August 13, 1984. This permitted the identification of the roles of those opting to participate in the project.

Exceptional Child Education Unit

a. Develops CBE model and procedures for implementation.
b. Provides inservice on CBE and technical assistance to implementers.
c. Ensures evaluation of the model.
d. Develops a public information packet about CBE.
e. Develops curriculum guidelines.
f. Orients principals and counselors to CBE model.

Vocational Education Unit

a. Develops procedures for CBVE implementation.
b. Assists vocational teachers in securing inservice training for CBVE.
c. Assists vocational teachers in development of community contact information.
d. Assists vocational teachers in incorporating community-based training strategies into occupational area curriculum.
e. Supports principals in securing needed operational funds.
Principal

a. Facilitates program implementation.
b. Maintains ongoing communication and support for teachers who are implementing CBE and CBVE.
c. Assists implementing teachers in obtaining needed supplies, equipment, and funds to support program.
d. Assists in communicating procedures, program descriptions, and student programs with parents through the IEP process.

Counselor

a. Works with vocational and exceptional child education teachers in screening students for CBE and CBVE.
b. Facilitates IEP meetings to include annual goals and specific objectives to participate in community training and work toward student employment in the community after graduation.
c. Counsels with students to improve behavior and attitudes for work employability.
d. Assists in scheduling students and staff in blocks of time to allow for community training.

Participating Teacher

a. Participates in training.
b. Obtains parental permission/verification of student medical coverage.
c. Involves parents in planning.
d. Submits application to administrative office.
e. Obtains insurance for private automobile transportation of students.
f. Obtains and trains volunteers as needed.
g. Obtains funding as needed.
h. Makes community contacts.
i. Collects and submits data upon request.
j. Keeps parents and administrators informed of student progress.
k. Shares information with others serving the students involved in CBE/CBVE.
l. Assists in training others for the next year's inservice.

Student

a. Participates in vocational activities in the community to the greatest extent possible, whether as a volunteer or a paid employee.
b. Uses public transportation, practices pedestrian safety, and becomes aware of schedules for correct arrival and departure.
c. Interacts with non-handicapped persons in a variety of job settings.
d. Develops good work habits and business attitudes.
Parent

a. Participates in determining goals, job sites, and community activities.
b. Provides necessary, ongoing support throughout the implementation and employment process.
c. Provides follow-up at home.

The School

a. Develops curriculum to meet the demands of business and industry.
b. Provides work stations in school and concurrent teaching which supports training in the community.
c. Provides assistance at work sites stressing safety and teaching skills necessary for successful employment.

The Work Site Sponsor

a. Provides the student with opportunities to perform vocational skills in a work environment.
b. Provides the instructor with the opportunity to gain firsthand knowledge about the business.
c. Observes the student's capabilities during the learning process.
d. Provides evaluative and job reference materials.
PROGRAM ACCOMPLISHMENTS

1. Communication was established with referral sources including Bureau of Vocational Rehabilitation, Seven Counties Services, Community Employment, Inc., and Options for Individuals, Inc.

2. Community training sites were established with 14 Louisville businesses.

3. A brochure was developed for community contact to explain Community-Based Vocational Training.

4. Auxiliary staff (three speech therapists and one vision therapist and a teacher assistant) were trained in techniques to use while training in community businesses.

5. Forms for student records and for reporting progress were developed.

6. A slide presentation for employers and for use in teacher inservice was developed.

7. IEP's were written to reflect goals pertinent to community-based training.

8. Community functioning training including traveling, money usage, time telling, and restaurant and break time skills were developed.

9. Communication was developed with all other staff serving each student to coordinate concurrent teaching (practicing of difficult steps or tasks at school in order to improve skill or rate of completion on the job).

10. Communication with parents was ongoing through the use of frequent phone calls, progress notes and reports, and work site visits.

11. Coordination with specific area vocational teachers was increased to allow for curriculum adjustments for work site students to practice needed tasks at school or check out specific equipment to use on the job.

12. A handbook for staff was developed for dissemination to others interested in developing a Community-Based Vocational Education Program for TMH students.

13. Uniforms with school name and Community-Based Vocational Education emblem were purchased for increased visibility in the community.

14. An Employer Appreciation Program was held at the end of the year to honor business employees who had aided in the training, students who had participated, and parents who had supported and staff who had developed Community-Based Vocational Training.
15. One teacher worked cooperatively with Exceptional Child Education to develop a 15-hour, county-wide teacher inservice module for Community-Based Education which included a three-hour module covering Community-Based Vocational Training. This was presented to more than 150 teachers, therapists, and teacher assistants. In addition, inservices were organized and presented for all regional resource staff, counselors, and administrators. All project staff attended inservice meetings.

16. Two teachers participated in a disabilities workshop which included many community professional persons and parents to increase awareness of abilities of disabled persons. This group has formed a resource group to continue working on community awareness and increasing opportunities for the disabled.

17. Concepts developed in this project were supported by the Jefferson County Board of Education with the expansion of a Work Transition Program which will be offered to TMH students ages 18-20 for fall, 1985. This will allow students across the county to be included in a Community-Based Vocational Training program during their final two-to-three years of school. This will be a joint project of Vocational Education, Exceptional Child Education, and Seven Counties Services; a community agency serving post graduates.

18. A presentation was made to graduate students in special education at the University of Louisville explaining this project.

19. A Community-Based Vocational Training display was developed for Open House at the local school. This display showed students working in their community work site and also practicing difficult steps during concurrent teaching time at school.

20. Regular meetings were held with Vocational Specialist Pat Jarrett, and regular updates on the progress of the project were sent to the state staff.

21. A noticeable increase in communication and interaction between students and non-handicapped co-workers was seen over the nine-month period.
1. Community-based training should begin at a early age for TMH students and should be coordinated between special education and vocational education so that, as a student gets older, he/she can spend increased time working in the vocational domain. Through this increased coordination, special education can improve students' readiness to participate in Community-Based Vocational Training.

2. Initial objectives should be realistic and should recognize student, parental, staff, or work site constraints. Do not oversell. Expand services gradually.

3. Concurrent teaching of work activities should use actual materials and/or equipment at school and on the job since TMH students have difficulty in transferring skills from one setting to another.

4. All staff serving a student as well as his/her parents need to be kept informed of progress and/or difficulties on a work site in order to incorporate their ideas at every stage of program development. Cooperation must be earned through commitment, not mandated.

5. Teachers must be knowledgeable of the Family Education Rights and Privacy Act (Buckley Amendment) and of the local district policy related to confidentiality. When interpretation of the law or established policy is questionable, the teacher should seek legal advice.

6. Information gathered about an individual should be interpreted to that individual and to the parents/advocate. This procedure should be well thought out and dignified with an unhurried, private environment in order to do the best planning for the student's future.

7. Duplication of services can be minimized by interagency cooperation. Contacts were made to establish cooperative services with community agencies which serve students after graduation. This will need to be expanded so that students receiving Community-Based Vocational Training while in school will be supported in their community locations after graduation.

8. Development of a cooperative staff attitude is needed to formulate a schedule which allows small groups of students to participate in the community with the instructor and for both students and staff to meet required local and state time guidelines.
FUTURE NEEDS

1. Curriculum adaptation in specific training areas is needed to prepare TMH students with functional skills needed to enter the job market. A large portion of instruction should occur with teacher support in the actual job setting in which the student will use the skill. This, in turn, will enable the instructor to better prepare younger students with the functional skills and work attitudes desired by business.

2. Efforts to locate and train volunteers who will provide one-to-one support on job sites are needed. Since the Community-Based Vocational Training project was only of one year duration, this aspect of the project was not developed. Much emphasis on safety of the student and care in planning the transfer of support to a volunteer would be needed to protect the teacher, student, and business as well as the volunteer.

3. In order to better prepare TMH students for the transition to work, a longitudinal view of educational programming for the years between 13 and 21 is needed. Generally, the few students in this category who qualify for specialized classes in vocational school have not been scheduled until their last two years of school. This does not allow for the transition to full-time work experience in the student's last year of school which may lead to continued employment. The development of relationships at the business and with community agencies for ongoing support after graduation is also a vital part of the project and should be done preceding graduation. Perhaps scheduling for area vocational schools should occur three or four years prior to graduation to allow for increased Community-Based Vocational Training in the final two-to-three years of school.

4. Vocational Work Experience coordinators are needed to provide services for students (14-21) assigned to TMH classes in the regular high schools. At the present time, these students are not receiving vocational work experience services and are at a disadvantage when considering the full-time work transition program which will open in the fall of 1985 for students 18-21.

5. A much longer period of time (several years) will be necessary for TMH students to participate in work experience in order to begin to learn the social and communication requirements to get along and keep a job. Many times it is the social aspect, not work skills, which causes TMH students to lose their jobs.

6. Long-range planning is needed to gain perspectives on a student's needs at each age in order to help the student meet adult-functioning goals by the end of the school program.

7. Increased education and training of parents as advocates for their students are needed since, ultimately, parents are responsible for the TMH student after graduation.
SECTION II

REQUIRED FORMS

Travel

- Waiver of Responsibility for Owner and Operator of Private Automobile
- Waiver of Responsibility for Participant Being Transported

Application Blank

- Blank
- Example

Parent Permission Letter

Schedule Adjustment

- Blank
- Example

Photograph Release Form
REQUIRED FORMS

Travel information was gathered covering public transportation routes, schedules, and information on scheduling special buses. Required forms for teachers to transport students and permission forms for students to be transported by private automobile are included.

Application blanks are used by both Exceptional Child Education and Vocational Education teachers to inform the Central Office that community-based training is part of their teaching strategy. Examples of a teacher schedule showing back-up in case of emergency or absence and application blanks are included.

Each student who is participating in community-based training is required to carry personal accident insurance through the family policy or through an individual student insurance policy obtained through the Board of Education. Check with the local board of education to obtain up-to-date information.
WAIVER OF RESPONSIBILITY

(FOR OWNER AND OPERATOR OF PRIVATE VEHICLE)

I understand the personal safety of the student is of first importance to the school. I agree to being responsible for transporting _______________________

(Name of School)

School Athletic/Activity participants to the following event:

__________________________ on ____________

(Name of Event) (Date)

I hereby waive and release any and all rights and claims for damage I may have against the Jefferson County Public Schools. I have at least the following limits of liability insurance with _______________________

(Name of Company)

$50,000 Bodily Injury Liability Each Person
$100,000 Bodily Injury Liability Each Accident
$10,000 Property Damage Liability

Owner and Operator Signature

Transportation Approved by:

Signature of Principal

Date

19 24
WAIVER OF RESPONSIBILITY
(FOR PARTICIPANT BEING TRANSPORTED)

I consent for my child __________________________ to be transported
(Name of Student)

by private vehicle to all athletic/activity events in which my child is
participating. I hereby waive and release any and all rights and claims for
damage I may have against the Jefferson County Public Schools and/or the
driver of the private vehicle.

Signature of Parent or Guardian

Date

Signature of Principal

Date

(Adapt form for pedestrian or public transportation training.)
APPLICATION FOR IMPLEMENTATION OF COMMUNITY-BASED VOCATIONAL EDUCATION

Date: ____________________ School: ____________________
Teacher making application: ____________________________________________
Amount of inservice obtained: ____________________________________________
Type of unit (circle one): SPH  TMH  Autistic  MH

Staffing ratio (fill in numbers):
Student enrollment: _______  No. students participating in CBVE ________
Assistants _______  Ancillary _______  Other (Please identify.) ________
Staffing for CBVE Activity: ____________________________________________

____________________________

Staffing for classroom: ____________________________________________

____________________________

Total time teacher will be in community per week: ______________
Total time assistants will be in community per week: ______________
Total time each CBVE student will be in community per week: ______________

Rationale for implementing CBVE:
_____________________________________________________________
_____________________________________________________________

Type of data collection system: (Check all that apply.)
____ narrative  ____ trial by trial  ____ task analysis (chaining)
other (describe) ______________________________________________

Have you obtained parental permission?  Yes  No
Do selected students have medical insurance?  Yes  No
Are you willing to participate in regularly scheduled CBVE group meetings on a monthly basis to continue communication?  Yes  No
Describe any currently existing CBVE program at your school:
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
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<td>Day of Week</td>
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<tr>
<td>Time</td>
</tr>
<tr>
<td>Activity/Site</td>
</tr>
<tr>
<td>Transportation</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Vocational</th>
</tr>
</thead>
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<tr>
<td>Day of Week</td>
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<tr>
<td>Time</td>
</tr>
<tr>
<td>Activity/Site</td>
</tr>
<tr>
<td>Transportation</td>
</tr>
</tbody>
</table>

Teacher Signature ________________________________
Principal Signature ______________________________
Area Office Signature ____________________________
Dear Parents:

As part of your child's Community-Based Vocational Education (CBVE) program, the following arrangements have been made for community training:

CBVE Site: ____________________________________________
Location: ____________________________________________
Day/Time: ____________________________________________
School Staff: __________________________________________
Transportation: _________________________________________

Please complete and return our permission form. Thank you for your cooperation.

I give permission for ___________________________ to participate in the Community-Based Vocational Education program at ___________________________.

He/she is covered by ___________________________.

(Insurance Company) ____________________________________ (Policy No.) ________________

His/her social security number is ___________________________.

or

He/she does not have a social security number.

(Check)

He/she takes ___________________________ at ________ on _________.

(Medication) (Time) (Days)

_________________________________________  ____________________________
Parent/Guardian Signature                      Date

Home Phone No. ____________________________  Work Phone No. ________________________
SCHEDULING ADJUSTMENT

__________________________________________ will be traveling to

__________________________________________

for community-based vocational training on _____________________________.
She/he should be ____________________________ by __________________________,
and we will return by __________________________. We will be traveling by _________________.

If by TARC, the schedule is

<table>
<thead>
<tr>
<th>School</th>
<th>Destination</th>
</tr>
</thead>
<tbody>
<tr>
<td>(time)</td>
<td>(time)</td>
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<td>(bus no.)</td>
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<tr>
<td>Destination</td>
<td>School</td>
</tr>
<tr>
<td>(arrival time)</td>
<td>(arrival time)</td>
</tr>
</tbody>
</table>

If this arrangement is acceptable, please sign and return to:

CBVE Teacher: ____________________________
Homeroom Teacher: ____________________________
Student: ____________________________

Other Teachers

Special Arrangements:

Parent Signature ____________________________ Date ____________________________
EXAMPLE

SCHEDULING ADJUSTMENT

__________ S. T. ___________ will be traveling to

__________ Seaton House Galleries and Interiors

for community-based vocational training on ______ Tuesday from 10-11 a.m. ______

She/he should be in the main office with coat ______ by ______ 9:50 a.m. ______,

(location to meet CBVE Instructor)

and we will return by ______ 11:15 a.m. ______. We will be traveling by ______

private auto or walking ______

If TARC the schedule is:

<table>
<thead>
<tr>
<th>School (time) (bus no.)</th>
<th>Destination (time) (bus no.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Destination (arrival time)</td>
<td>School (arrival time)</td>
</tr>
</tbody>
</table>

If this arrangement is acceptable please sign and return to:

CBVE Teacher: Tommy Teacher

Homeroom Teacher: Harriet Homeroom

Student: S. T.

Speech: Cathy Clinician

Other: P.E.: Fred Physical

Special Arrangements: By taking S. T. Tuesday for a ______

double period, I can release ______

her from her in-school work site

on Friday the 2nd. Please let ______

me know your preference.

Thank you, ______

T. T.

Parent Signature Mr. & Mrs. S. T. (signed) Date Sept. 2, 1985
PHOTO RELEASE FORM

JEFFERSON COUNTY PUBLIC SCHOOLS

Child's Name

School

Parent's Name

Phone Number

I, ___________________________________________________________________, parent or guardian of ___________________________________________________________________, do hereby give and grant unto the Jefferson County Public Schools, Office of Community Affairs, permission to use and publish a photograph of my child ___________________________________________________________________, in the ___________________________________________________________________, issue of ___________________________________________________________________.

I do further certify that I am of full legal capacity to execute the foregoing authorization and release.

________________________________________ (Signature)

WITNESS: _______________ DATE: _______________

Photographer's Note:

Identify data, such as description of clothing: __________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

12/01/82 1F
SECTION III

SCHEDULES

School Schedule

--List of all students on community work sites

Teacher Schedule

--Plans for an individual work site
In order to develop a schedule to take a small group (1-4) of students to a community business on a regular basis, each teacher involved in the project utilized auxiliary staff (speech and vision therapists) and a teacher assistant for the period of time they were assigned to the students. This allowed close supervision of students while at work and while traveling in the community. To assist other staff in knowing when staff and students would be out of the building, the school schedule was distributed. Each project teacher also developed a one-page summary for each work site giving day, time, students, location, transportation contact person, phone, address, and back-up plans in case of emergency. This was filed in the school office.
<table>
<thead>
<tr>
<th>STUDENT</th>
<th>DAY/TIME</th>
<th>LOCATION</th>
<th>TRANSPORTATION</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Friday, 12:30-3:10</td>
<td>Ronald McDonald House</td>
<td>TARC</td>
<td>Smith, Bldg. Maint. Teacher; Cox, Teacher Assistant</td>
</tr>
<tr>
<td>Student 2</td>
<td>Monday, 10:10-1:20</td>
<td>Humana Hospital University (Pharmacy Department)</td>
<td>AUTO</td>
<td>Kelley, OWE/DOP Teacher</td>
</tr>
<tr>
<td>Student 3</td>
<td>Friday, 12:30-1:45</td>
<td>Ronald McDonald House</td>
<td>TARC</td>
<td>Smith, Bldg. Maint. Teacher; Curry, Vision Therapist</td>
</tr>
<tr>
<td>Student 4</td>
<td>Wednesday, 12:30-3:10</td>
<td>St. Paul United Methodist Church</td>
<td>TARC</td>
<td>Kelley, OWE/DOP Teacher; Curry, Vision Therapist</td>
</tr>
<tr>
<td>Student 5</td>
<td>Friday, 12:30-3:10</td>
<td>Ronald McDonald House</td>
<td>TARC</td>
<td>Smith, Bldg. Maint. Teacher; Cox, Teacher Assistant</td>
</tr>
<tr>
<td>Student 6</td>
<td>Friday, 12:30-3:10</td>
<td>Ronald McDonald House</td>
<td>TARC</td>
<td>Smith, Bldg. Maint. Teacher; Cartmell, Speech Therapist</td>
</tr>
<tr>
<td>Student 7</td>
<td>Monday, 1:20-3:10</td>
<td>Banquet Table Restaurant</td>
<td>TARC</td>
<td>Kelley, OWE/DOP Teacher; Cox, Teacher Assistant</td>
</tr>
<tr>
<td>Student 8</td>
<td>Wednesday, 12:30-3:10</td>
<td>St. Paul United Methodist Church</td>
<td>TARC</td>
<td>Kelley, OWE/DOP Teacher; Cartmell, Speech Therapist</td>
</tr>
<tr>
<td>Student 9</td>
<td>Tuesday, 10:00-12:30</td>
<td>Humana Hospital University</td>
<td>AUTO</td>
<td>Moran, Fast Foods Teacher; Cartmell, Speech Therapist</td>
</tr>
<tr>
<td>Student 10</td>
<td>Tuesday, 10:00-12:30</td>
<td>Humana Hospital University (Dietary Department)</td>
<td>AUTO</td>
<td>Moran, Fast Foods Teacher; Cartmell, Speech Therapist</td>
</tr>
<tr>
<td>STUDENT</td>
<td>DAY/TIME</td>
<td>LOCATION</td>
<td>TRANSPORTATION</td>
<td>STAFF</td>
</tr>
<tr>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>Student 11</td>
<td>Thursday, 1:20-3:10</td>
<td>ABC Printing Company</td>
<td>WALK</td>
<td>Kelley, OWE/DOP Teacher; Cox, Teacher Assistant</td>
</tr>
<tr>
<td>Student 12</td>
<td>Tuesday, 12:30-3:10</td>
<td>Humana Hospital Audubon</td>
<td>AUTO</td>
<td>Kelley, OWE/DOP Teacher; Reising, Speech Therapist</td>
</tr>
<tr>
<td>Student 13</td>
<td>Wednesday, 12:30-3:10</td>
<td>St. Paul United Methodist Church</td>
<td>TARC</td>
<td>Kelley, OWE/DOP Teacher; Cartmell, Speech Therapist</td>
</tr>
<tr>
<td>Student 14</td>
<td>Thursday, 10:00-12:00</td>
<td>A Package Deal</td>
<td>AUTO</td>
<td>Kelley, OWE/DOP Teacher; Reising, Speech Therapist</td>
</tr>
<tr>
<td>Student 15</td>
<td>Tuesday, 12:30-3:10</td>
<td>Humana Hospital Audubon</td>
<td>AUTO</td>
<td>Kelley, OWE/DOP Teacher; Reising, Speech Therapist</td>
</tr>
<tr>
<td>Student 16</td>
<td>Tuesday, 10:00-12:30</td>
<td>Humana Hospital University</td>
<td>AUTO</td>
<td>Moran, Fast Foods Teacher; Cartmell, Speech Therapist</td>
</tr>
<tr>
<td>Student 17</td>
<td>Wednesday, 10:10-12:00</td>
<td>Seaton House Galleries and Interiors</td>
<td>WALK</td>
<td>Kelley, OWE/DOP Teacher</td>
</tr>
<tr>
<td>Student 18</td>
<td>Monday, 10:00-12:30</td>
<td>Humana Hospital University</td>
<td>AUTO</td>
<td>Colbert, Fast Foods Teacher; Cartmell, Speech Therapist</td>
</tr>
<tr>
<td>Student 19</td>
<td>Friday, 12:30-3:10</td>
<td>Ronald McDonald House</td>
<td>TARC</td>
<td>Smith, Bldg. Maint. Teacher; Cox, Teacher Assistant</td>
</tr>
<tr>
<td>Student 20</td>
<td>Friday, 10:10-12:30</td>
<td>Ronald McDonald House</td>
<td>TARC</td>
<td>Kelley, OWE/DOP Teacher; Rash, Speech Therapist</td>
</tr>
<tr>
<td>STUDENT</td>
<td>DAY/TIME</td>
<td>LOCATION</td>
<td>TRANSPORTATION</td>
<td>STAFF</td>
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<tr>
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<td>----------------------------------------------------</td>
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<td>--------------------------------------------</td>
</tr>
<tr>
<td>Student 21</td>
<td>Thursday, 10:10-3:10</td>
<td>Helicopters, Inc.</td>
<td>AUTO</td>
<td>Kelley, OWE/DOP Teacher</td>
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<tr>
<td></td>
<td></td>
<td>Kentucky Flying Service</td>
<td></td>
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</tr>
<tr>
<td>Student 22</td>
<td>Monday, 10:10-11:10</td>
<td>Jeffersontown United Methodist Church until 9/24/84</td>
<td>TARC</td>
<td>Kelley, OWE/DOP Teacher; Rash, Speech Therapist</td>
</tr>
<tr>
<td></td>
<td>Friday, 10:10-12:30</td>
<td>Ronald McDonald House beginning 10/5/84</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 23</td>
<td>Monday, 10:00-12:30</td>
<td>Humana Hospital University (Dietary Department)</td>
<td>AUTO</td>
<td>Colbert, Fast Foods Teacher; Cartmell, Speech Therapist</td>
</tr>
<tr>
<td>Student 24</td>
<td>Monday, 10:00-1:30</td>
<td>Humana Hospital University (Pharmacy Department)</td>
<td>AUTO</td>
<td>Kelley, OWE/DOP Teacher</td>
</tr>
</tbody>
</table>
### COMMUNITY-BASED VOCATIONAL SCHEDULE

<table>
<thead>
<tr>
<th>DAY</th>
<th>TIME</th>
<th>STUDENTS</th>
<th>STAFF</th>
<th>LOCATION</th>
<th>TRANSPORTATION</th>
<th>BACKUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friday</td>
<td>12:20-3:10</td>
<td>M. Monk</td>
<td>T. Teacher</td>
<td>Ronald McDonald</td>
<td>Public Bus TARC #40</td>
<td>If bus is missed, call Mr. Helper 5C-1111, or Mr. Work 511-2222 (they work nearby and have agreed to transport in case of emergency.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>T. Ear</td>
<td></td>
<td>House</td>
<td>Leave Tully 12:37</td>
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<tr>
<td></td>
<td></td>
<td>L. Slug</td>
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<td></td>
<td>arrive 1st &amp; Mohammed AliBld. 1:12***</td>
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<td></td>
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<td>R. Rag</td>
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<td></td>
<td>If teacher absent teacher assistant will go with substitute teacher.</td>
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<td>If both teacher &amp; assistant absent, call R. McD. House and cancel.</td>
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</tbody>
</table>

**RONALD McDONALD HOUSE**  
S. Simpson, Director  
550 S. First Street  
Louisville, Kentucky 40202  
581-1416

**Job Location:** Rest rooms, telephone rooms, kitchen areas
SECTION IV

PARENT CONTACT

Parent Letter Explaining Community-Based Program

Interaction Form to Keep Records of Parent Contacts

Inventory Forms to Gather Student Information:
--Domestic Parent/Guardian Inventory
--Community Functioning Parent/Guardian Inventory
--Recreation/Leisure Parent Guardian Inventory
--Vocational Parent/Guardian Inventory
--Interaction with Non-Handicapped Persons Inventory
Teachers in the Community-Based Vocational Training Project worked cooperatively with the Exceptional Child Education Community-Based Education program which was being implemented county-wide to give all TMH students direct training in community settings.

Community-Based Vocational Education encompassed the following areas of life-functioning domains:

1. Community Functioning
2. Domestic
3. Recreation/Leisure
4. Vocational
5. Interaction with Non-Handicapped Persons

Since life-functioning areas are not mutually exclusive, many aspects of training overlap. Through continuing cooperative planning with all staff, parents, and community persons, this project was able to provide coordinated services to assist the handicapped student in integrating learning experiences in the community.

Letters and forms included in this section were jointly prepared to inform parents about the total program and gather information that was shared among all staff. By this method, information gathered was used for preparation of each student's Individual Education Plan.
Dear Parents and Students:

There is a pilot program that will be initiated in the Jefferson County Public Schools with the purpose of adding to your son's/daughter's educational program. The staff involved in this program will work towards the purpose of providing transition from school-based to community-based training for realistic experiences in the following five domains in which the students will be expected to perform in the future:

1. **Community Functions**: Students must be taught to gain access to and act appropriately when using public transportation or visiting shopping centers, restaurants, public streets, hospitals, and public and private agencies.

2. **Domestic**: Students must be taught to live somewhere and function as independently as possible in the least restrictive domestic environments, e.g., group homes, sheltered apartments, boarding homes, in their own home with parents.

3. **Vocational**: Students must be taught to participate in vocational activities in the community to the greatest extent possible—whether on a volunteer or paid basis.

4. **Recreation/Leisure**: Students must be taught to participate in a wide variety of heterogeneous school and non-school environments, e.g., in neighborhoods, group homes, public recreational facilities, so that the students will develop an ability to manage and occupy free time appropriately.

5. **Interaction with Non-handicapped Peers**: Students with handicaps must be taught skills, attitudes, and values that will allow their interaction with non-handicapped persons to be constructive, positive, and mutually gratifying.

This project will provide first-hand experiences in implementing and acquiring new skills that cannot be duplicated in the classroom. The project will be extended over a period of time according to each student's individual needs, and there will be an increase in student participation as parental permission is given.
## PARENT CONTACT FORM

**Parent/Guardian**

**Other Contact Persons**

### Interaction between Parent/Guardian and Educational Staff

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason for Interaction</th>
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<tbody>
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</table>

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<thead>
<tr>
<th>Home Visit</th>
<th>Letter</th>
<th>Telephone</th>
<th>Conference Regular</th>
<th>Conference I.E.P.</th>
<th>Conference M-Team/Reeval.</th>
<th>Parent Group Meetings</th>
<th>Other</th>
</tr>
</thead>
</table>
COMMUNITY FUNCTIONING
PARENT/GUARDIAN INVENTORY

Student's Name __________________________ Date __________________

Age __________________ School __________________

I. General Community Functioning

A. Does your son/daughter go out in the community independently? If so, for what purpose?
__________________________________________________________________________
__________________________________________________________________________

B. Does your son/daughter perform routine errands in the neighborhood?
If so, describe _________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

C. What is his/her reaction to being sent into the community on errands?
__________________________________________________________________________

D. Describe your son's/daughter's behavior in public (e.g., does he/she understand/follow behavioral standards or draw negative attention to

self). ___________________________________________________________________
__________________________________________________________________________

E. Describe your son's/daughter's interactions with adult service providers in the community (e.g., cashiers, doctors, waiters).
__________________________________________________________________________
__________________________________________________________________________

F. Describe your son's/daughter's interactions with strangers in the

community (e.g., on the bus, in stores). ________________________________________
__________________________________________________________________________
__________________________________________________________________________
II. Travel

A. What type of transportation does your son/daughter currently utilize the most (to reach a destination, rather than as a recreational activity)?

Walk____
Bicycle____
TARC____
Private auto____
Taxi____

B. What type of transportation do you anticipate him/her utilizing the most as an adult?

C. TARC information

1. Does your son/daughter have a TARC student I. D. card?

2. List bus lines near home or routes most commonly used.

III. Specific Community Functioning

A. Below is a list of common sites in the community. Mark (✓) besides those locations to which your son/daughter frequently accompanies you (as an observer), mark (P) if he/she participates while there, and mark (I) if he/she can make the trip and perform the activity independently.

Grocery store____
Restaurants ____
Shopping centers____
Gas station ____
Laundromat ____
Cleaners ____
Other (specify)________________

Convenience stores____
Bank ____
Church____
Medical office/clinic____
Post Office____
Government offices____
Beauty/Barber Shop____

B. Which activities does your son/daughter enjoy the most?

C. Does your son/daughter have a bank account? If so, what type? If not, would you like him/her to have one?
D. Does your son/daughter know how to use a pay telephone?

E. Does your son/daughter make small purchases unassisted?

F. What Community Functioning activities would you like to see your son/daughter learn to perform independently?

G. Are there any activities you object to his/her participating in?

IV. If you have any other concerns or comments, please state them.

V. Please list below names and general locations of specific businesses which your family patronizes most frequently.

<table>
<thead>
<tr>
<th>Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grocery</td>
<td></td>
</tr>
<tr>
<td>Department store</td>
<td></td>
</tr>
<tr>
<td>Shopping centers</td>
<td></td>
</tr>
<tr>
<td>Convenience stores</td>
<td></td>
</tr>
<tr>
<td>Laundromat</td>
<td></td>
</tr>
<tr>
<td>Cleaners</td>
<td></td>
</tr>
<tr>
<td>Bank</td>
<td></td>
</tr>
<tr>
<td>Restaurants: Sit-down</td>
<td></td>
</tr>
<tr>
<td>Fast food</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Location</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Post Office</td>
<td></td>
</tr>
<tr>
<td>Gas Station</td>
<td></td>
</tr>
<tr>
<td>Clinic</td>
<td></td>
</tr>
<tr>
<td>Church</td>
<td></td>
</tr>
<tr>
<td>Beauty/Barber Shop</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>
DOMESTIC PARENT/GUARDIAN INVENTORY

Student's Name____________________________________ Date______________________

Age_________________________ School________________________________________

I. Daily Routines

A. Describe your son/daughter's morning routine, listing those activities he/she performs independently and those with which you provide assistance (e.g., wakes to alarm, performs grooming, selects clothing, prepares breakfast, waits for bus).

________________________________________
________________________________________
________________________________________
________________________________________

B. Describe your son's/daughter's evening routine, listing those activities he/she performs independently and those with which you provide assistance (e.g., bathes, prepares for bed, goes to bed on own initiative).

________________________________________
________________________________________
________________________________________
________________________________________

II. Cleaning/Maintenance

A. List any housekeeping chores which your son/daughter performs routinely and independently.

________________________________________
________________________________________
________________________________________

B. List housekeeping chores he/she can do but isn't required to do.

________________________________________
C. List any housekeeping chores which your son/daughter performs with assistance.


D. What is your son's/daughter's reaction to housecleaning assignments?


E. Does he/she initiate cleaning chores?


F. What cleaning activities does he/she prefer?


Dislike?


G. Does he/she assist with laundry (washing, drying, folding, ironing, putting clothing away)?


H. Describe any outdoor chores your son/daughter performs.


I. What housekeeping chores would you like for him/her to learn to do independently?


III. Grooming/Hygiene

A. List grooming/hygiene activities your son/daughter performs independently.


B. List grooming/hygiene activities he/she performs with assistance.


54
C. Does he/she initiate grooming activities at appropriate times?

D. What grooming/hygiene activities do you want your son/daughter to learn to do independently?

IV. Eating

A. Does your son/daughter need assistance with eating or drinking?

Please describe.

B. Please describe any adaptive eating/drinking equipment your daughter/son requires.

C. Describe your daughter's/son's mealtime situation (room she/he eats in; eats with family; eats alone; eats in front of TV; uses adaptive chair).

D. Describe your daughter's/son's table manners (messy/neat, says please/thank you, passes food, uses napkin).

E. List your son'/daughter's preferred foods.

F. List foods he/she dislikes or refuses.
G. List foods that you prefer your son/daughter not eat/drink.

__________________________________________________________

H. What eating skills would you like for your daughter/son to learn?

__________________________________________________________

V. Cooking

A. For each meal listed, describe foods your son/daughter can prepare with supervision or unassisted.

<table>
<thead>
<tr>
<th>Meal</th>
<th>Prepares w-supervision</th>
<th>Prepares unassisted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dinner</td>
<td></td>
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</tr>
</tbody>
</table>

B. Describe any kitchen/cooking chores your daughter/son currently performs (e.g., setting table, slicing, mixing, opening cans, washing dishes).

__________________________________________________________

__________________________________________________________

C. What cooking/kitchen skills would you like for your son/daughter to learn?

__________________________________________________________
VI. Domestic Interactions

A. Describe your son's/daughter's telephone skills/behavior.

B. Describe his/her relationship with family members (cooperates/wants his/her way, recreates with a favorite sibling).

C. Does your daughter/son initiate conversations with familiar adults?

D. Does she/he have any interactions with neighbors? If so, describe (types of interactions, ages of neighbors, and so forth).

E. What is the reaction of neighborhood children to your son/daughter?

F. Does your daughter/son behave in an appropriate fashion when visiting in someone's home? If not, describe behavior.

G. Does she/he exhibit appropriate conversational skills (e.g., doesn't interrupt, sticks to topic)?

H. Does your son/daughter select friends near his/her own age to interact with at family gatherings, parties, and other social occasions?

I. Are you satisfied with the manner in which your daughter/son currently interacts with non-handicapped persons? If not, how can she/she improve?
VII. Following graduation from public schools, you anticipate your son's/daughter's living situation to be
   _____At home        _____In a group home
   _____With relatives  _____In a Sheltered apartment
   _____In a foster home  _____Other (describe)

VIII. Can your home be used as a domestic training site?

IX. If you have any other concerns or comments, please state them.

______________________________________________________

______________________________________________________
RECREATION/LEISURE
PARENT/GUARDIAN INVENTORY

Student's Name____________________________________ Date________________

Age_________________ School________________________________________________

I. Please answer and comment on the questions presented below. Are you satisfied with the extent to which your child:

A. Occupies his/her free time in a constructive manner?

________________________________________________________________________

________________________________________________________________________

B. Engages in a reasonable variety of activities while at home?

________________________________________________________________________

________________________________________________________________________

C. Engages in a variety of non-school recreation/leisure environments and activities (e.g., YMCA, public library, roller rink)?

________________________________________________________________________

________________________________________________________________________

D. Actively makes choices as to how he/she would like to spend his/her free time?

________________________________________________________________________

________________________________________________________________________

E. Interacts with other than family members?

________________________________________________________________________

________________________________________________________________________

F. Engages in activities without direct supervision?

________________________________________________________________________

________________________________________________________________________

G. Engages in activities similar to those of non-handicapped persons of the same chronological age or older?

________________________________________________________________________
II. What recreational activities does your family engage in as a group?

________________________________________________________________________________________

Individually?

________________________________________________________________________________________

III. Please identify the activities in which your son/daughter currently engages that seem to provide him/her with the most pleasure. For what length of time will he/she engage in each of these activities? How much supervision is required:

<table>
<thead>
<tr>
<th>Most Pleasurable Activities</th>
<th>Amount of Time</th>
<th>Who Supervises?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>3.</td>
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<tr>
<td>4.</td>
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</tbody>
</table>

IV. Please identify the five most important environments and activities that you think should be a part of your child's current recreation/leisure life space. What assistance do you think will be necessary in order for your child to participate in these places and activities with school staff persons (e.g., transportation needs and a person supervising throughout the activity)?

<table>
<thead>
<tr>
<th>Places</th>
<th>Activities</th>
<th>Kind of Assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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</tbody>
</table>

V. Do you view recreation/leisure instruction as a priority area in your child's school program? If so, why?

________________________________________________________________________________________

________________________________________________________________________________________
VI. Are there community agencies that have helped you meet the recreation/leisure needs of your child? If so:

A. What are the names of these agencies?

B. What services are provided?

C. How long do you think that the agency will be actively involved with your child?

D. Will another agency take over?

VII. If you have any other concerns or comments, please state them.

__________________________________________________________

__________________________________________________________

__________________________________________________________

__________________________________________________________
VOCATIONAL PARENT/GUARDIAN INVENTORY

Student's Name ___________________________ Date _______________________

Age ___________________________ School ___________________________

I. Upon graduation from the public schools, you would like to see your son/daughter participating in:

____ Day Care/Activity Program
____ Sheltered Workshop
____ Competitive Part-Time Employment
____ Competitive Full-Time Employment
____ Supervised Community Employment
____ Volunteer Work Program
____ Other ______________________________________________________

II. Following graduation from the public schools, you anticipate your son's/daughter's living situation to be

____ Urban (What city?)
____ Rural (What county?)
____ At Home
____ Foster Home
____ Group Home
____ Sheltered Apartment
____ Other ______________________________________________________

III. A. Are there any work demands being placed on your son/daughter at home? If so, what are they?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

B. What is your son's/daughter's reaction to them?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________

C. Has your son/daughter participated in a vocational program prior to this school year? If so, what activities was she/he involved in?

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
IV. A. Are there any jobs that your son/daughter seems particularly interested in?


B. Are there any jobs which your son/daughter seems to dislike?


V. A. Do you have preferences for occupational placement?


B. Are there any activities from past vocational programs that you feel should be included in your son's/daughter's occupational training?


C. Are there occupations in which your do not want your son/daughter participating?


D. Do you know any businesses which might be willing to take on a student worker on a volunteer basis? If so, please list.


VI. A. What concerns do you have regarding your son's/daughter's placement in a vocational training program?
B. If there are any recurring safety problems (e.g., fascination with electrical outlets, putting objects in mouth), please state them.


VII. Check off the occupational areas listed below which you think your son/daughter could learn most readily.

___ Office work
___ House cleaning
___ Grounds maintenance
___ Building maintenance
___ Waiter/Waitress
___ Busperson
___ Fast food preparation
___ Fast food counter work
___ Dishwashing
___ Child care
___ Cashier
___ Stocking shelves (Dept. stores)
___ Laundry/Dry Cleaning
___ Other (please list)


VIII. If you have any other concerns or comments, please state them.


INTERACTION WITH NON-HANDICAPPED PERSONS
INVENTORY

Student's Name ___________________________ Date ___________

Age ___________ School ___________________________

(To be completed by teacher)

I. Peers

A. Does student know many non-handicapped students by name?

B. Does student show an interest in interacting with non-handicapped students?

C. Does student have a close friendship with a non-handicapped student?

D. Does student speak appropriately to non-handicapped students in the hall, at lunch, etc?

E. Does student draw negative attention to himself/herself in any way?
   If so, describe.

F. Briefly describe the reaction of non-handicapped peers to this student.

__________________________

__________________________
II. Adults
   A. Does student show an understanding of the position of various school administrators/employees?
   B. Does student initiate conversation with adults?
   C. Does student interact with adults in an age-appropriate manner?
SECTION V
EMPLOYER CONTACT

Explanation of Community Work Sites

Program Design

Work Site Information Sheet
--Blank
--Example

Employer Evaluation
--Employer Evaluation of Program
--Employer Evaluation of Student
EMPEYRER CONTACT

In order to become acquainted with the community surrounding the school, teachers conducted an informal survey of the local businesses identifying locations that were within walking distance, on public transportation routes, and potential sites that were only available if other transportation was used due to long travel times.

After the teachers identified potential sites, contacts were made using the Explanation of Community Work Sites information sheet. This helped the business contact to better understand the purpose for the program, staff coverage, and other features. When the business agreed to let the teacher identify possible jobs, the teacher would observe jobs being performed and note training possibilities on the Program Design form.

The Work Site Information Sheet was used to record important information pertaining to training sites. A blank and example are included.

After the teacher identified the job and received permission to begin, she/he actually performed the job within the work setting to record the location of supplies needed, quality control standards, and the order in which the task was to be performed.
PURPOSE OF THE PROGRAM

The purpose of the program is to provide students with the opportunity to receive realistic vocational training experiences in a variety of Louisville area businesses and organizations. The students receive training at these community-based job training sites as part of their overall school program.

STUDENTS

All of the students are mentally handicapped. Some may have additional handicaps, e.g., physical, hearing, visual. The interests, abilities, and past experiences of each student help determine the types of vocational training sites he/she experiences.

SCHOOL STAFF

Supervision and training of the students at the job site are provided by school personnel. A school staff person is present at all times while the students are working. School personnel are responsible for the quality control of all the work done by the students.

SALARY

During the initial phase of the program, the service provided by the student will be maintained at no cost to the employer. If the employer wishes to employ a student, wages will be discussed on an individual basis.

COMMUNITY JOB SITES

The job site provides the students the opportunity to learn actual vocational skills in a realistic work environment. This valuable service cannot be duplicated by any other means available to the Jefferson County Public Schools. Job site personnel are encouraged to become involved with the students to the degree in which they feel comfortable.

DAYS/TIMES/NUMBER OF STUDENTS

The days and times that a job site is utilized as well as the number of students at the site can be negotiated between each individual job site and school staff.
PROGRAM DESIGN

NOTE: USE THIS FORM TO GATHER WORK SITE SPONSOR INFORMATION

Site: __________________________ Work Site __________________________ Area Office: __________

Address: __________________________ Address: __________________________

Phone: __________________________ Phone: __________________________

Contact Person: __________________________

Date: __________ Number of Students: __________________________

Day and time available: __________________________

Training experiences available: __________________________

Transportation/TARC Route: __________________________

Follow-up: __________________________
WORK SITE INFORMATION SHEET

WORK SITE: ____________________________________________________________

STUDENTS: ____________________________________________________________

STAFF: ______________________________________________________________

SUPPLIES: ____________________________________________________________

TRANSPORTATION: ______________________________________________________

WORK SITE PERSONNEL: _________________________________________________

SCHEDULE: ____________________________________________________________
EXAMPLE

WORK SITE INFORMATION SHEET

WORK SITE: HUMANA HOSPITAL UNIVERSITY--PHARMACY DEPARTMENT

STUDENTS: D. Willing and T. Able

STAFF: Tom Teacher

SUPPLIES: Badge for Teacher Volunteer

Badges for Student Volunteers

Automobile Parking Sticker for Staff Parking Lot (hangs on mirror in car)

Lunch money and TARC tickets or money

Work site notebook

TRANSPORTATION: Teacher auto or TARC #40 (Leave Tully 10:06--Arrive University 10:48)

(Leave University 12:45--Arrive Tully 1:15)

WORK SITE PERSONNEL: Donna Head, Director

Paul Put, Pharmacist

SCHEDULE: 10:10 Meet students in Tully office--Sign out (Adjust if taking TARC)

10:40 Arrive in University Employee parking lot (Hancock & Chestnut)

Enter Emergency entrance, walk through hall and out of building

Cross Jackson St. to Ambulatory Care building. Enter lobby,
elevator is on far right side. Take elevator down to Lower I
Follow signs to Environmental Services: cross two underground
service halls--Pharmacy will be on right.

10:55 Report to work

11:55 Put work away

12:00 Rest room

12:05 Cafeteria: D. Willing is completely independent.

T. Able needs assistance: He has chewing problem
and orders soft foods (soup, ice cream, puddings, etc.)

12:35 Leave University

1:05 Arrive Tully (If taking TARC, arrive 1:15)
COMMUNITY-BASED VOCATIONAL EDUCATION
EMPLOYER EVALUATION OF PROGRAM

1. Have we provided the training and supervision promised? 
   YES NO

2. Have we been prompt and dependable? 
   YES NO

3. Has the work we have performed met your quality standards? 
   YES NO

4. Have we worked within your organization without disrupting the regular work routine? 
   YES NO

5. Have school supervisory personnel shown respect for student workers and demonstrated positive ways of relating to them? 
   YES NO

6. Have school supervisory personnel worked well with your regular employees? 
   YES NO

7. Have we maintained sufficient lines of communication? 
   YES NO

8. May we use you as a reference in setting up other community training sites? 
   YES NO

9. Have you seen evidence of student growth (independence, attitude, comfort, ability to relate to others) over the course of the program? 
   YES NO

10. What do you like about this program? 
    Comments: 
    __________________________________________
    __________________________________________
    __________________________________________

11. How can we improve? 
    Comments: 
    __________________________________________
    __________________________________________
    __________________________________________

12. Would you like to talk further? 
    Comments: 
    __________________________________________
    __________________________________________
    __________________________________________

SIGNATURE: _________________________________

DATE: 69

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# Community-Based Vocational Education

## Employer Evaluation of Student

<table>
<thead>
<tr>
<th>Student's Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Site</td>
<td>Address</td>
</tr>
</tbody>
</table>

The following skills have been performed in your business. Please rate performance.

<table>
<thead>
<tr>
<th>SKILL</th>
<th>ACCEPTABLE</th>
<th>NEEDS IMPROVEMENT OR COMMENTS</th>
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<tbody>
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Business________________________

Work Supervisor________________

Phone__________________________
SECTION VI
DATA COLLECTION

Task Descriptions

--Humana Hospital University: Dietary Department
Wrapping bread and rolls for patient trays

--Humana Hospital University: Pharmacy Department
Marking anesthesia narcotic kit accounting sheets
Cleaning patient medicine bins
Drug inventory
Disposing of outdated I.V. bags

--Ronald McDonald House
Cleaning toilet
Cleaning bathtub

Cleaning Schedule Explanation

--Schedule for Kentucky Flying Service Using Pictures (A through F)

--Upstairs: Cleaning rest rooms
Emptying ashtrays and wastebaskets
Cleaning counters, furniture, window ledges
Dusting baseboards
Cleaning vending machines and display counters
Cleaning telephones
Wiping pictures
Vacuuming carpets
Wiping marks off walls
Cleaning stairs and entry

--Downstairs: Cleaning rest rooms
Emptying ashtrays and wastebaskets
Cleaning counters, furniture, window ledges
Dusting baseboards
Cleaning vending machines and display counters
Cleaning telephones
Wiping pictures
Vacuuming carpets
Wiping marks off walls

Student Performance Log

Student Performance Log (Example)
DATA COLLECTION

In order to become familiar with the location of supplies, the order of steps within the job, and quality control, the teachers found it preferable to work the job and formulate the task analysis before taking the student to the work site. This allowed the teacher to record name of person to whom the student will be responsible and begin the Student Record of Performance form. Examples of various tasks are included in this section. Differences in specificity will be noted since the teacher would have one student in mind, and some students need the job broken into smaller steps than others.
TASK DESCRIPTION

SITE: HUMANA HOSPITAL UNIVERSITY: DIETARY DEPARTMENT

TASK: WRAPPING BREAD AND ROLLS FOR PATIENT TRAYS

1. Checks with Dietary Supervisor for number of items needed.
2. Washes hands.
3. Obtains supplies: rolls and different kinds of breads, plastic wrap, plastic gloves, trays, dishcloth, apron, hat.
4. Puts on apron, hat, plastic gloves.
5. Wipes off countertop work area.
6. Opens roll or bread wrapper.
7. Cuts plastic wrap to fit roll or bread.
8. Wraps individual roll or slice of bread, folding plastic wrap tightly around edges.
9. Stacks in completed tray.
10. Continues Steps 7 and 8 above until number needed is reached.
11. Double checks completed container to make sure all surfaces of the bread have been completely covered and plastic wrap is secured.
12. Returns extra supplies.
13. Notifies dietary supervisor of completed work.
14. Removes apron, hat, and plastic gloves and disposes of them properly.
SITE: HUMANA HOSPITAL UNIVERSITY: PHARMACY DEPARTMENT

TASK: MARKING ANESTHESIA NARCOTIC KIT ACCOUNTING SHEETS

1. Obtains supplies: folded sheets plastic bags labels rubber bands bank sheet of paper to organize numbers numerically for student (3700, 3701, 3702, etc.) BLACK pen.

2. Checks with pharmacy supervisor to obtain beginning number; writes Master sheet. (Teacher TASK)

3. Removes rubber band from stack of accounting sheets.

4. Writes beginning number in blank marked KIT No. (upper left corner).

5. Checks off number on Master sheet.

6. Places completed accounting sheet face down on side of work area.

7. Continues Steps 4, 5, and 6 above until Master sheet is completed.

8. Wraps designated number of completed sheets with two rubber bands.

9. Place completed stack into plastic bag and wraps with additional rubber band.

10. Places designated label on each bag.

11. Replaces supplies.

12. Notifies pharmacy supervisor of task completion.
TASK DESCRIPTION

SITE: HUMANA HOSPITAL UNIVERSITY: PHARMACY DEPARTMENT

TASK: CLEANING PATIENT MEDICINE BINS

1. Obtains supplies: paint thinner
   glass beaker
   rubber gloves
   4 x 4 gauze pads
   dish washing detergent
   clean paper cards
   clean towels rags.

2. Sets up supplies at sink outside the I.V. Room.

3. Gets stainless steel cart.

4. Locates patient medicine rolling cart in center section of Pharmacy.

5. Locates empty patient medicine bins on Patient Medicine Cart.
   (Count about 12 bins and place on stainless steel cart.)

6. Rolls cart to sink area.

7. Places bins on end on counter.

8. Fills glass beaker with 1/2 cup paint thinner.

9. Puts on rubber gloves.

10. Dips gauze pad into paint thinner; dabs residue from name tags to thoroughly soften.

11. Allows bin to sit "soaking" a few minutes.

12. Repeats Steps 10 and 11 above until all bins are "soaking."

13. Cleans sink and counter area to right of sink with soap and water.

14. Fills left section of sink with warm soapy water.

15. Picks up first medicine bin.
    15.1 Removes plastic divider and places it in water.
    15.2 Rubs sticky label residue with gauze until bin is clean.
    15.3 Places into soapy water.
    15.4 Rinses in warm running water on right side of sink.
    15.5 Sets clean towel on counter.

16. Repeats Step 15 above until all bins are clean.

17. Washes, rinses and drains all plastic dividers from left sink.

18. Dries bins and places them on stainless cart with front propped up on edge of cart.

19. Dries all plastic dividers and places one in each medicine bin.
   (Additional dividers are located in bottom drawer in center section of Pharmacy.)
20. Places clean paper card into slot on front of bin.
21. Replaces clean bins onto patient medicine rolling cart, wiping off each slot first.
22. Removes "full" patients bins and wipes out slot and returns, as time permits.
23. Replaces supplies.
TASK DESCRIPTION

SITE: HUMANA HOSPITAL UNIVERSITY: PHARMACY DEPARTMENT

TASK: DRUG INVENTORY

1. Obtains record book (Receiving Office is across the hall.)

2. Collects supplies: rubbing alcohol
   4 x 4 gauze pads
   waste can
   stainless steel cart
   self with drug boxes (shelves are removed from center stacks).

3. Takes drug boxes off shelf and places in same order onto cart.
   (alphabetical by generic drug name)

4. Cleans shelf with rubbing alcohol and gauze pad; replaces onto shelving.

5. Inventories each box of drugs.
   5.1 Empties box onto desk; cleans box with alcohol and pad.
   5.2 Checks expiration date.
      5.2.1 If within next 6 months, records name of medication on month page in record book; replaces into box.
      5.2.2 If beyond next 6 months, replaces in box, no recording.
      5.2.3 If present month or prior, places drugs on lower shelf of cart.

6. Continues each box in order as in Step 5 above.

7. Determines when boxes for one shelf are completed; returns to clean shelf on stacks; and does Step 3 above.

8. Works until end of work time:
   8.1 Returns supplies.
   8.2 Puts expired medication in large blue bin on cabinet next to automatic door.
SITE: HUMANA HOSPITAL UNIVERSITY: PHARMACY DEPARTMENT

TASK: DISPOSING OF OUTDATED I.V. BAGS

1. Checks I.V. Room sink to see if there are bags in need of disposal.
2. Collects supplies: scissors
   trash cans.
3. Opens each bag; pours fluid down drain.
4. Disposes of empty bags in trash can.
5. Continues until all out-dated bags are disposed of.
6. Returns supplies.
TASK DESCRIPTION

SITE: RONALD MCDONALD HOUSE

TASK: CLEANING TOILET

1. Obtains supplies: cleaning agent
toilet mop
towel
sponge
rubber gloves
10 quart bucket
spray bottle.

2. Prepares cleaning agent in 10 quart bucket and spray bottle following directions for mixing with water.

3. Puts on gloves.

4. Flushes toilet and raises toilet seat.

5. Pours mixed cleaning solution into toilet.

6. Sprays mixed cleaning solution over outside surface of toilet.

7. Uses toilet mop and cleaning solution in 10 quart bucket to clean toilet rim of bowl and bowl.

8. Uses sponge and cleaning solution in 10 quart bucket (scrubber side of sponge) to scrub underside and top of toilet lid.


10. Scrubs with sponge: top, sides, base of entire toilet.

11. Flushes toilet.

12. Rinses sponge, bucket, and toilet mop.

13. Returns supplies and stores properly.
TASK DESCRIPTION

SITE: RONALD MCDONALD HOUSE

TASK: CLEANING BATHTUB

1. Obtains supplies: cleaning agent
   spray bottle
   rubber gloves
   sponge
   towel.

2. Puts on gloves.

3. Turns on cold faucet, dampens sponge, and turns off faucet.

4. Uses spray bottle containing pre-mixed cleaning solution to spray
   entire tub and wall surface.

5. Uses sponge to scrub all surfaces of walls, tub, and faucets.

6. Turns on cold water faucet, rinses sponge and all surfaces, rinses
   sponge again, and turns off faucet.

7. Removes excess water from faucets with damp sponge.

8. Uses towel to dry and shine faucets.

9. Collects supplies and stores properly.
CLEANING SCHEDULES

The following Cleaning Schedule was developed to post on the inside of the closet door at Kentucky Flying Service to assist the student in learning which supplies were needed for tasks and in which order the tasks were to be done on each floor. This student did not have functional reading ability but was able to follow the list by relating the pictures to the instruction.
UPSTAIRS

Clean Rest Rooms.

Jam Rest Room Door

Sweep Rest Rooms

Clean Toilets

Clean Mirror

Clean Sink and Counter
Wipe Bathroom Stall Walls

Clean Drinking Fountain

Wet Mop Floor

Hang Sign
UPSTAIRS
Clean Ashtrays/Wastebaskets.

Empty Ashtrays

Wipe Out Ashtrays

Empty Wastebaskets

Wipe Out Wastebaskets
UPSTAIRS

Clean Counters, Furniture, Window Ledges; Dust Baseboards; Clean Machines; Vacuum.

Dust Counters and Furniture

Dust Furniture and Windows

Dust Baseboards

Clean Machines and Counters
Clean Phone

Wipe Pictures

Vacuum Carpet

Wipe Marks Off Walls
UPSTAIRS

Clean Stairs.

Sweep Stairs

Sweep Entry

Sweep Plastic

Wet Mop Stairs

Wet Mop Entry
DOWNSTAIRS

Clean Rest Rooms.

Jam Rest Room Door

Sweep Rest Rooms

Clean Toilets

Clean Mirror

Clean Sink and Counter
Wipe Bathroom Stall Walls

Clean Drinking Fountain

Wet Mop Floor

Hang Sign
DOWNSTAIRS

Clean Ashtrays/Wastebaskets.

Empty Ashtrays

Wipe Out Ashtrays

Empty Wastebaskets

Wipe Out Wastebaskets
DOWNSTAIRS

Clean Counters, Furniture, Window Ledges; Dust Baseboards; Clean Machines; Vacuum.

Dust Counters and Furniture

Dust Furniture and Windows

Dust Baseboards

Clean Machines and Counters
Clean Phone

Wipe Pictures

Vacuum Carpet

Wipe Marks Off Walls
DOWNSTAIRS

Clean Stairs.

- Sweep Stairs
- Sweep Entry
- Sweep Plastic
- Wet Mop Stairs
- Wet Mop Entry
STUDENT PERFORMANCE LOG

NAME:__________________________________________

SUPERVISOR:____________________________________

WORK SITE:_____________________________________

DESCRIPTION OF JOB: ____________________________________________

_________________________________________________________________

123

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EXAMPLE

STUDENT PERFORMANCE LOG

NAME: Sam Strong
SUPERVISOR: Tom Teacher
WORK SITE: Seaton House Galleries and Interiors

DESCRIPTION OF JOB: Changing Vacuum Cleaner Bag

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Unsnap back of cloth bag.</td>
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<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>2.</td>
<td>Roll rubber ring off neck of paper bag inside cloth bag.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>with help</td>
<td>with help</td>
<td>with help</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>3.</td>
<td>Carefully remove paper bag to avoid spilling dust.</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>4.</td>
<td>Locate clean paper bag.</td>
<td>-</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>5.</td>
<td>Carefully slide paper bag onto neck of vacuum tube.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>with help</td>
<td>with help</td>
<td>with help</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>6.</td>
<td>Roll rubber ring onto paper bag.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>7.</td>
<td>Resnap outside of cloth bag.</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>8.</td>
<td>Properly dispose of full paper bag.</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
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</tr>
</tbody>
</table>
APPENDIX

STORY BOARD FOR SLIDE PRESENTATIONS

Employer or Community Presentation

Teacher or Parent Inservice Presentation
<table>
<thead>
<tr>
<th>SLIDE</th>
<th>SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Title</td>
<td>1. The COMMUNITY-BASED VOCATIONAL TRAINING PROJECT was initiated for the 1984-85 school year by the staff of Roberta B. Tully School, a special education center in Jefferson County Public Schools, Louisville, KY. All of the students involved in the project were in special education classes for Trainable Mentally Handicapped, and, in addition to mental retardation, many of the students had additional handicapping conditions such as speech, vision, hearing, etc.</td>
</tr>
<tr>
<td>2. School</td>
<td>2. St. Paul United Methodist Church was one of the beginning work stations in the community. Here, a small group of students, 3-4, were scheduled for training and travels together with a teacher and speech and vision therapists to do on-the-job training.</td>
</tr>
<tr>
<td>3. Outside church</td>
<td>3. At the church, they were setting tables for a Wednesday evening dinner . . . from 80 to 150 places each week.</td>
</tr>
<tr>
<td>4. Girl getting out supplies</td>
<td>4. Students learned to get out all of the supplies they needed (place-mats, silverware, salt, pepper, sugar bowls) and properly place them on tables. In other locations, such as Banquet Table, students were rolling silverware in napkins, a task that was needed each day.</td>
</tr>
<tr>
<td>SLIDE</td>
<td>SCRIPT</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>6. Three students outside Ronald McDonald House</td>
<td>6. At Ronald McDonald House, by coordinating work areas, one group of students learned sanitation methods under the direction of the Building Maintenance teacher and teacher assistant, while another group worked with the work experience coordinator and speech and vision therapists.</td>
</tr>
<tr>
<td>7. Boy cleaning window</td>
<td>7. Students cleaned 4 telephone booths,</td>
</tr>
<tr>
<td>10. Girl sweeping</td>
<td>10. ...lobby and hall areas,</td>
</tr>
<tr>
<td>13. Boy at TARC sign (public bus)</td>
<td>13. In order to get to work, several community functioning skills are also necessary--locating the correct TARC stop (public bus);</td>
</tr>
<tr>
<td>14. Students on TARC bus</td>
<td>14. using money, time skills, and proper social skills, to ride the public bus;</td>
</tr>
<tr>
<td>15. Teacher, 3 students crossing street</td>
<td>15. and pedestrian skills to cross streets.</td>
</tr>
<tr>
<td>16. Outside building--Seaton House Galleries and Interiors</td>
<td>16. Because Seaton House Galleries and Interiors was close to Tully School, students were able to practice pedestrian skills.</td>
</tr>
<tr>
<td>SLIDE</td>
<td>SCRIPT</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>17. Girl vacuuming</td>
<td>Vacuuming and dusting skills were learned, including learning to be very, very careful around fragile items.</td>
</tr>
<tr>
<td>18. Parent, girl, and employer</td>
<td>Parents were invited to visit each work site to see the jobs the student was learning and to begin building close relationships with the work supervisor. This encouraged the parent to assist the student in practicing skills learned at home.</td>
</tr>
<tr>
<td>19. Outside building—A Package Deal</td>
<td>In the Bowman Field area, near a regional airport, we had students working in several different businesses located close together.</td>
</tr>
<tr>
<td>20. Boy adjusting cords</td>
<td>A Package Deal, a packing and shipping company, and Helicoptors, Inc. were begun first. Other businesses noticed how well the students were doing, and</td>
</tr>
<tr>
<td>21. Boy vacuuming in lobby</td>
<td>asked that we expand to do their offices, too.</td>
</tr>
<tr>
<td>22. Two boys emptying trash can in lobby</td>
<td>The students vacuumed, emptied ashtrays, washed windows,</td>
</tr>
<tr>
<td>23. Two boys cleaning vacuum outside</td>
<td>took out trash, and cleaned vacuum cleaners.</td>
</tr>
</tbody>
</table>
### SLIDE SCRIPT

<table>
<thead>
<tr>
<th>SLIDE</th>
<th>SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Two boys outside Kentucky Flying Service</td>
<td>By mid year, the students were able to work at a faster pace and our jobs expanded to Adler Insurance Company, Guild Adjustment Company offices, and a request from the fifth company located nearby in this hanger. This gave the students the opportunity to lengthen their training day and move from one work location to another.</td>
</tr>
<tr>
<td>25. One boy emptying wastecan in office</td>
<td>In Kentucky Flying Service, they cleaned lobbies, rest rooms, and office areas on two floors.</td>
</tr>
<tr>
<td>26. Boy and girl labeling first-aid supplies</td>
<td>At Humana Hospital Audubon, students worked in the Cart Exchange Room, Materials Management Section. They labeled first-aid supplies for carts which were used on the patient floors.</td>
</tr>
<tr>
<td>27. Supervisor and girl labeling</td>
<td>Twice a day these carts were brought to the Cart Exchange Room and refilled.</td>
</tr>
<tr>
<td>28. Supervisor and boy in front of stock shelves</td>
<td>Students learned to stock shelves after the supplies were labeled and also learned to build a very good working relationship with the other workers in the department.</td>
</tr>
<tr>
<td>29. Three students in front of Humana Hospital University sign</td>
<td>At Humana Hospital University, a group of Fast Foods students worked with two Fast Foods instructors and speech therapist on two different days.</td>
</tr>
<tr>
<td>SLIDE</td>
<td>SCRIPT</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>30. Boy pushing elevator button</td>
<td>Students learned to operate the elevator and locate their work area in a huge hospital complex.</td>
</tr>
<tr>
<td>31. Boy getting towels</td>
<td>Their jobs were to locate cleaning supplies;</td>
</tr>
<tr>
<td>32. Girl wrapping rolls</td>
<td>wrap rolls,</td>
</tr>
<tr>
<td>33. Boy wrapping bread</td>
<td>and breads for patient trays;</td>
</tr>
<tr>
<td>34. Girl wiping counter</td>
<td>clean counters when job was finished; and</td>
</tr>
<tr>
<td>35. Girl at tray conveyor belt</td>
<td>remove paper and silverware from trays on the tray conveyor belt leading to the dishwasher.</td>
</tr>
<tr>
<td>36. Teacher, supervisor, student</td>
<td>Teachers, students, and supervisors worked closely together to coordinate learning, and when students and staff were more comfortable in their working relationship, students were assigned to other workers in the business for work supervision.</td>
</tr>
<tr>
<td>37. Pharmacy supervisor and boy at file box</td>
<td>In the Pharmacy Department, also at Humana Hospital University, a pharmacist and student fold medicine record sheets for a patient file box,</td>
</tr>
<tr>
<td>38. Boy in front of medicine bins</td>
<td>check medicines for expiration dates and record them on monthly sheets,</td>
</tr>
</tbody>
</table>
### Storyboard for Slide Presentation

<table>
<thead>
<tr>
<th>Slide</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>39. Boy at desk with papers</td>
<td>39. and put drug record sheets in numerical order for filing.</td>
</tr>
<tr>
<td>40. Student moving chair</td>
<td>40. During the year, 14 Louisville businesses were involved in the Community-Based Vocational Training Project. Twenty-five students between the ages of 15 and 21 learned many new skills. The business community was extremely excited about continuing this project.</td>
</tr>
<tr>
<td>41. Girl labeling</td>
<td>41. Teachers gained great insight into business procedures and teaching skills in the setting in which the procedures and skills will be used.</td>
</tr>
<tr>
<td>42. Boy vacuuming</td>
<td>42. and students gained much maturity and confidence.</td>
</tr>
<tr>
<td>43. Supervisor and boy in dietary department</td>
<td>43. Through thes Community-Based Vocational Training Project, students will be better prepared to make the transition from school to work after graduation.</td>
</tr>
</tbody>
</table>

**The End**

The Community-Based Vocational Training Project was supported by funds from Research and Development, Vocational Education Department, Kentucky Department of Education, Frankfort, Kentucky, and Jefferson County Public Schools, Louisville, Kentucky.
COMMUNITY-BASED VOCATIONAL TRAINING PROJECT 1984-85
PRESENTATION FOR INSERVICE

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1. Title</td>
<td>1. The COMMUNITY-BASED VOCATIONAL TRAINING PROJECT was initiated for the 1984-85 school year by the staff of</td>
</tr>
<tr>
<td>2. School</td>
<td>2. Roberta B. Tully School, a special education center in Jefferson County Public Schools, Louisville, Kentucky. All of the students involved in the project were in special education classes for Trainable Mentally Handicapped, and in addition to mental retardation, many of the students had additional handicapping conditions such as speech, vision, and hearing problems.</td>
</tr>
<tr>
<td>3. Outside church</td>
<td>3. St. Paul United Methodist Church is an example of a beginning work station in the community. Here, a small group of students, 3-4, is scheduled for training and travels together with a teacher and speech or vision therapist to do on-the-job training.</td>
</tr>
<tr>
<td>4. Getting out supplies--girls</td>
<td>4. At the church, they learned to locate supplies (salt, pepper, sugar bowls) to set tables, and</td>
</tr>
<tr>
<td>5. Girl getting out silverware from drawers</td>
<td>5. silverware, etc. from various parts of the kitchen and store room.</td>
</tr>
<tr>
<td>6. Girl adjusting place mat</td>
<td>6. Each Wednesday, they set from 80 to 150 places for a church dinner.</td>
</tr>
</tbody>
</table>
### Storyboard for Slide Presentation

<table>
<thead>
<tr>
<th>Slide</th>
<th>Script</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. View of long table--girl</td>
<td>7. Students learned to place items properly on place mats, and</td>
</tr>
<tr>
<td>8. Girl putting silverware on mat, (teacher and another student in background)</td>
<td>8. Positioning items on table--girl</td>
</tr>
<tr>
<td>9. Positioning items on table--girl</td>
<td>9. Positioning items properly on place mats, and</td>
</tr>
<tr>
<td>11. Teacher with blind student</td>
<td>11. Once methods were established, the teacher was able to assume part of the teaching task which allowed the student to work under another supervisor.</td>
</tr>
<tr>
<td>12. Waitress serving student drink</td>
<td>12. Part of each work station is learning how to take a break. Twig &amp; Leaf Restaurant was across the street from St. Paul and also right at the TARC stop where students catch the bus back to school.</td>
</tr>
<tr>
<td>13. Girl stirring hot chocolate</td>
<td>13. Once ordering skills and student preference was known, students ordered what they wanted. Parents provided break-time money.</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>SLIDE</th>
<th>SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Girl counting change</td>
<td>15. All of the students needed assistance in learning the relationship between</td>
</tr>
<tr>
<td>16. Blind girl paying at counter</td>
<td>16. ordering and paying for items and between ordering and having enough money</td>
</tr>
<tr>
<td>17. Two girls paying cashier</td>
<td>17. And the necessity to pay for the item ordered.</td>
</tr>
<tr>
<td>18. Boy and girl rolling silverware</td>
<td>18. When difficult steps of tasks were noted at work, the same items were obtained for practice at school. In another work station, Banquet Table, students were rolling silverware in napkins. This was a task we could practice at school. This is called &quot;concurrent teaching&quot; and must include the actual items in order for the student to make the transfer of learning to the work setting.</td>
</tr>
<tr>
<td>19. Three students outside Ronald McDonald House</td>
<td>19. At Ronald McDonald House, by coordinating work and travel schedules, one group of students learned sanitation methods under the direction of the Building Maintenance teacher and teacher assistant,</td>
</tr>
<tr>
<td>20. Boy at stove</td>
<td>20. while another group was supervised by the Work Experience coordinator and speech and vision therapists.</td>
</tr>
<tr>
<td>SLIDE</td>
<td>SCRIPT</td>
</tr>
<tr>
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</tr>
<tr>
<td>21. Boy at sink</td>
<td>21. This allowed some students to learn parts of jobs such as cleaning a stove (this boy is non-verbal)</td>
</tr>
<tr>
<td>22. Boy wiping chair</td>
<td>22. or wiping off counters and chairs. Together, students could clean the kitchen with assistance from instructors. (This boy is deaf and blind.)</td>
</tr>
<tr>
<td>23. Boy cleaning telephone room window</td>
<td>23. In addition to the five kitchen areas, students cleaned four telephone booths,</td>
</tr>
<tr>
<td>24. Girl getting equipment from storage</td>
<td>24. got out their own supplies, and stored them when finished.</td>
</tr>
<tr>
<td>25. Girl sweeping in lobby</td>
<td>25. The students also cleaned the lobby and</td>
</tr>
<tr>
<td>26. Girl using mop and wringer bucket</td>
<td>26. hall areas,</td>
</tr>
<tr>
<td>27. Girl in bathroom adjusting shower curtain</td>
<td>27. and sanitized</td>
</tr>
<tr>
<td>SLIDE</td>
<td>SCRIPT</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>29. Boy cleaning bathtub</td>
<td>With this quantity of jobs, the students first learned one assigned task and moved from place to place doing the same job and then learned how to complete the whole job. This allowed student practice in chaining several skills together to complete the task.</td>
</tr>
<tr>
<td>30. Boy walking down steps</td>
<td>In many locations, work sites gave the opportunity for students to practice needed personal skills, such as walking down steps using alternating feet.</td>
</tr>
<tr>
<td>31. Boy in front of TARC sign downtown</td>
<td>In order to get back and forth to work, several community functioning skills were also necessary...locating the correct corner to catch TARC (the public bus);</td>
</tr>
<tr>
<td>32. Boy pointing to Route 40 downtown</td>
<td>reading the sign to see if the right route will stop at this corner;</td>
</tr>
<tr>
<td>33. Students on TARC</td>
<td>using money, time, and proper social skills to ride the public bus;</td>
</tr>
<tr>
<td>34. Students and speech therapist crossing street</td>
<td>and pedestrian skills to cross streets.</td>
</tr>
<tr>
<td>35. Outside Seaton House Galleries and Interiors</td>
<td>Seaton House Galleries and Interiors is close to Tully School which allows pedestrian skills to be taught while walking on a street with no sidewalks.</td>
</tr>
<tr>
<td>SLIDE</td>
<td>SCRIPT</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>36. Girl vacuuming</td>
<td>36. Vacuuming and dusting skills were learned,</td>
</tr>
<tr>
<td>37. Girl vacuuming by steps</td>
<td>37. as well as, learning to be very, very careful around fragile items.</td>
</tr>
<tr>
<td>38. Parent, girl, and employer</td>
<td>38. Parents were invited to visit each work site to see the jobs the student was learning and begin building close relationships with the work supervisor. This encouraged the parent to assist the student in practicing skills learned at home.</td>
</tr>
<tr>
<td>39. Outside red brick building--A Package Deal, Helicoptors, Inc., Adler Insurance Company, Guild Adjustment Company</td>
<td>39. In the Bowman Field area, near a regional airport, we had students working in several different businesses located close together.</td>
</tr>
<tr>
<td>40. Employer with boy emptying box</td>
<td>40. A Package Deal, a packing and shipping company, and Helicopters, Inc. were begun first.</td>
</tr>
<tr>
<td>41. Boy adjusting vacuum cords</td>
<td>41. Other businesses noticed how well the students were doing, and</td>
</tr>
<tr>
<td>42. Boy vacuuming under packing table</td>
<td>42. asked that we expand to do their offices, too. Students learned a variety of cleaning tasks: vacuuming,</td>
</tr>
<tr>
<td>SLIDE</td>
<td>SCRIPT</td>
</tr>
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<td>--------</td>
</tr>
<tr>
<td>43. Boy emptying ashtray</td>
<td>43. emptying floor ashtrays (some metal, some with sand),</td>
</tr>
<tr>
<td>44. Boy vacuuming in lobby</td>
<td>44. vacuuming in open lobby areas,</td>
</tr>
<tr>
<td>45. Boy vacuuming under chair</td>
<td>45. and under furniture in smaller offices,</td>
</tr>
<tr>
<td>46. Boy moving chair in lobby</td>
<td>46. moving furniture when needed,</td>
</tr>
<tr>
<td>47. Two boys with large trash container</td>
<td>47. emptying small and large trash containers, and</td>
</tr>
<tr>
<td>48. Two boys outside with trash, vacuum</td>
<td>48. taking out trash, and emptying vacuum cleaners.</td>
</tr>
<tr>
<td>49. Two boys outside blue and white building--Kentucky Flying Service</td>
<td>49. By mid year, the students were working at a faster pace and expanded to Adler Insurance Company, Guild Adjustment Company, and had a request from the fifth company, Kentucky Flying Service, located nearby in this hanger. This gave the students the opportunity to lengthen their training day and move from one work location to another.</td>
</tr>
<tr>
<td>50. Boy sweeping with broom</td>
<td>50. The jobs were similar which gave practice in transferring skills from one location to another.</td>
</tr>
<tr>
<td>51. Boy emptying wastecan in office area</td>
<td>51. In Kentucky Flying Service, students cleaned lobbies, rest rooms,</td>
</tr>
<tr>
<td>52. Boy picking up trash in lobby</td>
<td>52. and offices on two floors.</td>
</tr>
<tr>
<td>SLIDE</td>
<td>SCRIPT</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>53. Signs on closet door</td>
<td>53. In order to remember tasks, supplies, and the order in which to work, picture directions were posted inside the supply closet door. This enabled the three students who could not read to relate pictures with actions.</td>
</tr>
<tr>
<td>54. Boy and girl labeling at Humana Hospital Audubon</td>
<td>54. At Humana Hospital Audubon, students worked in the Cart Exchange Room, Materials Management Section. They labeled first-aid</td>
</tr>
<tr>
<td>55. Girl labeling large gauze pads</td>
<td>55. supplies for carts which were used on the patient floors.</td>
</tr>
<tr>
<td>56. Girl putting gauze pad in box</td>
<td>56. Twice a day these carts were brought</td>
</tr>
<tr>
<td>57. Boy at stainless cart labeling</td>
<td>57. to the Cart Exchange Room and refilled. So, there was always a need for many supplies to be labeled.</td>
</tr>
<tr>
<td>58. Supervisor and student</td>
<td>58. Supervisors at the hospital worked closely with the students.</td>
</tr>
<tr>
<td>59. Boy moving finished box to stock shelf</td>
<td>59. Students learned to stock shelves after the</td>
</tr>
<tr>
<td>60. Girl stocking shelves</td>
<td>60. supplies were labeled.</td>
</tr>
<tr>
<td>SLIDE</td>
<td>SCRIPT</td>
</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>61. Boy and supervisor</td>
<td>61. And also learned to build a very good working relationship with the other workers in the department.</td>
</tr>
<tr>
<td>62. Work crew from hospital with students</td>
<td>62. All three students from this crew were asked to continue through the summer.</td>
</tr>
<tr>
<td>63. Teacher, two students in front of Humana sign</td>
<td>63. At Humana Hospital University, a group of students worked with two Fast Foods teachers and a speech therapist</td>
</tr>
<tr>
<td>64. Three students in front of Humana sign</td>
<td>64. to cover the work station on two different days.</td>
</tr>
<tr>
<td>65. Boy pushing elevator button</td>
<td>65. Students learned to operate the elevator and locate their work area in a huge hospital complex.</td>
</tr>
<tr>
<td>66. Student wrapping bread in plastic wrap</td>
<td>66. Their jobs included wrapping bread, with assistance,</td>
</tr>
<tr>
<td>67. Student and teacher wrapping bread</td>
<td>67. wrapping rolls in plastic wrap,</td>
</tr>
<tr>
<td>68. Girl wrapping rolls</td>
<td>68. and telling supervisors when the job was completed.</td>
</tr>
<tr>
<td>69. Boy and supervisor at bread table</td>
<td>69. They learned to locate supplies that were needed</td>
</tr>
<tr>
<td>70. Boy getting clean towels</td>
<td>70.</td>
</tr>
</tbody>
</table>

84 111
<table>
<thead>
<tr>
<th>SLIDE</th>
<th>SCRIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>71. Girl wiping counter</td>
<td>71. and recognize when tasks needed to be done, e.g., wipe up bread crumbs when wrapping job is done.</td>
</tr>
<tr>
<td>72. Girl and worker at tray conveyor belt</td>
<td>72. Other jobs seemed endless as students learned to assist on the tray assembly line getting trays ready for the dishwasher.</td>
</tr>
<tr>
<td>73. Girl sorting silverware</td>
<td>73. Students sorted silverware and</td>
</tr>
<tr>
<td>74. Girl removing paper</td>
<td>74. removed paper as trays moved quickly past.</td>
</tr>
<tr>
<td>75. Boy and supervisor putting placemats on trays</td>
<td>75. Then, on the clean side of the dishwasher, students placed a paper mat on each clean, patient tray.</td>
</tr>
<tr>
<td>76. Boy, supervisor, and teacher</td>
<td>76. Teachers, students, and supervisors worked closely together to coordinate learning, and when students and staff were more comfortable in their working relationships, students were assigned to other workers for work supervision.</td>
</tr>
<tr>
<td>77. Pharmacy Assistant Director at desk</td>
<td>77. In the Pharmacy Department, also at Humana Hospital University, a pharmacist.</td>
</tr>
<tr>
<td>78. Boy at medicine bins</td>
<td>78. assisted the student in learning more technical skills, such as, date checking medicines and recording dates on a month-by-month chart, emptying IV outdated bags, cleaning patient bins,</td>
</tr>
<tr>
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</tr>
<tr>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>79. Boy and supervisor at file box</td>
<td>79. folding drug record charts, and putting them in numerical order.</td>
</tr>
<tr>
<td>80. Boy putting sheets in order</td>
<td>80. During the year, 14 Louisville businesses were involved in the COMMUNITY-BASED VOCATIONAL TRAINING PROJECT with Roberta B. Tully School. Twenty-five students between the ages of 15 and 21 learned many new skills. The business community was extremely excited about continuing this project next year. Teachers gained great insight into business procedures and in teaching skills in the settings in which the procedures and skills will be used, and students gained much maturity and confidence. Through this COMMUNITY-BASED VOCATIONAL TRAINING PROJECT, students will be better prepared to make the transition from school to work after graduation.</td>
</tr>
</tbody>
</table>

THE END

The Community-Based Vocational Training Project was supported by funds from Research and Development, Vocational Education Department, Kentucky State Department of Education, Frankfort, Kentucky and Jefferson County Public Schools, Louisville, Kentucky.