This publication provides information about jobs performed in business and industry by persons with disabilities. The first section suggests ways to use the guide. Section 2 lists 70 job descriptions, each of which includes information on the following: the type of job, disability of the person performing the job, company information, job requirements, job information, significant duties, and special considerations. The jobs listed include accountants, clerk/typists, cooks, counselors, machine operators, maintenance workers, business owners and operators, production workers, and program managers and administrators. Disabilities of individuals performing these jobs include absence of limbs, autism, blindness, cerebral palsy, deafness, emotional problems, hearing impairments, learning disabilities, mental illness, mental retardation, multiple handicaps, multiple sclerosis, paraplegia, polio, quadraplegia, and visual impairment. The third section discusses the vocational transition process, detailing elements of an effective vocational transition, and providing descriptions of specific programs and effective evaluation procedures. The fourth section lists resources. Appendices present a job replication form (which elicits information about jobs being performed by disabled persons) and a form for supplying names of employers who hire disabled persons. (CB)
REPLICATING JOBS IN BUSINESS & INDUSTRY
FOR PERSONS WITH DISABILITIES

Volume 2

Vocational Studies Center
School of Education • University of Wisconsin—Madison
VOLUME TWO

Replicating Jobs In Business and Industry for Persons with Disabilities

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The Vocational Studies Center
School of Education
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January, 1987

The publication was produced as part of a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgement. Points of view or opinions stated do not, therefore, necessarily represent the official Department of Education position or policy. Grant Number G008530053, Project Number 158GH50072.
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Acknowledgments

This publication was developed with the help and cooperation of several hundred individuals who willingly shared their ideas, materials and information about jobs which individuals with disabilities perform in business and industry. Each of these contributions is sincerely appreciated. We especially want to extend a "thank you" to the many employers who provided the descriptions of jobs which persons with disabilities are performing in business and industry. A special note of appreciation is also extended to the following persons who served as members of the format development committee.

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We also extend our thanks and appreciation to Mel Appell, our Project Officer, for his assistance and advice in carrying out the project.

A special thanks is extended to Jay Rochlin, Acting Executive Director, President's Committee on Employment of the Handicapped for his help and assistance.

A sincere appreciation and thank you is extended to Denise Wagner and Laurie Tourdot for typing and processing the many drafts and final copy of the manuscript.
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Section 1

Catalog Purpose and How to Use

JOBS
PURPOSE

This publication provides information about jobs performed in business and industry by persons with disabilities. It is important for people with disabilities to have role models that will help raise their vocational aspirations and expectations. Exemplary employment models are also needed by teachers, counselors, job placement personnel and employers who work with people who are disabled. Each job described in this catalog is performed by a specific person who is disabled. Readers should not conclude that such jobs are the only ones which persons with similar disabilities could perform, although these jobs might be replicated for persons with similar disabilities. Each description can be used to stimulate thinking about additional jobs which persons with disabilities could perform. Keep in mind that that key factors in matching jobs to persons with disabilities are a person's interests, abilities and aspirations.

The job descriptions in this publication are cross referenced by disability and job title. These jobs show that persons with disabilities are performing at levels above many people's expectations. These jobs are performed by persons with many different types of disabling conditions and levels of severity. Some jobs included in this publication show that persons with severe disabilities can work full time, receive employment benefits and achieve vocational independence.

The information on each job description in this catalog was provided by employers, employees who are disabled, job placement specialists and other interested persons. The Jobs Replication Form which was used to obtain information on job descriptions in this catalog can be found in Appendix A page 211. Please see Appendix B on page 217 for information on how you can help us obtain additional job description on jobs which persons with disabilities are performing in business and industry.

HOW TO USE THIS VOLUME

Potential users of this catalog include persons with disabilities, special educators, vocational instructors, rehabilitation counselors, job placement and job development counselors, employers and others. Each job description specifies the type of job, disability of the person performing the job and five areas of job information.

1. Company Information
   company name and description, number of employees, and the name of a person to contact for more information

2. Job Requirements
   academic credentials, work experience, examinations and other job requirements

3. Job Information
   wages, benefits, work schedule, work setting, probationary period, employment history, narrative description, physical demands, physical activities performed, environmental conditions, special conditions, work group, standard training period and standard amount of supervision
4. **Significant Duties**

   leadership/administrative/managerial, tasks in the areas of problem solving/reasoning, computers, mathematics, writing, reading, communication, manual/perceptual tasks and other significant duties or job features

5. **Special Considerations**

   limitations, special training, job accommodations, personal strengths and financial incentives for hiring

This catalog presents a cross section of jobs which persons with disabilities perform. Many other persons with disabilities may achieve on a level equal to those whose jobs are described, or learn to perform jobs of greater difficulty and reach higher plateaus. Teamwork, coordination and cooperation among all involved in the education, placement and employment of persons with disabilities are needed if persons with disabilities are to achieve their full potential. Listed below are some ideas of how specific groups and individuals might use this catalog of jobs.

**Persons with Disabilities**

- provide direction about specific job areas
- help secondary and postsecondary students be aware of specific job requirements, duties and conditions
- use when planning a course of study at the secondary or postsecondary level
- help identify skills and interests
- use as an incentive for training, promotion or to expand knowledge about successful employees
- expand thinking about what jobs successful people with disabilities are doing in business and industry
- use as a reference during the job search process
- use to inform prospective employers about needed accommodations
- use to identify agencies which might supply support services or assist in obtaining a job
- stimulate thinking about career changes and job advancement

**Special and Vocational Educators**

- use as examples in a career development curriculum
- use as a tool to develop on the job training sites

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use with students in individual counseling sessions to help them become aware of their potential

use to show students the diversity of jobs which people with disabilities perform

supplement career information systems

use in the preservice and inservice training of regular teachers in order to expand their thinking about the range of jobs that students with disabilities might perform

use with employers in discussing the capabilities of students with disabilities

use as a base for replicating specific jobs in local businesses

use to compare similar job titles but different duties

use with parents to stimulate realistic vocational goals for their son or daughter

Job Placement and Job Development Counselors

use to stimulate and expand thinking about job possibilities for persons with disabilities

use to replicate a specific job for an interested person who is disabled

use with employers to establish credibility that the specific job is being performed by a person who is disabled in a similar place of business

use as a guide to match skills with possible jobs

use in staff development training

use to supplement and reinforce a job matching program

use to find or develop similar jobs in the local community

use the contact persons as additional resources

use as a guide on job accommodations to maintain an employee on the job

use as a model for developing additional job descriptions
Employers

- review for ideas on job accommodations that other employers have made for persons with disabilities
- review to stimulate thinking about jobs that persons with disabilities might perform in employer's company
- use in company training programs and internal publications to relieve employee anxieties about the performance capabilities of persons with disabilities
- use to replicate a job which exists in a similar work situation in another company or another location of the same company

Guidance Counselors

- use as examples during individual and group counseling to encourage students with disabilities to develop and use their educational and employment potential and to expand their career interests
- use as role models to show what others are doing
- use to help students with disabilities set goals for education and employment
- distribute to other staff members in order to increase their awareness of the employment possibilities for students with disabilities
- use in conjunction with computer assisted counseling programs

Teacher Educators

- provide examples to prospective teachers in order to expand their thinking about jobs that their students are capable of performing
- use as an inservice tool to stimulate and expand the thinking of teachers and administrators as to the jobs that students with disabilities can and are performing
- use as a guide to learn about accommodations that employer have made for persons with disabilities
- review the jobs being performed by persons with disabilities to gain insight into possible revisions needed in the teacher education program
Parents

- study the contents in order to stimulate thinking about possible jobs for which their disabled son or daughter may prepare
- use in the development and implementation of the IEP and as an aid in the school to work transition
- use as a discussion tool to help their son or daughter in selecting courses needed to achieve education and career goals
- stimulate job leads and opportunities for the teacher or job developer
- use as a source of information on jobs and duties performed by persons with disabilities
- use as a reference on how job accommodations are used to maintain an employee on the job

Listed below are some ideas on how this Jobs Catalog can be used to increase the vocational and career aspirations and expectations of persons with disabilities.

1. Special and vocational educators can use the listed jobs as a resource to raise their expectations and the expectations of their students. Students can see what other persons with similar disabilities are accomplishing. If a student is not interested in the specific job or jobs listed, he or she should be made aware that perhaps similar accommodations could be made in a job in which they are interested.

2. Parents of handicapped individuals can use these jobs to stimulate their own thinking about the jobs which their sons or daughters might perform.

3. Handicapped youth can use the job descriptions to stimulate their thinking as to the type of jobs they would like to do. Handicapped youth might be encouraged to explore jobs in which they had an interest but no incentive to pursue. The awareness levels of job possibilities and career options will be improved.

4. Use as resource in the training of job development and job placement counselors.

5. The special considerations section can be used as a resource to explore appropriate accommodations for handicapped persons.

6. Use in teacher education preservice and inservice classes to show the diversity of job opportunities for students with handicaps.
7. Use with employers to provide stimulation as to the possibilities of how they might employ handicapped persons. An employer would not need to have the exact job indicated. An employer’s ingenuity and imagination might be triggered by reviewing actual jobs. The examples may help employers overcome their anxiety in hiring handicapped persons. Job listings may stimulate employers to consider hiring handicapped individuals in a position in which they previously thought impossible.

8. Used in counseling handicapped youth. Teachers and counselors may need to read and interpret the information for the handicapped student.

DICTIONARY OF OCCUPATIONAL TITLES

The DOT numbers assigned to Volume II job descriptions are from the Dictionary of Occupational Titles, Fourth Edition, 1977. This edition contains approximately 20,000 jobs based on more than 75,000 onsite analyses conducted from 1965 to mid 1970s and on extensive contacts with professional and trade associations.

Background Information on the DOT

The Dictionary of occupational Titles is an outgrowth of the needs of the public employment service system for a comprehensive body of standardized occupational information for purposes of job placement, employment counseling and occupational and career guidance, and for labor market information services. In order to implement effectively its primary assignment of matching jobs and workers, the public employment service system requires a uniform occupational language for use in all of its offices. This is needed to compare and match the specifications of employer job openings and the qualifications of applicants who are seeking jobs through its facilities.

The Occupational Code Number

The first item in the DOT occupational definition is the 9-digit occupational code. In the DOT occupational classification system, each set of three digits in the 9-digit code number has a specific purpose or meaning. Together, they provide a unique identification code for a particular occupation which differentiates it from all others.

The first three digits identify a particular occupational group. All occupations are clustered into one of nine broad "categories". The nine primary occupational categories are listed below:

0/1 Professional, Technical, and Managerial Occupations
2 Clerical and Sales Occupations
3 Service Occupations
4 Agricultural, Fishery, Forestry, and Related Occupations
5 Processing Occupations
6 Machine Trades Occupations
7 Bench Work Occupations
8 Structural Work Occupations
9 Miscellaneous Occupations

The second digit refers to a division within the category. The third digit defines the occupational group within the division.

The middle three digits of the DOT occupational code are the worker functions ratings of the tasks performed in the occupation. Every job requires a worker to function to some degree in relation to data, people, and things. A separate digit expresses the worker’s relationship to each of these three groups. Worker functions involving more complex responsibility and judgment are assigned lower numbers in these three groups while functions which are less complicated have higher numbers.

The last three digits of the occupational code number indicate the alphabetical order of titles within 6-digit code groups. They serve to differentiate a particular occupation from all others. A number of occupations may have the same first six digits, but no two can have the same nine digits.

The full nine digits thus provide each occupation with a unique code suitable for computerized operations.
Section II
Job Descriptions

Indicates a new job description.
Accountant/Treasurer

Cerebral Palsy

D.O.T. #160.167-018

Company Information

Company Name
Compute-Able, Inc.
713 West University
Rochester, MI 48063

Description of Company
Compute-Able is wholly owned and operated by disabled persons. Primary service is income tax preparation. Also do bulk mailings and telemarketing.

Number of Employees
20 total company
Varies this site based on work load

For more information, contact
Vicki Delmar, Office Manager
(313) 853-1867

Job Information

Wages
$3.35 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
3 days a week, 6.5 hours a day
8:00 a.m. to 3:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
1.5 years with company
1.5 years in this position

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Narrative Description
Employee does all of the accounting and payroll for Compute-Able. All records are on the Apple IIe computer.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, balance, sit, turn, see, depth perception, hear, sense of touch

Environmental Conditions
None

Special Conditions
Precision/quality
Distracting conditions

Work Group
Works alone

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal
Accountant/Treasurer

Cerebral Palsy

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Evaluate for accuracy and completeness
- Correct deficiencies

**Computer Tasks**
- Enter data into computers
- Access data from computers

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Use formulas (translating, substituting values)
- Prepare budgets

**Writing Tasks**
- Copy accurately
- Complete forms accurately
- Uses computer with printer for all work

**Reading Tasks**
- Read simple directions

**Communication Tasks**
- Listen
- Follow intent of oral directions

**Manual Perceptual Tasks**
- Use job-specific hand tools and equipment
- Operate machine(s)
- Use keyboard skills
- Uses mouthstick
Special Considerations for This Worker

Limitations
Handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, no use of hands, needs work assignment placed on tables surrounding employee, speaking, allergies

Special Training
None

Job Accommodations
Assistant is used 15 minutes at both ends of the work day to arrange and file employee's paper. Coworker eats with and assists with feeding employee. Uses mouthstick with holder to type computer entries and move work in accommodating loss of hands ($250). The following accommodations are used to maintain employee on the job:
1. Lockdown keys on computer for multiple function keys ($120).
2. Wordisk ($600).
3. Adjustable desk ($365).
4. Power switch in front of computer ($65).
5. Tables placed around employee. Building is barrier free for wheelchair use. Joined a cooperative to accommodate transportation needs ($100 to join @ $1 per mile).

Personal Strengths
Pays close attention to details
Has the ability and tolerance to work an 8-10 hour day, if necessary
Organizes tasks and is able to work with very little supervision

Financial Incentives for Hiring
None
Accounting Aide

Company Information

Company Name
Utah Transit Authority
P.O. Box 30810
Salt Lake City, UT 84130

Description of Company
Provider of public mass transportation in 4 counties in Utah.

Number of Employees
888 total company
500 this site

For more information, contact
Karen H. King
Employee Relations Representative
(801) 262-5626

Job Information

Wages
$5.22 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Seasonal status
5 days a week, 8 hours a day
8:30 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
90 days

Employment History
6 years with company
6 years in this position

Narrative Description
This individual provides clerical support to the finance department staff. Employee verifies extensions, matches invoices to check vouchers, files invoices and time cards, types file folders, transfers and reorganizes files at year end, stuffs envelopes, and delivers interoffice mail.

Physical Demands
90% sedentary, 10% light work

Physical Activities Performed
Reach, stoop, sit, turn, see, hear, finger dexterity, walks between buildings on a 3 acre site to deliver mail.

Environmental Conditions
None

Special Conditions
None

Work Group
Works alone, one-to-one

Requirements of This Job

Academic Credentials Required
High school diploma or GED

Work Experience Required
Successful employment (6 months)

Examinations Required
Physical, hearing, vision, pre-employment

Other Job Requirements
None

Autism

D.O.T. #216.482-010
## Accounting Aide

### Significant Duties

<table>
<thead>
<tr>
<th>Leadership/Administrative/Managerial</th>
<th>Writing Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>Copy accurately</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving/Reasoning Tasks</td>
<td>Reading Tasks</td>
</tr>
<tr>
<td>Recognize and use appropriate</td>
<td>Identify work-related symbols/signs</td>
</tr>
<tr>
<td>procedures</td>
<td></td>
</tr>
<tr>
<td>Conduct work activities in</td>
<td>Read simple directions</td>
</tr>
<tr>
<td>appropriate sequence</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Computer Tasks</td>
<td>Communication Tasks</td>
</tr>
<tr>
<td>None</td>
<td>Listen</td>
</tr>
<tr>
<td></td>
<td>Follow intent of oral directions</td>
</tr>
<tr>
<td></td>
<td>The job does not require verbal communication, but we do reward this individual for communicating verbally.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical Tasks</td>
<td>Manual Perceptual Tasks</td>
</tr>
<tr>
<td>Count</td>
<td>Eye-hand coordination</td>
</tr>
<tr>
<td>Understand order (e.g., first, second,</td>
<td></td>
</tr>
<tr>
<td>last)</td>
<td>Hand work</td>
</tr>
<tr>
<td>Handle basic calculations (+,-,x,/)</td>
<td>Operate machine(s)</td>
</tr>
<tr>
<td>Estimate quantities needed to do a job</td>
<td>Use keyboard skills</td>
</tr>
<tr>
<td>Calculate costs</td>
<td></td>
</tr>
</tbody>
</table>

### Special Considerations for This Worker

#### Limitations
- Interactions with coworkers, has difficulty working in a group, following spoken directions.

#### Special Training
- Initial training workshop counselor
- Additional training of 80 hours 3 times during 6 years for employees and coworkers with focus on giving and following instructions and communication skills.

#### Job Accommodations
- Actually, this job was "created" for this individual and personal limitations were considered into its design.
- Supervisor provides considerable reinforcement and is sensitive to employee's special needs.

#### Personal Strengths
- Employee is brilliant with mathematics - computing mentally faster than others use a calculator. Works well on routine tasks like filing for long periods.
- Employee has not missed any work time (other than vacation) during employment here.

#### Financial Incentives for Hiring
- None

#### Other Job Replication Factors
- This individual needs considerable structure and scheduled time to perform effectively. We also identified tasks the employee preferred, and use these tasks as a "reward" for completion of nonpreferred tasks and appropriate social interaction (i.e., employee likes to deliver interoffice mail. Employee is allowed to do this after completing filing, but is required to greet the secretaries from whom employee collects the mail in order to complete the task).
Administrative Officer I

D.O.T. 188.117-106

Company Information

Company Name
State of Wisconsin
P.O. Box 7851
Madison, WI 53707

Description of Company
State government
Department of Community Services

Number of Employees
Information not provided

For more information, contact
Ruth Diehl
Administrative Assistant
(608) 266-7576

Job Information

Wages
$17.40 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:15 a.m. to 4:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
14 years with company
2 years in this position

Requirements of This Job

Academic Credentials Required
Bachelor's degree required, master's degree recommended

Work Experience Required
Data processing (5 years)
Management or supervision (3 years)

Examinations Required
Physical

Other Job Requirements
Civil Service exam

Narrative Description
Manage unit of 18 professional and clerical staff - unit responsible for design and operation of information systems and producing statistical reports on state funded programs for children in foster care, elderly, mentally ill, etc.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see

Environmental Conditions
None

Special Conditions
None

Work Group
Works alone, one-to-one, and in small and large groups

Standard Training Period
6 months

Standard Amount of Direct Supervision
Minimal
Administrative Officer I

Polio - Severe Paralysis

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches/solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/) 
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Manual Perceptual Tasks
- Use keyboard skills
- Develop visual presentations

Computer Tasks
- Access data from computers
- Perform systems analysis
Special Considerations for This Worker

Limitations
Carrying, lifting, reaching, grasping, handling, fingering, pushing, pulling, limited stamina, balancing, standing, walking, climbing, kneeling, squatting, bending, sitting

Personal Strengths
Organized
Reliable
Self-confident

Special Training
None

Financial Incentives for Hiring
None

Job Accommodations
Raised desk and special table, push button phone, and space to accommodate wheelchair ($500?)
Accessible bathroom required by law
Job related travel requires use of accessible state owned van (shared by six disabled state employees ($30,000))
Company Information

Company Name
G.W. Kortness Associates, Inc.
200 East Linn
P.O. Box 366
Spooner, WI 54801

Description of Company
Architectural firm

Number of Employees
3 total company
3 this site

For more information, contact
Gerald W. Kortness, President
(715) 635-3345

Job Information

Wages
$2,860 per month

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:30 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
None

Employment History
9 years with company
15 years in this position

Requirements of This Job

Academic Credentials Required
Bachelor's degree, state registration license

Work Experience Required
Architectural (3 years minimum)
Office experience

Examinations Required
None

Other Job Requirements
Driver's license, own vehicle, dress code

Narrative Description
Prepares oral, graphic and written directives in the design and construction of a building.

Physical Demands
50% sedentary, 50% light work

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, hear, finger dexterity, sketching, drawing, writing, talking

Environmental Conditions
None

Special Conditions
High rate of production
Precision/quality

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
Many months

Standard Amount of Direct Supervision
None
Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Writing Tasks
- Copy accurately
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Print legibly

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/) 
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets
Special Considerations for This Worker

Limitations
Lifting, carrying, standing, walking, kneeling, squatting

Special Training
None

Job Accommodations
Furniture was rearranged to accommodate accessible work and drawing tables (small amount).
Grade level entrance was provided for accessible entrance and interior circulation (small amount).

Personal Strengths
Past experience
Enjoyment of job
Persistence

Financial Incentives for Hiring
None

Other Job Replication Factors
Attain as much education as possible and as much office experience as can be absorbed.
Assembler I

Company Information

Company Name
Borg-Warner Automotive
1350 Franklin Grove Road
Dixon, IL 61021

Description of Company
Manufacturer of automotive controls

Number of Employees
400 total company
400 this site

For more information, contact
Dave Klausen, Personnel Assistant
(815) 288-1462

Job Information

Wages
$6.77 per hour

Benefits
Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Seasonal status
5 days a week, 8 hours a day
3:30 p.m. to 11:30 p.m.

Work Setting
Factory

Probationary Period
120 days

Employment History
10 years with company
10 years in this position

Mobility Impairment

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Assembly experience preferred

Examinations Required
Physical

Other Job Requirements
Age 18 minimum, 70 maximum

Narrative Description
Assemble small parts manually, using hand tools or small machines.

Physical Demands
95% sedentary, 5% light work

Physical Activities Performed
Push, pull, reach, sit, see, finger dexterity

Environmental Conditions
Noise, mechanical hazards, moving objects

Special Conditions
High rate of production
Precision/quality

Work Group
Works alone

Standard Training Period
5 days

Standard Amount of Direct Supervision
Moderate
Assembler I

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence

Computer Tasks
None

Mathematical Tasks
Count
Understand order (e.g., first, second, last)
Handle basic calculations (+,-,x,/)  

Writing Tasks
Write legibly

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Follow intent of oral directions

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hard tools and equipment
Operate job-related power tool(s) (power screw drivers, routers, small presses)

Special Considerations for This Worker

Limitations
Lifting, carrying, standing, walking

Special Training
None

Job Accommodations
None

Personal Strengths
Good attendance
Gives 100% effort
Willing to try anything

Financial Incentives for Hiring
CETA wage subsidy
Assembler II

Company Information

Company Name
Digital Equipment Corporation
5600 Kircher Blvd. Northeast
Albuquerque, NM 87103

Description of Company
Computer manufacturer

Number of Employees
90,000 total company
500 this site

For more information, contact
John Stewart, Production Supervisor
(505) 345-7311

Job Information

Wages
$7.00 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week. 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Factory

Probationary Period
3 months

Employment History
6 years with company
6 years in this position

Multiple Sclerosis

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Electronic assembly preferred
(6 months).

Examinations Required
Physical

Other Job Requirements
None

Narrative Description
Hand solder components, clip and touch up solder on computer board.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, see, color vision, depth perception, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Works alone and in small group

Standard Training Period
30 days

Standard Amount of Direct Supervision
Moderate
Assembler II

Multiple Sclerosis

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Correct deficiencies

Computer Tasks
None

Mathematical Tasks
Count
Understand order (e.g., first, second, last)

Writing Tasks
Write legibly

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
Lifting, carrying, standing, walking, kneeling, squatting

Special Training
None

Job Accommodations
None

Personal Strengths
Very good attitude
Consistently willing to give 100%
Shear determination

Financial Incentives for Hiring
None
Bindery Worker

Deafness, Non-Verbal

D.O.T. #649.685-018

Company Information

Company Name
Nieman's Ex Printing and Office Supply, Inc.
12875 San Pablo
Richmond, CA 94805

Description of Company
Retail office supply and printing

Number of Employees
20 total company
20 this site

For more information, contact
Fred Nieman, President
(415) 231-0300

Job Information

Wages
$4.50 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Printing plant

Probationary Period
None

Employment History
2 months with company
2 months in this position

Narrative Description
Cut paper to size - bind together into books, collate, staple, glue, and operate small offset press.

Physical Demands
10% sedentary, 40% light work, 40% medium work, 10% heavy work

Physical Activities Performed
Push, pull, reach, balance, stoop, turn, see, color vision, depth perception, finger dexterity

Environmental Conditions
Dirt, odors, noise, mechanical hazards, cramped quarters

Special Conditions
High rate of production
High level of stress (deadlines, etc.)

Work Group
One-to-one, small group

Standard Training Period
30 days

Standard Amount of Direct Supervision
Minimal

38
### Leadership/Administrative/Managerial
None

### Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials

### Computer Tasks
None

### Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job
- Make and use measurements

### Writing Tasks
- Complete forms accurately

### Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

### Communication Tasks
None

### Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)

### Special Considerations for This Worker

#### Limitations
- Hearing, speaking

#### Special Training
None

#### Job Accommodations
Used sign language instructor for communications during training.

#### Personal Strengths
- Willing to work
- Wants to please
- Steady worker

#### Financial Incentives for Hiring
School district supplied instructor for training and paid employee's wage during training.

#### Other Job Replication Factors
Job coach did most of the work in training. Supervision time during training increased 25% for 10 days.
Company Information

Company Name
Albion Boatworks
RD #8, Box 390A
Kittanning, PA 16201

Description of Company
An affirmative industry that manufactures inexpensive, lightweight fiberglass reinforced plywood boats. Evergreen Homes, Inc. initiated the proposal (for this specialized product industry) with the projects to Improve Vocational Rehabilitation Services to Persons with Mental Retardation of Pennsylvania.

Number of Employees
8 total company; 8 this site

For more information, contact
Beth Bitting
Marketing and Sales Representative
(412) 545-1970

Job Information

Wages
$3.35 per hour

Benefits
Paid holidays
FICA
Worker's compensation

Work Schedule
Permanent status
5 days a week, 6 hours a day
9:00 a.m. to 3:30 p.m.

Work Setting
Manufacturing shop

Probationary Period
6 months

Employment History
6 months with company
6 months in this position

Special Conditions
Precision/quality

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
None

Standard Amount of Direct Supervision
Moderate by shop supervision

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Woodworking skills preferred

Examinations Required
Physical

Other Job Requirements
Dress code, woodworking skills

Narrative Description
Responsible for daily duties of two areas: 1) cutting shop duties - transfers boat template to building material, cuts and finishes components, use hand tools, power tools, and measuring instruments and 2) assembly station duties - describes framing members to proper fit, select and apply proper fasteners in assembly process, sands/buffs finished hull, and responsible for care and upkeep of machinery.

Physical Demands
10% sedentary, 80% light work, 10% medium work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, crouch, turn, see, color vision, depth perception, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Humid, dust, odors, noise, mechanical hazards
**Significant Duties**

**Leadership/Administrative/Managerial**
Specify goals and work tasks of others
Supervise personnel

**Problem Solving/Reasoning Tasks**
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Identify alternative approaches or solutions
Evaluate for accuracy and completeness
Correct deficiencies
Devise new ideas and better work methods

**Writing Tasks**
Copy accurately
Write legibly
Complete forms accurately

**Reading Tasks**
Identify work-related symbols/signs
Read simple directions

**Communication Tasks**
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

**Computer Tasks**
None

**Mathematical Tasks**
Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+,-,x,/) Estimate quantities needed to do a job
Make and use measurements

**Manual Perceptual Tasks**
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Set up machine(s)
Operate job-related power tool(s)
Special Considerations for This Worker

Limitations
Reading, mathematics, requires occasional, but constant, supervision, remembering, following spoken directions, following written directions.

Special Training
Supervisor provides constant but minimal special training on boat building skills using jigs, color coding, and verbal instructions.

Job Accommodations
Grant required contact with Office of Mental Retardation and Vocational Rehabilitation. Employer maintains contacts and paperwork with agencies (10 hours/month).
Pre-employment woodworking skills were taught at sheltered workshop or privately.
Minimal constant supervision is provided to avoid quantity and quality problems (2.5 hours/day).
Job assignments are matched to worker's abilities and task analysis (i.e., work alone, partner, or groups of 3 or more) (4 hours/month).
Jigs used to accommodate nailing sections of wood together at proper angles (2 hours).
Building complies with Labor and Industry regulations.
Transportation provided by non-profit agency to accommodate workers having no driver's license.
Converse on limited basis with supervisor on personal problems (medical appointments and transportation) (1 hour/month).

Personal Strengths
Woodworking skills
Understands instruction and performs it independently and correctly
Quality work judgment

Financial Incentives for Hiring
Office of Vocational Rehabilitation
On-the-Job Training wage subsidy for 360 hours, Manpower on-the-job wage subsidy for 1440 hours.
Company Name
People's Store, Inc.
230 South 2nd Street
Coos Bay, OR 97420

Description of Company
A non-profit thrift store employing adults with psychiatric problems and need community independent living skills training.

Number of Employees
6 total company
6 this site

For more information, contact
Nancy Devereux, Director
(503) 267-4818

Wages
$3.35 per hour

Benefits
Paid vacation
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:30 a.m. to 5:00 p.m.

Work Setting
Retail store

Probationary Period
3 months

Employment History
2 months with company
2 months in this position

Narrative Description
Responsible for financial statements, daily deposits, bank reconciliation, etc.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see, finger dexterity

Environmental Conditions
None

Special Conditions
Distracting conditions
High level of stress (deadlines, etc.)

Work Group
Works alone

Standard Training Period
9 months

Standard Amount of Direct Supervision
Minimal
Significant Duties

Leadership/Administrative/Managerial
Provide leadership
Specify goals and work tasks of others
Report to a board of directors

Problem Solving/Reasoning Tasks
Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Collect and organize information
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Writing Tasks
Copy accurately
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Identify and correct errors in writing

Reading Tasks
Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
effectively present information to groups

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Use job-specific hand tools and equipment (typewriter, calculator)
Use keyboard skills

Mathematical Tasks
Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, ×, ÷)
Calculate costs
Construct diagrams, charts, records using numerical calculations
Prepare budgets

Computer Tasks
None
### Special Considerations for This Worker

<table>
<thead>
<tr>
<th>Limitations</th>
<th>Personal Strengths</th>
<th>Financial Incentives for Hiring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision (blind in one eye)</td>
<td>Sense of humor</td>
<td>Vocational rehabilitation support (75%, 50%, and 25% over a three month period)</td>
</tr>
</tbody>
</table>

#### Special Training
The employee completed a bimonthly course taught by a C.P.A. in small business management. A double-entry bookkeeping system was used for the training materials. The employee entered permanent employment upon completion of the course.

#### Job Accommodations
Supervision on the job was provided at no cost by the Board of Directors to accommodate employee's needs. An office was set up for employee's work area at a cost of $450.00. A volunteer provides transportation to and from work to accommodate employee's need. A mental health department officer provides one hour per week counseling for continual support.
Company Information

Company Name
Greater Media Corporation
WWRC
8121 Georgia Ave.
Silver Spring, MD 20910

Description of Company
Commercial radio station

Number of Employees
Unknown - total company
100 this site

For more information, contact
Ed Walker, Contract Performer
(301) 587-4900

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Employee has thirty years in broadcasting.

Examinations Required
None

Other Job Requirements
Union membership

Job Information

Wages
Information not provided.

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
6 days a week, 8 hours a day
12:00 p.m. to 8:00 p.m.

Work Setting
Radio station

Probationary Period
None

Employment History
3 months with the company
3 months in this position

Narrative Description
On-air performer - afternoon drive time and Sunday morning. Selects music, voices commercials, uses some production skills, converts copy into Braille.

Physical Demands
95 sedentary, 5% light work

Physical Activities Performed
Push, reach, sit, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
High level of stress (deadlines, etc.)

Work Group
One-to-one

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal
Broadcaster

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies

**Writing Tasks**
Copy accurately

**Reading Tasks**
Read simple directions

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Computer Tasks**
Access data from computers

**Mathematical Tasks**
None

**Manual Perceptual Tasks**
- Tend machine(s)
- Operate machine(s) (Operate broadcast equipment, tape recorders, etc.)

**Special Considerations for This Worker**

**Limitations**
- Vision

**Special Training**
None

**Job Accommodations**
An assistant is provided to answer mail, enter copy in computer, read tasks, etc., to accommodate visual impairment in reading printed materials.
The audio level indicator and other broadcast equipment are labeled in Braille.

**Personal Strengths**
- Knowledge of music
- Ability to communicate to mass audience
- Ability to sell on air

**Financial Incentives for Hiring**
None
<table>
<thead>
<tr>
<th>Company Information</th>
</tr>
</thead>
</table>
| **Company Name** | Saratoga Liquor Company, Inc.  
| | 3215 James Day Ave.  
| | Superior, WI 54880 |
| **Description of Company** | Liquor warehouse |
| **Number of Employees** | 47 total company  
| | 47 this site |
| **For more information, contact** | Kristin Kern, Job Developer  
| | (715) 392-8388 |

<table>
<thead>
<tr>
<th>Job Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wages</strong></td>
</tr>
</tbody>
</table>
| **Benefits** | FICA  
| | Worker's compensation  
| | Unemployment compensation |
| **Work Schedule** | Permanent status  
| | 5 days a week, 3-5 hours a day  
| | 8:00 a.m. to 12:00 noon |
| **Work Setting** | Office |
| **Probationary Period** | 3 months |
| **Employment History** | 3 weeks with company  
| | 3 weeks in this position |

<table>
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<tr>
<th>Requirements of This Job</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Credentials Required</strong></td>
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<tr>
<td><strong>Work Experience Required</strong></td>
</tr>
<tr>
<td><strong>Examinations Required</strong></td>
</tr>
<tr>
<td><strong>Other Job Requirements</strong></td>
</tr>
</tbody>
</table>

**Narrative Description**
Put invoices in chronological order by date and then by invoice number before filing; operates copy machine; addresses envelopes; is beginning computer entry work; operates calculator and to obtain tape of daily invoice which must equal invoice register.

**Physical Demands**
100% sedentary

**Physical Activities Performed**
Stoop, sit, see, hear

**Environmental Conditions**
None

**Special Conditions**
High level of stress when copies are needed in addition to other work.

**Work Group**
Works alone

**Standard Training Period**
4 hours of job training required in each area.

**Standard Amount of Direct Supervision**
Moderate
Clerical Aide

Mental Retardation, Epilepsy

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information

**Computer Tasks**
Enter data into computers
(just beginning)

**Mathematical Tasks**
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately

**Reading Tasks**
- Read simple directions

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Operate machine(s)

**Limitations**
- Anxious; reading, writing, spelling, and mathematics at ninth grade level; remembering - needs additional time to train; occasional epileptic seizure

**Special Training**
Extended training by job coach and supervisor. Upon completion of special training, individual will enter permanent employment.

**Job Accommodations**
Job placement by Association of Retarded Citizens (ARC).
Client learned job quickly - ARC job coach was at job site a total of 8 hours.

**Personal Strengths**
- Good organizational skills
- Follows directions well
- Does not socialize excessively on the job (performs job)

**Financial Incentives for Hiring**
Association for Retarded Citizens - On-the-Job Training wage subsidy (50% first 160 working hours, 25% second 160 working hours) and job coach.

**Other Job Replication Factors**
- Be supportive
**Clerk/Typist**

**Emotional Depression**

D.O.T. #203.362-010

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**Company Information**

**Company Name**
UTC/Salt Lake Skills Center
1040 West 700 South
Salt Lake City, UT 84104

**Description of Company**
Educational and training post-secondary agency.

**Number of Employees**
50 total company

For more information, contact
Terry Armstrong, Coordinator
(801) 328-5534

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**Job Information**

**Wages**
$4.00 per hour

**Benefits**
- FICA
- Worker's compensation
- Medical insurance
- Dental insurance
- Life insurance

**Work Schedule**
- Permanent status
- 5 days a week, 8 hours a day
- 7:30 a.m. to 4:00 p.m.

**Work Setting**
Office

**Probationary Period**
None

**Employment History**
- 1 month with company
- 1 month in this position

**Narrative Description**
Types resumes, correspondence, and job applications for student seeking employment. Types correspondence for placement staff.

**Physical Demands**
90% sedentary, 10% light work

**Physical Activities Performed**
Reach, sit, turn, see, hear, finger dexterity

**Environmental Conditions**
None

**Special Conditions**
None

**Work Group**
Works alone

**Standard Training Period**
10 days

**Standard Amount of Direct Supervision**
Minimal

---

**Academic Credentials Required**
High school diploma or GED
Clerical training certificate

**Work Experience Required**
Training or experience in clerical preferred (6 months)

**Examinations Required**
None

**Other Job Requirements**
None

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Clerk/Typist

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Evaluate for accuracy and completeness

**Writing Tasks**
- Copy accurately
- Complete forms accurately
- Write sentences in standard English
- Identify and correct errors in writing

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Operate machine(s)
- Use keyboard skills

**Computer Tasks**
- Enter data into computers
- Access data from computers
- Perform word processing

**Mathematical Tasks**
- Count

**Limitations**
None

**Special Training**
Provided once by supervisor

**Job Accommodations**
None

**Personal Strengths**
- Exhibits good attitudes
- Follows written and oral instructions
- Completes tasks

**Financial Incentives for Hiring**
None

**Other Job Replication Factors**
- Review previous six-twelve months activities (i.e., training or employment performance) to be aware of employee's emotional stability.

**Special Considerations for This Worker**

Emotional Depression

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Evaluate for accuracy and completeness

**Writing Tasks**
- Copy accurately
- Complete forms accurately
- Write sentences in standard English
- Identify and correct errors in writing

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Operate machine(s)
- Use keyboard skills

**Computer Tasks**
- Enter data into computers
- Access data from computers
- Perform word processing

**Mathematical Tasks**
- Count

**Limitations**
None

**Special Training**
Provided once by supervisor

**Job Accommodations**
None

**Personal Strengths**
- Exhibits good attitudes
- Follows written and oral instructions
- Completes tasks

**Financial Incentives for Hiring**
None

**Other Job Replication Factors**
- Review previous six-twelve months activities (i.e., training or employment performance) to be aware of employee's emotional stability.
Clerk/Typist

D.O.T. #203.362-010

Company Information

Company Name
Honolulu Federal Savings & Loan Association
P.O. Box 539
Honolulu, HI 96809-0539

Description of Company
Financial services

Number of Employees
815 total company

For more information, contact
Robert L. Andrus, Vice President
(808) 545-6875

Job Information

Wages
$680 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance
Vision care
Profit sharing after 1 year

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:45 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
3 months

Employment History
13 months with company
13 months in this position

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Clerical work in office setting
(6 months-1 year)

Examinations Required
None

Other Job Requirements
Dress code

Narrative Description
Performs general office duties including routine typing and filing. Processes new client account files and maintains department files. Operates office machines such as typewriter, 10-key adding machine, photocopier and microfilming camera.

Physical Demands
40% sedentary, 50% light work, 10% medium work

Physical Activities Performed
Reach, stoop, sit, see, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Moderate
Clerk/Typist

Hearing Impairment

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Evaluate for accuracy and completeness
Correct deficiencies

**Computer Tasks**
Enter data into computers
Access data from computers

**Mathematical Tasks**
Count
Understand order (e.g., first, second, last)

**Writing Tasks**
Copy accurately
Write legibly

**Reading Tasks**
Read simple directions

**Communication Tasks**
None

**Manual Perceptual Tasks**
Eye-hand coordination
Hand work
Operate machine(s)
Use keyboard skills

**Personal Strengths**
Desire to complete all assigned tasks and do a good job
Willingly accepts additional duties
Learns new tasks quickly

**Financial Incentives for Hiring**
None

**Limitations**
Hearing, speaking, frequent minor illnesses

**Special Training**
Supervisor and co-workers wrote down instructions for 1 month.

**Job Accommodations**
Employer has a working relationship with the State Vocational Rehabilitation.
Co-workers answer the phone to accommodate employee.
An interpreter is present during the initial job orientation.
Employee was advised to seek assistance for personal matters outside of business hours.
Collection Attendant
at Donation Site

Company Information

Company Name
Goodwill Industries
1111 South 41 Street
Omaha, NE 68105

Description of Company
Non-profit rehabilitation agency

Number of Employees
90+ total company
Approximately 80 this site

For more information, contact
Bob Foster, Job Placement Specialist
(402) 341-4369

Requirements of This Job

Academic Credentials Required
High school diploma or GED

Work Experience Required
Customer relations and material handling preferred.

Examinations Required
None

Other Job Requirements
Driver's license preferred

Job Information

Wages
$3.35 per hour

Benefits
FICA
Worker's compensation
Medical insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
10:00 a.m. to 6:00 p.m.

Work Setting
Semi-trailer parked in an outdoor lot.

Probationary Period
90 days

Employment History
3.5 months with company
3.5 months in this position

Narrative Description
Receives donations brought to trailer; sorts and stores items according to type of donation (clothes, furniture, toys, etc); keeps daily records of donations; gives receipt to customer; reports daily to supervisor from work site about condition of trailer.

Physical Demands
60% sedentary, 20% light work, 15% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, sit, turn, see, hear, finger dexterity, lift, stack, sort

Environmental Conditions
Hot, cold, humid, dry, wet, dust, dirt

Special Conditions
Good appearance, positive attitude toward customers

Work Group
Works alone

Standard Training Period
2 days

Standard Amount of Direct Supervision
Minimal
Collection Attendant
at Donation Site

Multihandicaps - Mental Illness,
Seizure Disorder, Obesity

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Recognize the effects of changing quantity or quality of materials
Review progress periodically

Writing Tasks
Write legibly
Complete forms accurately

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Listen
Talk
Speak clearly
Use appropriate vocabulary and grammar

Manual Perceptual Tasks
Hand work

Limitations
Low frustration tolerance, interactions with public, excessive talking and seizures

Personal Strengths
Works alone without supervision
Works with the public in a positive manner
Organizes materials received

Special Considerations for This Worker

Special Training
Supervisor provided initial special training on proper sorting techniques and packaging of materials; greeting the public, and filling out receipts.

Financial Incentives for Hiring
5 months On-the-Job Training

Job Accommodations
None

Writing Tasks
Complete forms accurately

Reading Tasks
Read simple directions

Communication Tasks
Use appropriate vocabulary and grammar

Manual Perceptual Tasks
Hand work

Limitations
Low frustration tolerance, interactions with public, excessive talking and seizures

Personal Strengths
Works alone without supervision
Works with the public in a positive manner
Organizes materials received

Special Considerations for This Worker

Special Training
Supervisor provided initial special training on proper sorting techniques and packaging of materials; greeting the public, and filling out receipts.

Financial Incentives for Hiring
5 months On-the-Job Training

Job Accommodations
None
Component Engineer II

Company Information

Company Name
Digital Equipment Corporation
P.O. Box 80
Albuquerque, NM 87103

Description of Company
Manufacture and design minicomputers

Number of Employees
Approximately 80,000 total company
Approximately 475 this site

For more information, contact
Michael Foris
Component Assurance Manager
(505) 345-3311 ext. 2296

Requirements of This Job

Academic Credentials Required
Associate degree but prefer B.S. degree in engineering

Work Experience Required
Prior similar experience or background in technical inspection preferred.

Examinations Required
Physical

Other Job Requirements
None

Job Information

Wages
$2,636 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Office

Probationary Period
3 months

Employment History
7 years, 9 months with company
2 years, 9 months in this position

Narrative Description
Involves having full technical responsibility for all of the resistors, transistors, delay lines, and medium complexity integrated circuits purchased by plant. Employee must write procedures, order and install test equipment, and interface with vendors, other engineers and production personnel.

Physical Demands
60% sedentary, 40% light work

Physical Activities Performed
Push, pull, reach, stoop, sit, turn, see, color vision, depth perception, hear, finger dexterity

Environmental Conditions
General office conditions

Special Conditions
Technical responsibility for several types of purchased parts.

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Moderate
Significant Duties

Leadership/Administrative/Managerial
Provide leadership
Implement company policies
Specify goals and work tasks of others
Represent the company at internal functions
Represent the company at external functions

Problem Solving/Reasoning Tasks
Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks
Enter data into computers
Access data from computers
Perform word processing
Write programs
Perform systems analysis (simple)

Mathematical Tasks
Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+,-,x,/) Estimate quantities needed to do a job
Calculate costs
Use numerical values from charts, diagrams, tables
Construct diagrams, charts, records using numerical calculations
Make and use measurements
Use formulas (translating, substituting values)

Writing Tasks
Copy accurately
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks
Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Set up machine(s)
Use keyboard skills
Develop visual presentations

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Special Considerations for This Worker

Limitations
Lifting, carrying, limited stamina, cannot travel out of town, easily fatigued, must use wheelchair to cover significant distances.

Special Training
None

Job Accommodations
Employee prepares work for other engineers who travel for him to accommodate inability to travel.
Provided wheelchair access by expanding work cubicle (minimal cost).
Employee parks close to the building for easier access.

Personal Strengths
Well organized and methodical
Understands computer systems in detail
Very proud and wants to prove ability to handle the job and its problems

Financial Incentives for Hiring
None

Other Job Replication Factors
Believe similarly handicapped persons could handle a similar type of job.
Computer Instructor

Spinal Cord Injury - C-7 Spared

D.O.T. #094.227-018

Company Information

Company Name
Rehabilitation Research Center
2845 Crooks Road
Rochester, MI 48063

Description of Company
A non-profit center whose purpose is to promote the health, education, and welfare of disabled persons.

Number of Employees
6 total company
6 this site

For more information, contact
Stan Haack, President
(313) 853-1830

Requirements of This Job

Academic Credentials Required
Associate degree

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$6.00 per hour

Benefits
FICA

Work Schedule
Permanent status
4 days a week, 6 hours a day
10:00 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
None

Employment History
1 year with company
1 year in this position

Narrative Description
Teaches primarily disabled populations computer literacy, using mini-computers. Students have special learning needs. Their disabilities includes paraplegia, quadriplegia, closed head injury, stroke and cerebral palsy.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, balance, sit, turn, see, color vision, depth perception, hear

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
2 months on-the-job training

Standard Amount of Direct Supervision
None
Computar Instructor  Spinal Cord Injury - C-7 Spared

**Significant Duties**

**Leadership/Administrative/Managerial**
- Specify goals and work tasks of others
- Supervise personnel

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

**Computer Tasks**
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs
- Perform systems analysis

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/) 
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Use formulas (translating, substituting values)

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Use keyboard skills
- Develop visual presentations
**Special Considerations for This Worker**

**Limitations**
Handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina

**Special Training**
None

**Job Accommodations**
Flextime and shorter work days are allowed to accommodate employee's low stamina and sitting tolerance.
On-off switch was placed up front to accommodate operating the computer ($65).
Classes are set up on an individual basis and/or small groups to accommodate both instructor and the students.
Employee uses a wheelchair and works in a barrier-free environment. Had this building not been barrier free, the usual modifications would have been necessary.

**Personal Strengths**
Relates well to students
Patient
Creative instruction methods

**Financial Incentives for Hiring**
None
Computer Programmer

Blindness

D.O.T. #203.582-054

Company Information

Company Name
Defense Logistic's Agency
P.O. Box 1605
Columbus, OH 43215

Description of Company
Primary level field activity:
Department of Defense - supplies and logistics worldwide; Central Design Department - develops automation system.

Number of Employees
1000 this site

For more information, contact
Abe Banister
Chief of Contract Management Division
(614) 238-9217

Requirements of This Job

Academic Credentials Required
Associate degree

Work Experience Required
None in this field

Examinations Required
Physical

Other Job Requirements
On call

Job Information

Wages
$6.90 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Medical insurance
Dental insurance
Life insurance

Physical Demands
100% sedentary

Physical Activities Performed
Sit, turn, hear, sense of smell, sense of touch, finger dexterity

Employment History
8 months with company
8 months in this position

Narrative Description
Performs programming of automation systems. Monitors progress and difficulty of systems.

Work Group
Works alone and in small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Minimal
Leadership/Administrative/Managerial
Represent the company at internal functions
Represent the company at external functions

Problem Solving/Reasoning Tasks
Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devises new ideas and better work methods

Computer Tasks
Enter data into computers
Access data from computers
Write programs

Mathematical Tasks
Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+,-,x,/) Estimate quantities needed to do a job
Use numerical values from charts, diagrams, tables
Construct diagrams, charts, records using numerical calculations
Use formulas (translating, substituting values)

Writing Tasks
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks
Read simple directions
Read technical information (on tape or Brailled)

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks
Tend machine(s) (computer terminal and printer
Operate machine(s)
Use keyboard skills
Special Considerations for This Worker

Limitations
Vision

Special Training
Special IBM computer programmer training at Goodwill, monitored by an area business advisory council, provides 10 months of pre-employment training including 2 months of internship and training on adaptive equipment.

A grade is received after completing the special training which includes taped and written materials for systems access.

Job Accommodations
A talking terminal, Braille printer, and tape recorders paid by the state vocational rehabilitation agency based on employment status are used to interpret written materials.

Employer provides supplies and equipment maintenance agreements as well as access and automated system capability.

Employee provided extra desk for computer equipment since all programmers do not have terminals at their desks.

Personal Strengths
Flexibility
Willingness to work with people
Personal drive

Financial Incentives for Hiring
None
Company Information

Company Name
Anne Marie's
8124 Fredericksburg Road
San Antonio, TX 78229

Description of Company
A restaurant serving mainly lunch, and that caters. A gourmet shop selling food products, gift baskets, cookbooks, aprons, and gifts related to food.

Number of Employees
6 total company

For more information, contact
Anne Marie Roof, Owner
(512) 691-1698

Job Information

Wages
$4.00 per hour

Benefits
None

Work Schedule
Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 5:00 p.m.

Work Setting
Restaurant

Probationary Period
None

Employment History
9 months with company
5 months in this position

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
Read sample tickets

Other Job Requirements
None

Narrative Description
Employee is trained to cook most specials, soups, quiches, salads, desserts; makes lists of items made each day; helps with catering; decorates trays; orders produce; and supervises kitchen employees.

Physical Demands
25% sedentary, 50% light work, 25% medium work

Physical Activities Performed
Reach, climb, stoop, see, hear, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Wet, dirt, mechanical hazards, burns

Special Conditions
High rate of production
Precision/quality
Distracting conditions
High level of stress

Work Group
Small group

Standard Training Period
1 month

Standard Amount of Direct Supervision
Moderate
**Significant Duties**

**Leadership/Administrative/Managerial**
- Provide leadership
- Supervise personnel

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Identify alternative approaches or solutions
- Correct deficiencies
- Devise new ideas and better work methods

**Computer Tasks**
- None

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/)  
- Estimate quantities needed to do a job  
- Make and use measurements

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately
- Organize, select, and relate ideas in writing

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)

**Special Considerations for This Worker**

**Limitations**
- Writing, spelling, mathematics, following spoken and written directions, special medical care related to childhood rheumatic fever

**Special Training**
- None

**Job Accommodations**
- Employer has to be present approximately 5 hours per week to watch closely for mistakes and supervision.
- Personal problems away from the job site affect employee's job performance and quality of work. Accommodation requires 4 hours per week of supervisor's time and the problem is yet unresolved.

**Personal Strengths**
- Creative touch with food
- Gets along well with others, cool-headed
- Careful following recipes and procedures

**Financial Incentives for Hiring**
- None
Cook

Company Information

Company Name
Ponderosa #874
Route 286
Indiana, PA 15701

Description of Company
Family steakhouse restaurant

Number of Employees
28,000 total company
60 this site

For more information, contact
Dan Fletcher, Executive Manager
(412) 465-2641

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
Physical

Other Job Requirements
Age 16 minimum, uniform

Job Information

Wages
$4.25 per hour

Benefits
Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
6:00 a.m. to 2:00 p.m.

Work Setting
Restaurant

Probationary Period
90 days

Employment History
3 years with company
2 years in this position

Narrative Description
Employee responsible for morning breakfast buffet and lunch either alone or with one other cook.

Physical Demands
100% medium work

Physical Activities Performed
Reach, balance, turn, see, depth perception, hear, finger dexterity

Environmental Conditions
Hot, odors, noise, mechanical hazards, burns, electrical hazards, radiant energy

Special Conditions
High level of stress (fast food operation)

Work Group
Small group

Standard Training Period
7 days

Standard Amount of Direct Supervision
Minimal
**Significant Duties**

**Leadership/Administrative/Managerial**
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

**Writing Tasks**
- None

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/) 
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
Special Considerations for This Worker

Limitations
Reading, writing

Special Training
None

Job Accommodations
Photographs of all food products are placed on meal order codes.

Personal Strengths
Assimilates new information
Adheres to company standards
Identifies directions in business trends

Financial Incentives for Hiring
Targeted Jobs Tax Credits

Other Job Replication Factors
Management needs to be patient and to allow disabled employee to progress at individual pace.
Editor and Public Relations Director

Company Information

Company Name
Harvard University
Harvard Square
Cambridge, MA 02138

Description of Company
Higher education university

Number of Employees
15,000 total organization

For more information, contact
Anne Marie O'Brien
Employment Specialist
(617) 542-1799

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
2-3 years editorial field

Examinations Required
None

Other Job Requirements
Excellent writing, editing and communication

Job Information

Wages
$17,000 - $22,000 a year

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days per week, 7 hours per day
9:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
3 month

Employment History
11 months with company
11 months in this position

Narrative Description
Works with administrative personnel. Writes, edits, plans, and proofreads articles.

Physical Demands
90% sedentary, 10% light work

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality
High level of stress
Demanding completion of jobs

Work Group
Small group

Standard Training Period
3 months probation

Standard Amount of Direct Supervision
None
Significant Duties

Leadership/Administrative/Managerial
Specify goals and work tasks of others
Supervise personnel

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Writing Tasks
Copy accurately
Write legibly
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks
Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Computer Tasks
Enter data into computers
Access data from computers
Perform word processing

Mathematical Tasks
None

Manual Perceptual Tasks.
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Operate machine(s)
Use keyboard skills

Special Considerations for This Worker

Limitations
Partial loss of vision

Personal Strengths
Energetic
Handles pressure well
Gets along well with others.

Special Training
None

Financial Incentives for Hiring
None

Job Accommodations
None

Other Job Replication Factors
Large print materials might be used
Electronic Data Processing Technician

D.O.T. #213.362-010

Company Name
Oak Ridge Gaseous Diffusion Plant
Martin Marietta Energy Systems Inc.
P.O. Box P
Oak Ridge, TN 37831

Description of Company
Primarily devoted to uranium enrichment

Number of Employees
15,000+ total company
2,500 this site

For more information, contact
Dave Rupert
Affirmative Action Coordinator
(615) 624-9218

Job Information

Wages
Information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:45 a.m. to 4:15 p.m.

Work Setting
Office

Probationary Period
None

Employment History
17 years with company
15 months in this position

Requirements of This Job

Academic Credentials Required
Associate degree

Work Experience Required
2 years computer-related operations, etc.

Examinations Required
Physical, hearing, vision, neurological

Other Job Requirements
Age 18 minimum

Narrative Description
Performs computer-programming and related tasks under general supervision in support of analysts and programmers. Does cobol programming of low complexity; maintains files; edits files on the computer through the keyboard. Assists technical staff with a variety of programming production tasks. Supports analysis and software development.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, see, color vision, depth perception, hear, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality

Distracting conditions

Work Group
Works alone, one-to-one and in small group

Standard Training Period
6 months

Standard Amount of Direct Supervision
Moderate
Electronic Data Processing Technician

Quadraplegic C-4 C-5 - (Paralysis Below Midchest - Limited Use of Arms; No Movement of Hands)

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Evaluate for accuracy and completeness
- Correct deficiencies

**Computer Tasks**
- Enter data into computers
- Access data from computers
- Perform word processing
- Write some programs

**Writing Tasks**
- Produce intelligible written documents

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Talk
- Speak clearly
- Explain activities and ideas clearly
- Interact with others

**Manual Perceptual Tasks**
- Eye-hand coordination
- Use keyboard skills

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/) 
- Use numerical values from charts, diagrams, tables
- Use formulas (translating, substituting values)
Special Considerations for This Worker

Limitations
Vision, feeling/sensory, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina

Special Training
None

Personal Strengths
Perseverance - 'want to'
Communications - interaction skills
Ability to learn and grow with new concepts

Financial Incentives for Hiring
None

Job Accommodations
Physical rehabilitation provided by Patricia Neal Rehabilitation Center.
Retraining for present job provided by Woodrow Wilson Rehabilitation Center.
Personal assistance for eating, drinking and bodily functions provided by spouse working in same building.
The following were accommodations provided by employer:
Removal of door, locks and latches;
Raised table and keyboard; installed hand brace at keyboard;
Arranged for individual to work only on first floor;
Access to emergency exit via sidewalk and ramps built in and around building.
Installed speaker phone because worker was unable to use regular phone.
Company Information

Company Name
Plant Interiors
319 North Rendon
New Orleans, LA

Description of Company
Interior plant maintenance company with two greenhouses and small nursery for outdoor plants.

Number of Employees
20 total company
20 this site

For more information, contact
John C. Abasiam
Supported Employment Facilitator
(504) 527-0368

Requirements of This Job

Academic Credentials Required
Certificate of achievement

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Uniform

Job Information

Wages
$3.65 per hour

Benefits
Paid sick days
FICA
Worker's compensation

Work Schedule
Seasonal status
2-3 week, 5-8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Greenhouse

Probationary Period
None

Employment History
1 year with company
1 year in this position

Narrative Description
Plant installation and maintenance - janitorial work.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, climb, stoop, kneel, crouch, turn, see, hear, finger dexterity

Environmental Conditions
Hot, humid, wet, dirt

Special Conditions
Flexibility to move in work place

Work Group
Works alone and in small group

Standard Training Period
6 hours

Standard Amount of Direct Supervision
Minimal
Greenhouse Technician

Mental Retardation - Moderate

**Significant Duties**

**Leadership/Administrative/Managerial**  
None

**Problem Solving/Reasoning Tasks**  
Recognize and use appropriate procedures  
Conduct work activities in appropriate sequence  
Obtain resources needed to carry out work  
Recognize the effects of changing quantity or quality of materials  
Evaluate for accuracy and completeness

**Writing Tasks**  
None

**Reading Tasks**  
Identify work-related symbols/signs

**Communication Tasks**  
Listen  
Follow intent of oral directions  
Talk  
Speak clearly  
Stay on the topic in job-related conversations

**Computer Tasks**  
None

**Manual Perceptual Tasks**  
Eye-hand coordination  
Hand work  
Use job-specific hand tools and equipment

**Mathematical Tasks**  
Understand order (e.g., first, second, last)

**Writing Tasks**  
None

**Reading Tasks**  
Identify work-related symbols/signs

**Communication Tasks**  
Listen  
Follow intent of oral directions  
Talk  
Speak clearly  
Stay on the topic in job-related conversations

**Manual Perceptual Tasks**  
Eye-hand coordination  
Hand work  
Use job-specific hand tools and equipment

**Limitations**  
Reading, writing, spelling, mathematics, remembering, following spoken directions, following written directions, amount of directions given

**Personal Strengths**  
Flexibility  
Personality  
Willingness to do what is required

**Special Training**  
Job coach provided special training on a daily basis (25 hours total).

**Financial Incentives for Hiring**  
None

**Job Accommodations**  
A job coach was provided for additional support and training.

**Other Job Replication Factors**  
Supported employment procedures
### Company Information

**Company Name**
Friendly's Restaurant  
West Farms Mall  
West Hartford, CT  06107

**Description of Company**
Fast food restaurant - service for tables and counter providing small meals, ice cream-based desserts, etc.

**Number of Employees**
50 this site

**For more information, contact**
Sally Bird  
Job Seeking Skills/Placement Staff  
Telephone number not provided

### Requirements of This Job

**Academic Credentials Required**
None

**Work Experience Required**
Some type of food training preferred

**Examinations Required**
None

**Other Job Requirements**
Uniform

### Job Information

**Wages**
Information not provided

**Benefits**
- Paid vacation  
- Paid holidays  
- Paid sick days  
- FICA  
- Medical insurance  
- Dental insurance  
- Life insurance

**Work Schedule**
- Permanent status  
- Hours vary

**Work Setting**
Restaurant

**Probationary Period**
30 days

**Employment History**
Information not provided

**Narrative Description**
Grill assistant promoted to Grill Cook. Employee sets up plates for orders; cooks food from orders given by waitresses; sets food on plate in attractive manner, and cleans grill and keeps area clean.

**Physical Demands**
10% sedentary, 80% light work, 10% medium work

**Physical Activities Performed**
Push, pull, reach, turn, see, color vision, depth perception, hear, sense of smell, sense of taste, sense of touch, finger dexterity

**Environmental Conditions**
Dry, noise, inadequate ventilation, mechanical hazards, cramped quarters, burns

**Special Conditions**
Distracting conditions  
High level of stress

**Work Group**
Small group

**Standard Training Period**
5 days

**Standard Amount of Direct Supervision**
Moderate
Grill Cook

Mental Retardation

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness
- Correct deficiencies

**Writing Tasks**
None

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read handwritten orders

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Operate machine(s) (put blades in for specific process)
- Set up machine(s)
- Operate job-related power tool(s)

**Computer Tasks**
None

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Estimate quantities needed to do a job

**Personal Strengths**
- Attendance
- Punctual
- Physical endurance

**Financial Incentives for Hiring**
- Targeted Jobs Tax Credit

**Special Considerations for This Worker**

**Limitations**
- Interactions with coworkers, remembering, speaking, speed and reasoning, psychiatric concerns

**Special Training**
The employee and job coach provided the initial week of special training. The Transitional Employment Program provided 30 days of special training after which the employee entered permanent employment.

**Job Accommodations**
- Job placement and followup services were provided by Easter Seal Agency. The Capital Region Mental Health Center provide counseling and support to the employee.
<table>
<thead>
<tr>
<th><strong>Company Information</strong></th>
<th><strong>Requirements of This Job</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Company Name</strong></td>
<td>Academic Credentials Required</td>
</tr>
<tr>
<td>Hyatt Regency Phoenix</td>
<td>None</td>
</tr>
<tr>
<td>122 North 2nd Street</td>
<td>Work Experience Required</td>
</tr>
<tr>
<td>Phoenix, AZ 85004</td>
<td>None</td>
</tr>
<tr>
<td><strong>Description of Company</strong></td>
<td>Examinations Required</td>
</tr>
<tr>
<td>Hotel providing hospitality service to guests, including food functions, lodging, and meeting facilities.</td>
<td>None</td>
</tr>
<tr>
<td><strong>Number of Employees</strong></td>
<td>Other Job Requirements</td>
</tr>
<tr>
<td>500 this site</td>
<td>Age 16 minimum</td>
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<tr>
<td><strong>For more information, contact</strong></td>
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<td>Barbara Buhrow</td>
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<tr>
<td>Assistant Personnel Director</td>
<td></td>
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<tr>
<td>(602) 252-1234</td>
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Houseperson Mental Retardation

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work

**Computer Tasks**
None

**Mathematical Tasks**
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Retain numbers and areas where employee left off (even after a couple of days off)

**Writing Tasks**
None

**Reading Tasks**
- Identify work-related symbols/signs

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Stay on the topic in job-related conversations
- Explain activities and ideas clearly

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

**Limitations**
- Reading, writing, spelling, mathematics (all as related to mental retardation)

**Special Training**
None

**Job Accommodations**
- Placement and follow-up services through rehabilitation program.

**Personal Strengths**
- Remembers job tasks
- Works on own
- Knows work schedule
- Good attendance record

**Financial Incentives for Hiring**
Targeted Jobs Tax Credit

80
Housing Attendant Coordinator

Physical Handicap

D.O.T. #309.354.010

Company Information

Company Name
Dayle McIntosh Center for the Disabled
8100 Garden Grove Blvd., #2
Garden Grove, CA 92644

Description of Company
Independent living center for disabled.

Number of Employees
28 total company
24 this site

For more information, contact
Paula Margeson
Deputy Director Programs
(714) 898-9571

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$1,161.32 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
8 months with company
8 months in this position

Narrative Description
Assists handicapped clients with their housing and/or attendant care needs.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, see, hear, finger dexterity, maneuver wheelchair

Environmental Conditions
None

Special Conditions
None

Work Group
One-to-one

Standard Training Period
2 days

Standard Amount of Direct Supervision
Minimal
Housing Attendant Coordinator

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Obtain resources needed to carry out work
- Collect and organize information
- Summarize and draw conclusions
- Devise new ideas and better work methods

**Computer Tasks**
None

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+, -, x, /)

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

**Reading Tasks**
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Manual Perceptual Tasks**
Hand work

**Special Considerations for This Worker**

**Limitations**
- Spelling, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, chronic pain

**Personal Strengths**
- Attitude
- Personal experience
- Organizational skills

**Special Training**
None

**Job Accommodations**
None

**Financial Incentives for Hiring**
- Job Training Partnership Act

**Other Job Replication Factors**
- Be flexible with the disabled person's needs.
Human Resource Consultant/Counselor

D.O.T. #045.107-010

Company Name
Center on Deafness
2250 Eaton Street
Edgewater, CO 80214

Description of Company
Human service agency providing services to the hearing impaired community.

Number of Employees
20 total company
20 this site

For more information, contact
Dale Dangremond, Executive Director
(303) 235-0015 (U/TDD)

Job Information

Wages
$2,000 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
6 months

Employment History
1 year with company
1 year in this position

Narrative Description
Act as a counselor, vocational evaluator, and case manager for hearing impaired clients served by the agency.

Physical Demands
75% sedentary, 25% light work

Physical Activities Performed
Stoop, kneel, sit, turn, see, finger dexterity

Environmental Conditions
None

Special Conditions
High level of stress

Work Group
Small group

Standard Training Period
1 month

Standard Amount of Direct Supervision
Minimal
Human Resource Consultant/Counselor

Hearing Impairment

Significant Duties

Leadership/Administrative/Managerial
Represent the company at external functions

Problem Solving/Reasoning Tasks
Determine own work activities
Recognize and use appropriate procedures
Obtain resources needed to carry out work
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Writing Tasks
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks
Read technical information

Communication Tasks
Listen
Follow intent of oral directions
Talk
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks
Construct, fabricate or assemble materials
Use keyboard skills
Develop visual presentations

Computer Tasks
Enter data into computers
Access data from computers

Mathematical Tasks
Calculate costs
Use numerical values from charts, diagrams, tables
Construct diagrams, charts, records using numerical calculations
Prepare budgets

Special Considerations for This Worker

Limitations
Writing, hearing, speaking

Special Training
None

Job Accommodations
Full time Telecommunications Devices for the Deaf (TDD's) and interpreters provided for communications. ($16,000/year interpreter; $300/TDD).

Personal Strengths
Intelligent
Interrelates with coworkers/professionals
 Represents self in a professional manner

Financial Incentives for Hiring
None
Inspector

D.O.T. #726.381-010

Company Information

Company Name
Digital Equipment Corporation
5600 Kircher Blvd. Northeast
Albuquerque, NM 87103

Description of Company
Production of printed circuit boards.

Number of Employees
Approximately 80,000 total company
Approximately 475 this site

For more information, contact
Brenda Lulford, Supervisor
(505) 345-3311 ext. 2143

Job Information

Wages
$7.07 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent Status
5 days a week, 8 hours a day
7:30 a.m. - 4:00 p.m.

Work Setting
Factory

Probationary Period
6 months

Employment History
9 years with company
6 months in this position

Narrative Description
Perform to standard company inspection of modules. Unwraps modules and prepares for baking. Puts connectors on modules and builds connectors.

Physical Demands
95% sedentary, 5% light work

Physical Activities Performed
Push, pull, reach, balance, sit, turn, see, color vision, hear, finger dexterity

Environmental Conditions
Noise

Special Conditions
High rate of production
Precision/quality
Distracting conditions
High level of stress

Work Group
Works alone, one-to-one, and in large group

Standard Training Period
40 hours

Standard Amount of Direct Supervision
Minimal
Inspector

Epilepsy

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions

**Computer Tasks**
- Enter data into computers
- Access data from computers

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables

**Writing Tasks**
- Copy accurately
- Write legibly

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)
- Operate job-related power tool(s)

---

**Special Considerations for This Worker**

**Limitations**
- Low frustration tolerance, acceptance of supervision, interactions with coworkers, standing, walking, remembering, following spoken directions, seizure disorder.

**Special Training**
- Periodically, supervisors and coworkers repeat instructions, as necessary.

**Job Accommodations**
- Coworkers available to help and call the nurse for seizure precaution.
- A special chair with arms and a seatbelt is being considered for this employee.
- Family drives employee to work due to medical limitation.

**Personal Strengths**
- Attendance
- Willingness to try
- Determination

**Financial Incentives for Hiring**
- None
Janitor/Maintenance

Company Information

Company Name
North Mall Associates
351 Loucks Road
York, PA 17404

Description of Company
Owner/Manager of enclosed shopping center. Total area 46 acres - 308,627 square feet.

Number of Employees
8 total company
8 this site

For more information, contact
Lucinda K. Hart, Mall Manager
(717) 848-6136

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Janitorial or some type of training preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.45 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Shopping mall

Probationary Period
30 days

Employment History
10 months with company
10 months in this position

Narrative Description
General building janitorial work - vacuuming, cleaning and stockmg bathrooms, keeping mall clean, cleaning outside perimeter, opening and closing of mall security system, and some light duty maintenance.

Physical Demands
25% sedentary, 25% light work, 50% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, turn, see, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Dirt, odors, noise, moving objects

Special Conditions
None

Work Group
One-to-one

Standard Training Period
7 days

Standard Amount of Direct Supervision
Minimal
Significant Duties

Leadership/Administrative/Managerial
Implement company policies

Problem Solving/Reasoning Tasks
Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Report accurately what others have said
Explain activities and ideas clearly

Computer Tasks
None

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Use job-specific hand tools and equipment
Operate job-related power tool(s)

Other Significant Duties or Job Features
Must open and close the mall's security system.

Special Considerations for This Worker

Limitations
Heights, lifting, carrying, following written directions, cannot work outside because of sensitivity to sunlight, walking (wears special shoes)

Personal Strengths
Follows directions
Uses common sense
Is on time and dependable

Financial Incentives for Hiring
Targeted Jobs Tax Credit

Other Job Replication Factors
Understanding and patience

Job Accommodations
Co-workers are more patient in response to this worker's inquisitiveness. Co-workers perform duties employee cannot perform, e.g., changing light bulbs (because of problems with heights). Employee allowed to rest often to accommodate physical disability.
Job Placement Coordinator

Company Information

Company Name
Mainstream, Inc. Project LINK
2121 San Jacinto, Suite 855
Dallas, TX  75201

Description of Company
Free employment service to disabled persons

Number of Employees
13 total company
4 this site

For more information, contact
Larr Underwood, Regional Manager
(214) 969-0118

Requirements of This Job

Academic Credentials Required
Bachelor's degree

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Wages
$1500 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 7 hours a day
8:30 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
90 days

Employment History
11 months with company
3 months in this position

Narrative Description
Assists about 6 clients per week (300+ per year) in their job search; conducts extensive telephone work; leads job clubs every other week for 3 hours per session; logs referrals, placements, returns, etc.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, see

Environmental Conditions
None

Special Conditions
High level of stress

Work Group
Small group

Standard Training Period
90 days

Standard Amount of Direct Supervision
Minimal

89
Job Placement Coordinator

Significant Duties

Leadership/Administrative/Managerial
Implement company policies
Represent the company at internal functions

Problem Solving/Reasoning Tasks
Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Writing Tasks
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing

Reading Tasks
Read simple directions

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Computer Tasks
Access data from computers

Mathematical Tasks
None

Manual Perceptual Tasks
None

Special Considerations for This Worker

Limitations
Carrying, balancing, standing, walking, climbing, kneeling, squatting, bending

Special Training
None

Job Accommodations
Office moved to floor with an accessible bathroom.

Personal Strengths
Listening skills - hearing what clients are/aren't saying
Teamwork skills - helping meet needs of other staff
Organizational skills - organizing and time management

Financial Incentive for Hiring
None
**Company Information**

**Company Name**
House of Windsor  
Orchard Road  
Yoe, PA 17313

**Description of Company**
Cigar, chewing tobacco, and smoking tobacco manufacturer

**Number of Employees**
200 total company  
200 this site

**For more information, contact**
Brian J. Hershner  
Plant Superintendent  
(717) 244-4501

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**Requirements of This Job**

**Academic Credentials Required**
None

**Work Experience Required**
None

**Examinations Required**
None

**Other Job Requirements**
Age 18 minimum

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**Job Information**

**Wages**
$4.25 per hour

**Benefits**
- Paid vacation  
- Paid holidays  
- FICA  
- Worker's compensation  
- Unemployment compensation  
- Medical insurance

**Work Schedule**
Permanent status  
5 days a week, 8 hours a day  
6:00 a.m. to 2:30 p.m.

**Work Setting**
Factory

**Probationary Period**
30 days

**Employment History**
60-90 days with company  
60-90 days in this position

**Narrative Description**
Employee opens returned smoking tobacco and empties contents into various tubs for reconditioning.

**Physical Demands**
90% sedentary, 10% light work

**Physical Activities Performed**
Push, pull, reach, stoop, sit, turn, see, finger dexterity

**Environmental Conditions**
Dust, dirt

**Special Conditions**
None

**Work Group**
Small group

**Standard Training Period**
8 hours

**Standard Amount of Direct Supervision**
Minimal
Laborer in Returned Merchandise

Learning Disability

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
None

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs

Communication Tasks
None

Manual Perceptual Tasks
Hand work

Mathematical Tasks
Understand concepts of greater than and less than

Computer Tasks
None

Mathematical Tasks

Special Considerations for This Worker

Limitations
Slow learner

Personal Strengths
Works with others
Attendance
Interest in the job

Special Training
None

Financial Incentives for Hiring
None

Job Accommodations
None

Works with others
Requirements of This Job

Academic Credentials Required
General knowledge of household duties and personal hygiene

Work Experience Required
Worked as live-in companion in other private homes

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
Information not provided

Benefits
Meals/lodging/residential living costs

Work Schedule
Permanent status
7 days a week, 24 hours a day

Work Setting
Private home

Probationary Period
1 week

Employment History
Approximately 1 year with company
Approximately 1 year in this position

Narrative Description
Live-in companion performing general household duties, including personal hygiene, bathing, etc.

Physical Demands
80% sedentary, 20% light work

Physical Activities Performed
Push, pull, reach, stoop, kneel, sit, turn, see, color vision, hear, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
One-to-one

Standard Training Period
Learned skills

Standard Amount of Direct Supervision
Moderate
**Live-in-Companion/Helper**

**Mental Illness - Schizophrenia**  
*(Chronic Undifferentiated Type)*

### Significant Duties

**Leadership/Administrative/Managerial**  
Suggestions and help as told

**Problem Solving/Reasoning Tasks**  
Determine own work activities  
Recognize and use appropriate procedures  
Conduct work activities in appropriate sequence  
Recognize the effects of changing quantity or quality of materials

**Computer Tasks**  
None

**Mathematical Tasks**  
Count  
Understand order (e.g., first, second, last)

**Writing Tasks**  
Copy accurately  
Write legibly

**Reading Tasks**  
Read simple directions

**Communication Tasks**  
Listen  
Follow intent of oral directions  
Talk  
Speak clearly

**Manual Perceptual Tasks**  
Eye-hand coordination  
Hand work  
Use job-specific hand tools and equipment (household equipment/cleaning supplies)  
Operate machine(s) (vacuum)

### Special Considerations for This Worker

**Limitations**  
Acceptance of supervision, interaction with employer, remembering

**Special Training**  
None

**Job Accommodations**  
Transportation provided as necessary  
Small Group Work Therapy staff for appointments.  
Counseling as necessary by Small Group Work Therapy Staff for support and assistance.

**Personal Strengths**  
Strong personality  
Determination to make the job a success  
Reliable

**Financial Incentives for Hiring**  
None

**Other Job Replication Factors**  
Education about disabilities (mental or physical illness); understanding and consideration.
## Machine Operator

**Company Information**

**Company Name**
Fibre Processing
Grienier Field
Manchester, NH

**Description of Company**
Reprocessing plant - wool garments and scraps are shredded into fibers for reuse.

**Number of Employees**
15 total company

**For more information, contact**
Jim Brown, Plant Manager
(603) 669-1520

**Job Information**

**Wages**
$5.00 per hour

**Benefits**
- Paid vacation
- Paid holidays
- Paid sick days
- FICA
- Worker's compensation
- Unemployment compensation
- Medical insurance

**Work Schedule**
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

**Work Setting**
Cloth reprocessing

**Probationary Period**
30 days

**Employment History**
- 5 months with company
- 5 months in this position

**Narrative Description**
Operates machine that shreds and grinds cloth into fibers.

**Physical Demands**
10% sedentary, 50% light work, 40% medium work

**Physical Activities Performed**
- Push, pull, reach, turn, see, finger dexterity

**Environmental Conditions**
- Dust, dirt, noise

**Special Conditions**
None

**Work Group**
Works alone

**Standard Training Period**
1 month

**Standard Amount of Direct Supervision**
Minimal

---

## Emotional Problems, Alcoholism

D.O.T. #680.686-018

**Requirements of This Job**

**Academic Credentials Required**
None

**Work Experience Required**
Able and willing to operate machinery preferred.

**Examinations Required**
None

**Other Job Requirements**
Age 18 minimum, driver's license, own vehicle
**Machine Operator**

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

**Computer Tasks**
None

**Mathematical Tasks**
None

**Writing Tasks**
None

**Reading Tasks**
- Identify work-related symbols/signs

**Communication Tasks**
- Listen
- Follow intent of oral directions

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Operate machine(s) (shredder/grinder)

**Special Considerations for This Worker**

**Limitations**
- Interactions with coworkers, anxiety, low stress tolerance

**Special Training**
None

**Job Accommodations**
- Agency initiated placement plan, job seeking skill, and job development to accommodate employee's history of emotional problems and not working for 13 years.
- Employer preferred training employee. Supervisor and placement staff conversed regularly as to employee's progress. Employer maintained high profile and support during transition.
- Employee met with staff at least once per week for support and counseling to discuss work and transition.

**Personal Strengths**
- Wants to work
- Dependable
- Not fearful of machinery

**Financial Incentives for Hiring**
None
**Machine Operator**

- **Company Information**
  - Company Name: Name not provided
  - Walnut Street
  - Reading, PA 19011
  - Description of Company: Manufactures brushes used primarily in custodial industry.
  - Number of Employees: 50 total company
  - For more information, contact: Susan Borchers, Area Manager
    - (215) 375-2157

- **Requirements of This Job**
  - Academic Credentials Required: None
  - Work Experience Required: None
  - Examinations Required: None
  - Other Job Requirements: Age 18 minimum

- **Job Information**
  - Wages:
    - $4.25 per hour
    - $5.25 per hour upon completion of probationary period
  - Benefits:
    - Paid vacation
    - Paid holidays
    - FICA
    - Worker's compensation
    - Unemployment compensation
    - Medical insurance
    - Dental insurance
    - Life insurance
  - Work Schedule:
    - Permanent status
    - 5 days a week, 8 hours a day
    - 7:00 a.m. to 3:45 p.m.
  - Work Setting:
    - Factory
  - Probationary Period: 3 months
  - Employment History:
    - 2.5 months with company
    - 2.5 months in this position

- **Narrative Description**
  - Wooden brush base is placed on machine and secured. Machine automatically punches holes in the base and stops automatically. The completed brush base is placed into another section of machine which inserts bristles into holes and simultaneously places another base in the machine to be punched.

- **Physical Demands**
  - 100% medium work

- **Physical Activities Performed**
  - Push, pull, reach, stoop, turn, see, depth perception, sense of touch, finger dexterity

- **Environmental Conditions**
  - Hot, dust, dirt, noise, mechanical hazards, moving objects

- **Special Conditions**
  - High rate of production
  - High level of stress

- **Work Group**
  - Works alone

- **Standard Training Period**
  - 5 days

- **Standard Amount of Direct Supervision**
  - Minimal
# Machine Operator

## Mental Retardation - Mild

### Significant Duties

<table>
<thead>
<tr>
<th>Leadership/Administrative/Managerial</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Problem Solving/Reasoning Tasks</strong></td>
<td></td>
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<tr>
<td>Recognize and use appropriate procedures</td>
<td></td>
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<tr>
<td>Conduct work activities in appropriate sequence</td>
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<tr>
<td>Recognize the effects of changing quantity or quality of materials</td>
<td></td>
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<tr>
<td><strong>Computer Tasks</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Mathematical Tasks</strong></td>
<td></td>
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<tr>
<td>Understand order (e.g., first, second, last)</td>
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<tr>
<td><strong>Writing Tasks</strong></td>
<td>None</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Communication Tasks</strong></td>
<td>None</td>
</tr>
<tr>
<td><strong>Manual Perceptual Tasks</strong></td>
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<td>Hand work</td>
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<td>Use job-specific hand tools and equipment</td>
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<td>Tend machine(s)</td>
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<tr>
<td>Operate machine(s)</td>
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</tbody>
</table>

### Special Considerations for This Worker

**Limitations**
- Interactions with coworkers, reading, writing, spelling, mathematics (related to disability), following written directions

**Special Training**
- On site trainers from the AHEDD agency provided 2 days of special training to assist in increasing production. The employee was retained after the special training.

**Job Accommodations**
- AHEDD agency counselor provided support through on site visits and home phone calls to accommodate employee's insecurity.
- On-site trainer provided step saving tips to help employee to dramatically increase production level and complete job tasks simultaneously.

**Personal Strengths**
- Stamina
- Maintains interest in spite of monotony
- Dexterity and coordination

**Financial Incentives for Hiring**
- None

**Other Job Replication Factors**
- Patience and understanding!!
- Willingness to give someone a chance.
- Keep an open mind.
Machinist

Hearing & Speech Impairment

D.O.T. #652.382-010

Company Information

Company Name
Martin Marietta Energy Systems
P.O. Box X
Oak Ridge, TN 37831

Description of Company
A research and development multi-program institution whose principal goal is the development of technologies for efficient production and use of energy

Number of Employees
16,000 this company
5,000 this site

For more information, contact
Rebecca Jackson
Affirmative Action Coordinator
(615) 574-2231

Job Information

Wages
$13.00 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
90 days

Employment History
5 years with company
5 years in this position

Requirements of This Job

Academic Credentials Required
Machinist Training

Work Experience Required
15 months minimum

Examinations Required
Physical
Vision

Other Job Requirements
None

Narrative Description
Fabrication of parts from print machining.

Physical Demands
100% light work

Physical Activities Performed
Push, pull, reach, see, finger dexterity

Environmental Conditions
Mechanical hazards
Moving objects

Special Conditions
Precision/quality

Work Group
Large group

Standard Training Period
None

Standard Amount of Direct Supervision
Moderate
Machinist

Hearing and Speech Impairment

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks:**
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness

**Computer Tasks**
None

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+, -, x, /)
- Make and use measurements

**Writing Tasks**
None

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
None

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)

**Special Considerations for This Work:**

**Limitations**
- Acceptance of supervision, interactions with coworkers, reading, writing, spelling, mathematics, vision, handling, fingering, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, hearing, speaking

**Personal Strengths**
- Ability to follow written and sign language instructions.

**Financial Incentives for Hiring**
None

**Special Training**
Our personnel went to sign language school.

**Job Accommodations**
- Interpreter is used when required.
- Fixed day shift was scheduled to accommodate handicapping condition.
Maintenance Worker

D.O.T. #899.381-010

Company Information

Company Name
Water Street Pavilion
One Water Street
Flint, MI 48502

Description of Company
A festival market; fast food shops (22); main restaurants (2);
general retail shops (18); and a food court.

Number of Employees
44 total company

For more information, contact
Bruce L. Croff
Director of Maintenance and Housekeeping
(313) 239-9000

Job Information

Wages
$4.75 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Seasonal status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
Shopping mall

Probationary Period
90 days

Employment History
18 months with company
18 months in this position

Narrative Description
Employee is on the maintenance staff. Duties include painting, dry wall, carpentry, plumbing, some electrical work and cleaning.

Physical Demands
50% sedentary, 25% light work, 25% medium work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, crouch, crawl, sit, turn, see, color vision, depth perception, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
Hot, cold, humid, wet, dust, dirt, mechanical hazards, high places, electrical hazards

Special Conditions
Distracting conditions

Work Group
Works alone and in small group

Standard Training Period
30 days

Standard Amount of Direct Supervision
Moderate

Learning Disability

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 16 minimum, on call, dress code
Maintenance Worker

Learning Disability

**Significant Duties**

**Leadership/Administrative/Managerial**
Represent the company at internal functions

**Problem Solving/Reasoning Tasks**
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Identify alternative approaches or solutions
Evaluate for accuracy and completeness
Summarize and draw conclusions
Devise new ideas and better work methods

**Writing Tasks**
None

**Reading Tasks**
Identify work-related symbols/signs
Read simple directions

**Communication Tasks**
Listen
Follow intent of oral directions
Talk
Speak clearly
Stay on the topic in job-related conversations
Report accurately what others have said
Explain activities and ideas clearly

**Computer Tasks**
None

**Mathematical Tasks**
Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, x, /)
Estimate quantities needed to do a job
Make and use measurements

**Manual Perceptual Tasks**
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment (carpentry, electrical, and plumbing and maintenance hand tools)
Tend machine(s) (saws and drill press)
Operate machine(s) (saws and drill press)
Set up machine(s)
Operate job-specific power tool(s) (saws, drills, grinders, power washer)

**Special Considerations for This Worker**

**Limitations**
Acceptance of supervision, reading, writing, spelling

**Personal Strengths**
Completes jobs as requested
Will find work on own to keep busy
Will work any time when called

**Special Training**
None

**Financial Incentives for Hiring**
None

**Job Accommodations**
None
Maintenance Worker

Company Name
Self Service Gas Stations
Salt Lake City, UT

Description of Company
Chain of self-service gasoline stations.

Number of Employees
33 total company

For more information, contact
Barrie Nielson
Division of Vocational Rehabilitation Specialist
Telephone number not provided

Wages
$4.00 per hour

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 6.5 hours a day
8:00 a.m. to 3:00 p.m.

Work Setting
Service stations

Probationary Period
None

Employment History
6 months with company
6 months in this position

Narrative Description
Employee sweeps and washes the pavements, cleans restrooms, windows, etc. Works at different gas stations each day.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, crouch, see, hear, finger dexterity

Environmental Conditions
Hot, cold, noise

Special Conditions
None

Work Group
Works alone

Standard Training Period
1 month

Standard Amount of Direct Supervision
Moderate

Academic Credentials Required
None

Work Experience Required
Preferred

Examinations Required
None

Other Job Requirements
Uniform

Mental Retardation

D.O.T. #381.687-014

Company Information

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Preferred

Examinations Required
None

Other Job Requirements
Uniform

Benefits
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 6.5 hours a day
8:00 a.m. to 3:00 p.m.

Work Setting
Service stations

Probationary Period
None

Employment History
6 months with company
6 months in this position

Narrative Description
Employee sweeps and washes the pavements, cleans restrooms, windows, etc. Works at different gas stations each day.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel, crouch, see, hear, finger dexterity

Environmental Conditions
Hot, cold, noise

Special Conditions
None

Work Group
Works alone

Standard Training Period
1 month

Standard Amount of Direct Supervision
Moderate
Maintenance Worker  
Mental Retardation

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials

**Computer Tasks**
None

**Mathematical Tasks**
None

**Writing Tasks**
None

**Reading Tasks**
Identify work-related symbols/signs

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (maintenance and janitorial tools and equipment)

---

**Special Considerations for This Worker**

**Limitations**
- Reading, writing, spelling, mathematics, following written directions

**Special Training**
A job coach provided 100% of the initial special training. The employee entered permanent employment upon completion of the special training.

**Job Accommodations**
Agency provided placement and job training and additional supervision to learn the job.

**Personal Strengths**
- Eye-hand coordination
- Proper dress and grooming
- Keeps busy

**Financial Incentives for Hiring**
None

---

104
Manufacturing Clerk

Company Information

Company Name
Diversified Products
P.O. Box 100
Opelika, AL 36801

Description of Company
Manufacture and distribute physical fitness equipment and related products.

Number of Employees
Approximately 2500 total company
Approximately 2000 this site

For more information, contact
Aimee B. Sikes, Personnel Assistant
(205) 745-1375

Requirements of This Job

Academic Credentials Required
GED

Work Experience Required
Prefer sufficient experience to show responsibility for attending regularly, etc.

Examinations Required
Physical

Other Job Requirements
18 years of age minimum
Driver's license

Job Information

Wages
$7.06 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
Credit Union
Legal Assistance
Profit Sharing

Work Schedule
Permanent status
5-6 days a week, 8 hours a day

Work Setting
Factory, office

Probationary Period
3 months

Employment History
5 years with company
4.5 years in this position

Narrative Description
Inventory and disburse manufacturing supplies. Pick up and deliver from vendors in emergency situations. Relate to people inside and outside the company.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull; reach, climb, balance, stoop, crouch, sit, turn, see, color vision, depth perception

Environmental Conditions
None

Special Conditions
Precision/quality
Distracting conditions

Work Group
One-to-one

Standard Training Period
3 months

Standard Amount of Direct Supervision
Minimal
**Manufacturing Clerk**

**Stuttering**

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness

**Computer Tasks**
None

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Report accurately what others have said
- Explain activities and ideas clearly

**Manual Perceptual Tasks**
- Eye-hand coordination
- Construct, fabricate or assemble materials

**Special Considerations for This Worker**

**Limitations**
Speaking

**Special Training**
None

**Job Accommodations**
Because people find employee hard to understand, employee made several calling cards which say, "I am a stutterer - please be patient," to accommodate communication with others.

**Personal Strengths**
- Analyze pressure points in a situation
- Patience with employees served
- Hold firm in disagreements

**Financial Incentives for Hiring**
None

**Other Job Replication Factors**
- Allow the employee to prove self.
- Initially, this placement seemed a poor idea. However, employee's fine attitude and independent spirit helped overcome any obstacles that have surfaced.
- Employee handles hecklers firmly but patiently.
Masonry Fill Bagger

Mental Retardation
(Down Syndrome)

D.O.T. #920.587-018

Company Information

Company Name
Plymouth Foam Products
1000 Sunset Drive
Plymouth, WI 53073

Description of Company
Expanded polystyrene insulation and packaging products.

Number of Employees
25 total company
25 this site

For more information, contact
Paul J. Schwaller, Sales
(414) 893-0575

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$3.50 per hour

Benefits
Paid vacation
Paid holidays
Pension
Life insurance

Work Schedule
Permanent status
5-6 days a week, 8-9.5 hours a day
7:00 a.m. to 5:00 p.m.

Work Setting
Factory

Probationary Period
Yes

Employment History
14 months with company
14 months in this position

Narrative Description
Employee fills 5'3" bags with ground expanded polystyrene, ties top of bag closed, stacks bags on pile (60-80 bags/hour). Other duties include general clean up and floor sweeping throughout plant.

Physical Demands
98% medium work, 2% heavy work

Physical Activities Performed
Turn, see, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions
Dust, cramped quarters

Special Conditions
None

Work Group
Works alone

Standard Training Period
2 hours

Standard Amount of Direct Supervision
Minimal

107
Masonry Fill Bagger

Mental Retardation
(Down Syndrome)

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly

Computer Tasks
None

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment

Mathematical Tasks
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than

Personal Strengths
Self motivation
Performs simple repetitive tasks with hand coordination
Self discipline and understanding of rate and production

Reading Tasks
Identify work-related symbols/signs

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly

Computer Tasks
None

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment

Mathematical Tasks
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than

Special Considerations for This Worker

Limitations
Low frustration tolerance, acceptance of supervision, interactions with co-workers, requires constant supervision, reading, writing, spelling, mathematics, remembering, hearing, following spoken directions, lifting, carrying, limited stamina

Special Training
Placement officer provides weekly special training in system setup, eye-hand coordination, and timing requirements (using watch or time-keeping device). If successful, worker will be offered permanent employment.

Job Accommodations
Special time is allocated to monitor performance because this worker requires constant supervision.

Financial Incentives for Hiring
Targeted Jobs Tax Credit

Other Job Replication Factors
The placement agency helped by determining which (if any) individual would be self-paced and self-motivated on a very repetitious job.
Company Name
Ozark Public Telecommunications, Inc.
1101 N. Summit
Springfield, MO 65802

Description of Company
Communication
Public television station

Number of Employees
23 total company
5 this site

For more information, contact
Clay Henshaw
Master Control Room Operator
(417) 865-2100 or 883-8871

Wages
Information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:00 p.m.

Work Setting
Control room - TV station

Probationary Period
90 days

Employment History
11 years with company
11 years in this position

Narrative Description
Coordinates audio/visual TV programming, sets up video tapes and slides and makes station breaks. Responsible for on-air programming. Operates master control room switcher for on-air programming.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, see, color vision, finger dexterity

Environmental Conditions
Electrical hazards

Special Conditions
Precision/quality
Distracting conditions
High level of stress

Work Group
Works alone

Standard Training Period
6 months

Standard Amount of Direct Supervision
Minimal
## Significant Duties

### Leadership/Administrative/Managerial
- None

### Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials
- Analyze and synthesize information
- Identify alternative approaches/solutions
- Correct deficiencies
- Summarize and draw conclusions

### Writing Tasks
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Identify and correct errors in writing

### Reading Tasks
- Identify work-related symbols/signs
- Read simple directions

### Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Stay on the topic in job-related conversations
- Give clear oral instructions and directions
- Explain activities and ideas clearly

### Computer Tasks
- None

### Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Have to tell times, interpret program lengths/times

### Manual Perceptual Tasks
- Hand work
- Use job-specific hand tools and equipment
- Tend machines
- Operate machine(s) (typewriter)
- Set up machines(s)
- Use keyboard skills
- Operating switcher requires Eye-hand coordination

## Special Considerations for This Worker

### Limitations
- Standing, walking, climbing, kneeling, squatting, bending

### Special Training
- None

### Job Accommodations
- Removed partitions to make bathroom accessible.
- Installed ramp to make control room accessible ($75.00).

### Personal Strengths
- Stamina to work under pressure
- Concentration
- Manual dexterity

### Financial Incentives for Hiring
- None

### Other Job Replication Factors
- Control room design needs to be open for wheelchair access - recommend use of Building Officials and Code Administrators International standards
Nurse's Aide

Company Information

Company Name
Chicora Medical Center
Box Q
Chicora, PA 16025

Description of Company
Skilled and intermediate care nursing home.

Number of Employees
75 total company
75 this site

For more information, contact
Hazel Mourer, DON
(412) 445-2000

Job Information

Wages
$4.78 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00-4:00, 4:00-12:00, 12:00-8:00
Rotating shifts if needed

Work Setting
Skilled and intermediate nursing facility

Probationary Period
Yes

Employment History
4 years with company
4 years in this position

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
Physical

Other Job Requirements
Age 16 minimum
Uniform
Dress code

Narrative Description
Performs routine duties to assist professional nursing staff.

Physical Demands
25% light work, 70% medium work, 5% heavy work

Physical Activities Performed
Push, pull, reach, stoop, kneel, sit, turn, see, hear, sense of smell, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
10 days

Standard Amount of Direct Supervision
Moderate - under close and constant supervision of professional, licensed nurses.
Nurse's Aide Slow Learner

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work

Computer Tasks
None

Mathematical Tasks
None

Writing Tasks
None

Reading Tasks
- Identify work-related symbols/signs

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
- Acceptance of supervision

Special Training
- Supervisor provided extensive, repetitive training.

Job Accommodations
None

Personal Strengths
- Can be very personable
- Has a lot of energy
- Is always neat and has a smile

Financial Incentives for Hiring
None
Occupational Therapist

Company Name
Crippled Children's Hospital and School
2501 W. 26 St.
Sioux Falls, SD 57105

Description of Company
Therapy and Education for handicapped children

Number of Employees
200 total company
200 this site

For more information, contact
Harvey Vogel, Director
Evaluation and Planning for Infants and Children
(605) 336-1840

Requirements of This Job

Academic Credentials Required
Bachelor's degree
Occupational Therapist Registered certificate

Work Experience Required
Experience in pediatric occupational therapy preferred.

Examinations Required
Physical

Other Job Requirements
Driver's license
Dress code

Wages
Salaried - information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Hospital/school/recreational areas

Probationary Period
None

Employment History
1 year with company
1 year in this position

Narrative Description
Provides services at the hospital - school through outreach and home program presentations. Provides in-service training for medical students. Plans, organizes, directs, and implements occupational therapy programs designed to meet individual needs. Uses a trans-disciplinary approach.

Physical Demands
75% sedentary, 25% light work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, sit, see, color vision, depth perception, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Travel; rural driving, often in inclement weather

Work Group
Small group

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal
Occupational Therapist

Absence of Left Forearm - Congenital

**Significant Duties**

**Leadership/Administrative/Managerial**
- Implement company policies
- Represent the company at internal functions
- Represent the company at external functions

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches/solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Manual Perceptual Tasks**
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Develop visual presentations

**Limitations**
- Minimal problem due to use of prothesis in carrying, lifting, reaching, grasping, handling, fingerling, pushing, pulling, feeling/sensory

**Personal Strengths**
- Cheerfulness
- Willingness
- Hard work

**Financial Incentives for Hiring**
- None

**Special Considerations for This Worker**

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Manual Perceptual Tasks**
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Develop visual presentations

**Limitations**
- Minimal problem due to use of prothesis in carrying, lifting, reaching, grasping, handling, fingerling, pushing, pulling, feeling/sensory

**Personal Strengths**
- Cheerfulness
- Willingness
- Hard work

**Financial Incentives for Hiring**
- None

None

114
Occupational Therapist

Company Information

Company Name
St. Joseph's Hospital and Health Center
30 West Seventh Street
Dickinson, ND 58601

Description of Company
Acute care hospital with inpatient alcohol and other drug abuse unit and inpatient psychiatric unit.

Number of Employees
304 total company
304 this site

For more information, contact
Jim Diemert
Director of Rehabilitation
(701) 225-7387

Job Information

Wages
$1958 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 5:00 p.m.

Work Setting
Office

Probationary Period
3 months

Employment History
6 years with company
6 years in this position

Paraplegia

Requirements of This Job

Academic Credentials Required
Bachelor's degree
American Occupational Therapy Association certification
North Dakota license

Work Experience Required
Psychiatric and alcohol and drug training preferred (2-3 years).

Examinations Required
Physical

Other Job Requirements
None

Narrative Description
Employee provides group and individual therapy on goals such as self esteem, assertiveness, sexuality, anger, goal setting, responsibility.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Dust, dirt, odors, noise, inadequate ventilation, mechanical hazards, moving objects

Special Conditions
High level of stress (deadlines, etc.)

Work Group
One-to-one, small and large groups

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal
Leadership/Administrative/Managerial
Represent the company at external functions

Problem Solving/Reasoning Tasks
Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Writing Tasks
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing
Produce intelligible written documents
Identify and correct errors in writing

Reading Tasks
Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Mathematical Tasks
Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+,-,x,⁄)
Estimate quantities needed to do a job
Calculate costs
Use numerical values from charts, diagrams, tables
Make and use measurements
Use formulas (translating, substituting values)
Prepare budgets

Computer Tasks
None

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Set up machine(s)
Operate job-related power tool(s)
Use keyboard skills
Develop visual presentations
**Special Considerations for This Worker**

<table>
<thead>
<tr>
<th>Limitations</th>
<th>Personal Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifting, carrying, standing, walking, kneeling, squatting</td>
<td>Enthusiasm</td>
</tr>
<tr>
<td>Special Training</td>
<td>Intellectual skills</td>
</tr>
<tr>
<td>None</td>
<td>Analytical skills</td>
</tr>
<tr>
<td>Job Accommodations</td>
<td>Financial Incentives for Hiring</td>
</tr>
<tr>
<td>Employer remodeled confined areas to accommodate wheelchair ($5,000); built ramps and designated a few parking spaces ($1,000).</td>
<td>None</td>
</tr>
<tr>
<td>Other Job Replication Factors</td>
<td>It was really very easy - things the hospital did should have been done anyway.</td>
</tr>
</tbody>
</table>
Office Assistant

Company Information

Company Name
Jefferson Federation of Teachers
2617 Edenborn Ave.
Metairie, LA 70003

Description of Company
Union office for Jefferson Parish teachers

Number of Employees
10 this company
10 this site

For more information, contact
Michele Galjour
Employment Specialist
(504) 737-1475

Job Information

Wages
$3.35 per hour

Benefits
None

Work Schedule
Seasonal status - during school year
3 days a week, hours vary
11:00 a.m. to 4:00 p.m.

Work Setting
Office

Probationary Period
None

Employment History
7 months with company
7 months in this position

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Narrative Description
Light office duties - making copies, folding papers, preparing daily and bulk mailings.

Physical Demands
70% sedentary, 30% light work

Physical Activities Performed
Reach, stoop, kneel, sit, turn, see, hear, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Works alone or in small group

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal
Office Assistant

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Correct deficiencies

**Computer Tasks**
None

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Estimate quantities needed to do a job

**Writing Tasks**
None

**Reading Tasks**
- Read simple directions

**Communication Tasks**
- Listen
- Follow intent of oral directions

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Operate machine(s)

**Special Considerations for This Worker**

**Limitations**
- Interactions with coworkers, reading, writing, spelling, mathematics, remembering, hearing, following spoken directions, following written directions.

**Special Training**
- Job coach provides ongoing training (e.g., adapt counting of packets to sets of 10).

**Job Accommodations**
- The special job was created for the student employee.
- Job coach taught employee to use copy machine and trained staff to do followup.
- Employment specialist provided extensive pedestrian safety training to enable employee to walk a quarter of a mile to work and cross a busy four-lane street.

**Personal Strengths**
- Consistency
- Perfect attendance

**Financial Incentives for Hiring**
None

**Other Job Replication Factors**
- The job can easily be available to other special students through job accommodations.
Company Information

Company Name
Handicabs of Maine, Inc.
9 Leeman Street
Portland, ME 04103

Description of Company
Wheelchair transporter service

Number of Employees
10 total company
10 this site

For more information, contact
M. S. Harmon, President
(207) 773-1844

Job Information

Wages
$2,000 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
FICA
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
6 days a week, 6 hours a day
11:00 a.m. to 5:00 p.m.

Work Setting
Office and outside sales calls

Probationary Period
None

Employment History
9 months with company
9 months in this position

Narrative Description
Owner and manager of small transportation business. Supervise all aspects of operation.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see

Environmental Conditions
None

Special Conditions
High level of stress (deadlines etc.)

Work Group
Works alone, one-to-one, and in small and large groups

Standard Training Period
1 month

Standard Amount of Direct Supervision
None
Owner/Manager

**Significant Duties**

**Leadership/Administrative/Managerial**
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing
- Subcontract writing

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Manual Perceptual Tasks**
- Develop visual presentations

**Computer Tasks**
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs
- Perform systems analysis
**Special Considerations for This Worker**

**Limitations**
- Low frustration tolerance, writing skills, feeling/sensory, handling, finger ing, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina, cannot work alone, remembering

**Special Training**
- None

**Job Accommodations**
- Works p.m. schedule only.
- Hired personal care attendant/coworkers for necessary care and work requirements.
- Purchased telephone holder and phone equipment to accommodate communication needs.
- Raised table to accommodate wheelchair.
- Uses bulletin boards for papers.
- Made building accessible.
- Uses van with lift and driver.

**Personal Strengths**
- Organization
- Discipline
- Persistence

**Financial Incentives for Hiring**
- Tax advantages

**Other Job Replication Factors**
- People who are disabled should not wait to be hired - start your own company. This is my second one.
Company Information

Company Name
William Don Boone
Route 2, Box 298
Spring Hope, NC 27882

Description of Company
Subcontractor providing chicken house, labor, and utilities to produce hatching eggs for broiler industry. Purchasing companies provide all other supplies.

Number of Employees
1 total company

For more information, contact
William Don Boone, Owner/Operator
(919) 853-2987

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
General farm work preferred (as much as possible)

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
Varies based on egg production

Benefits
None

Work Schedule
Permanent status
7 days a week, 5-15 hours a day
7:00 a.m. to 10:30 p.m.
(peak time based on production)

Work Setting
Farm

Probationary Period
None

Employment History
3 years with company
3 years in this position

Narrative Description
Maintains equipment. Gathers, cleans, and grades eggs (direct contact with the chickens).

Physical Demands
10% sedentary, 90% light work

Physical Activities Performed
Reach, balance, stoop, sit, turn, see, sense of touch, finger dexterity, a lot of walking

Environmental Conditions
Dust, odors, noise, mechanical hazards, moving objects

Special Conditions
Distracting conditions

Work Group
Works alone

Standard Training Period
2 months

Standard Amount of Direct Supervision
None
**Significant Duties**

**Leadership/Administrative/Managerial**
Implement company policies

**Problem Solving/Reasoning Tasks**
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence

**Computer Tasks**
None

**Mathematical Tasks**
Count
Use numerical values from charts, diagrams, tables

**Writing Tasks**
Write legibly

**Reading Tasks**
Read simple directions

**Communication Tasks**
Listen
Speak clearly

**Manual Perceptual Tasks**
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment

---

**Special Considerations for This Worker**

**Limitations**
Interaction with coworkers, writing, vision

**Personal Strengths**
Works long hours
Strives to maintain acceptable quality level
Enjoys work

**Special Training**
None

**Financial Incentives for Hiring**
None

**Job Accommodations**
Family assists with on-going need for transportation.
Owner installed bathroom facility in chicken house ($35.00).

**Other Job Replication Factors**
Provide a complete explanation of the job and sufficient time for employee to adapt.
### Company Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Company Name</td>
<td>Industrial Travelodge</td>
</tr>
<tr>
<td>R.R.</td>
<td>#2</td>
</tr>
<tr>
<td>Winthrop, IA</td>
<td>50682</td>
</tr>
<tr>
<td>Description of Company</td>
<td>Travel agency specializing in travelers age 55 and over.</td>
</tr>
<tr>
<td>Number of Employees</td>
<td>10 total company</td>
</tr>
<tr>
<td></td>
<td>2 this site</td>
</tr>
<tr>
<td>For more information, contact</td>
<td>N.M. Adams, Owner</td>
</tr>
<tr>
<td></td>
<td>(319) 934-3313-4</td>
</tr>
</tbody>
</table>

### Requirements of This Job

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Credentials Required</td>
<td>Bachelor's degree License</td>
</tr>
<tr>
<td>Work Experience Required</td>
<td>Required</td>
</tr>
<tr>
<td>Examinations Required</td>
<td>None</td>
</tr>
<tr>
<td>Other Job Requirements</td>
<td>Age, chauffeur's license, own vehicle, union membership, bondable, dress code</td>
</tr>
</tbody>
</table>

### Job Information

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wages</td>
<td>Information not provided</td>
</tr>
<tr>
<td>Benefits</td>
<td>None</td>
</tr>
<tr>
<td>Work Schedule</td>
<td>Permanent status</td>
</tr>
<tr>
<td></td>
<td>7 days a week, 5 hours a day</td>
</tr>
<tr>
<td></td>
<td>5:00 p.m. to 10:00 p.m.</td>
</tr>
<tr>
<td>Work Setting</td>
<td>Farm</td>
</tr>
<tr>
<td>Probationary Period</td>
<td>None</td>
</tr>
<tr>
<td>Employment History</td>
<td>20 years with company</td>
</tr>
<tr>
<td></td>
<td>20 years in this position</td>
</tr>
<tr>
<td>Narrative Description</td>
<td>Boss and responsible for agency.</td>
</tr>
<tr>
<td>Physical Demands</td>
<td>100% sedentary</td>
</tr>
<tr>
<td>Physical Activities Performed</td>
<td>Sit, see, hear, finger dexterity</td>
</tr>
<tr>
<td>Environmental Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Special Conditions</td>
<td>None</td>
</tr>
<tr>
<td>Work Group</td>
<td>Works alone, one-to-one, and in small group</td>
</tr>
<tr>
<td>Standard Training Period</td>
<td>Months</td>
</tr>
<tr>
<td>Standard Amount of Direct Supervision</td>
<td>None</td>
</tr>
</tbody>
</table>

### Notes

- Owner/Operator
- Multihandicaps - Lower Leg Prosthesis, Heart Problem, Diabetes, Rheumatoid Arthritis, Ulcer
- D.O.T. #252.157-010
Owner/Operator

**Significant Duties**

**Leadership/Administrative/Managerial**
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)
- Use keyboard skills
- Develop visual presentations

**Computer Tasks**
- None

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets
## Special Considerations for This Worker

<table>
<thead>
<tr>
<th>Limitations</th>
<th>Personal Strengths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision, standing, walking</td>
<td>College education</td>
</tr>
<tr>
<td>Special Training</td>
<td>Veteran's status</td>
</tr>
<tr>
<td>None</td>
<td>Good work history</td>
</tr>
</tbody>
</table>

### Job Accommodations
- Total building accessibility required (one floor or elevator service).
- Use of accessible airplane and vehicles with automatic transmission to accommodate mobility needs.

### Financial Incentives for Hiring
- None
Company Information

Company Name
Comprehensive Tax and Accounting
18 East Brandon Street
Sheppton, PA 18248

Description of Company
Service-accounting, taxes

Number of Employees
1 total company
1 this site

For more information, contact
H. Neil Pangrazzi, Owner
(717) 384-4974

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
Salaried - based on consumer demand

Benefits
None

Work Schedule
Permanent status
Varied work days and times

Work Setting
Office

Probationary Period
None

Employment History
10 years with company
10 years in this position

Narrative Description
Set up accounting systems for small businesses (in house). Provide financial statements, tax reporting, and planning.

Physical Demands
100% sedentary

Physical Activities Performed
Push, pull, reach, sit, turn, see, color vision, depth perception, hear, sense of touch

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
One-to-one

Standard Training Period
4 years

Standard Amount of Direct Supervision
None
Owner/Operator

**Significant Duties**

**Leadership/Administrative/Managerial**
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at external functions

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/) 
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Use formulas (translating, substituting values)
- Prepare budgets

**Writing Tasks**
- Write legibly
- Complete forms accurately

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Operate machine(s)
- Use keyboard skills
- Develop visual presentations

**Computer Tasks**
- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs
- Perform systems analysis
Special Considerations for This Worker

Limitations
Feeling/sensory, handling, fingerling, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina, chronic pain

Special Training
None

Job Accommodations
Uses hand splints for typing and writing.
Reorganized furniture and equipment for wheelchair accessibility.
Revamped building for wheelchair accessibility ($2,000).

Personal Strengths
Belief in God
Interpersonal relationships
Strong willingness to work with both

Financial Incentives for Hiring
None

Other Job Replication Factors
Transportation (public or private) should be considered and arranged unless employee can reach the office by wheelchair.
**Pediatric Pulmonologist, Pediatrician Psychotherapist**

**Cerebral Palsy**

**D.O.T. #070.101-066**

---

### Company Information

**Company Name**
Mt. Sinai Hospital  
15th and California  
Chicago, IL 60638

**Description of Company**
Professional/Managerial  
Education  
Communication  
Research  
Processing  
Service Pediatrics

**Number of Employees**
1725 total company  
1725 this site

**For more information, contact**
Francis J. Duda, M.D.  
(312) 284-2250

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### Requirements of This Job

**Academic Credentials Required**
License, M.D.

**Work Experience Required**
10 years

**Examinations Required**
Physical  
Hearing  
Vision

**Other Job Requirements**
Driver's License  
Own vehicle  
Uniform  
Union membership  
On call  
Dress code

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### Job Information

**Wages**
Information not provided

**Benefits**
Paid vacation  
Paid holidays  
Paid sick days  
FICA  
Worker's compensation  
Medical insurance  
Life insurance

**Work Schedule**
Permanent status  
6 days a week, 8 hours a day  
8:00 a.m. to 5:00 p.m.

**Work Setting**
Hospital

**Probationary Period**
6 months

**Employment History**
5 years with company  
5 years in this position

---

**Narrative Description**
Medical care for children and family

**Physical Demands**
50% sedentary, 40% light work,  
10% medium work

**Physical Activities Performed**
Push, pull, reach, run, stoop,  
kneel, crouch, crawl, sit, turn,  
see, color vision, depth perception,  
sense of smell, sense of taste,  
sense of touch, finger dexterity

**Environmental Conditions**
Hot, cold, dry, dust, dirt, odors,  
noise, inadequate ventilation,  
mechanical hazards moving objects,  
burns, toxic conditions, contagious diseases

**Special Conditions**
High rate of production, precision/quality, distracting conditions, high level of stress

**Work Group**
Large group

**Standard Amount of Direct Supervision**
None
Pediatric Pulmonologist, Pediatrician Psychotherapist

Cerebral Palsy

**Significant Duties**

**Leadership/Administrative/Managerial**
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Identify alternative approaches/solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)

**Manual Perceptual Tasks**
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Develop visual presentations
### Special Considerations for This Worker

<table>
<thead>
<tr>
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</table>
Photographer

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Driver's license

Company Name
Goddard Space Flight Center
Greenbelt, MD 20771

Description of Company
Scientific and technical research

Number of Employees
3660 this site

For more information, contact
Beverly Pair
Personnel Staff Specialist
(301) 344-5715

Wages
$10.80 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

Work Setting
Office

Probationary Period
2 years

Employment History
13.5 years with company
11 years in this position

Narrative Description
Employee is a full range photographer in scientific and technical areas; photographs construction sites, award ceremonies, passports, and portraits; develops film.

Physical Demands
50% sedentary
50% light work

Physical Activities Performed
Push, pull, reach, climb, stoop, sit, see, color vision, depth perception, finger dexterity

Environmental Conditions
Hot (in dark room), inadequate ventilation

Special Conditions
Precision/quality

Work Group
Works alone

Standard Training Period
365 days to cover full range of photography

Standard Amount of Direct Supervision
Minimum
### Significant Duties

**Leadership/Administrative/Managerial**
Supervise students

**Problem Solving/Reasoning Tasks**
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Collect and organize information

**Computer Tasks**
None

**Mathematical Tasks**
Count
Understand order (e.g., first, second, last)
Handle basic calculations (+,-,x,/) 
Estimate quantities needed to do a job

**Writing Tasks**
Copy accurately
Write legibly
Write sentences in standard English
Organize, select, and relate ideas in writing

**Reading Tasks**
Read simple directions

**Communication Tasks**
Follow intent of oral directions
Talk using sign language/low verbal skills

**Manual Perceptual Tasks**
Hand work
Use job-specific hand tools and equipment
Develop film

**Other Significant Duties or Job Features**
Use camera to photograph people, places, and buildings.

### Special Considerations for This Worker

**Limitations**
Total loss of hearing

**Special Training**
None

**Personal Strengths**
Getting along with others

**Financial Incentives for Hiring**
None

**Job Accommodations**
Employer provided a Telecommunications Device for the deaf to enable employee to use the phone ($250).
**Company Information**

**Company Name**
Spokane Moulding Corporation  
P.O. Box 2904  
Spokane, WA 99220

**Description of Company**
Manufacturer of Wood Mouldings and wood parts.

**Number of Employees**
40 total company  
40 this site

**For more information, contact**
Mike Dobler,  
Evergreen Club  
(509) 458-7458

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**Job Information**

**Wages**
$4.10 per hour

**Benefits**
FICA  
Worker's compensation  
Unemployment compensation

**Work Schedule**
Part-time  
5 days a week, 2.5 hours a day  
2:30 p.m. to 5:00 p.m.

**Work Setting**
Factory

**Probationary Period**
None

**Employment History**
3 months with company  
3 months in this position

**Narrative Description**
Clean-up sawdust residue around cutting machinery. Sweep lounge and warehouse areas. Turn off lights and machinery and close up plant.

**Physical Demands**
10% light work, 90% medium work

**Physical Activities Performed**
Push, pull, reach, stoop, kneel, crouch, turn, see, depth perception, hear, crawl

**Environmental Conditions**
Hot, cold, dry, dust, dirt, noise, mechanical hazards, moving objects, vibration

**Special Conditions**
None

**Work Group**
Works alone

**Standard Training Period**
10 hours

**Standard Amount of Direct Supervision**
Minimal
Plant Clean-up

Mental Illness - Bipolar

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Correct deficiencies
- Devise new ideas and better work methods

**Writing Tasks**
None

**Reading Tasks**
- Identify work-related symbols/signs

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

**Computer Tasks**
None

**Mathematical Tasks**
None

**Special Considerations for This Worker**

**Limitations**
Cannot work around operating machinery

**Special Training**
Ten hours of special training was provided by Transitional Employment Program agency mental health worker.

**Personal Strengths**
- Dependable
- Follows instructions
- Willing worker

**Job Accommodations**
Support and training by mental health staff was provided for job reentry after hospitalization.

**Financial Incentives for Hiring**
None

**Other Factors**
The Transitional Employment Program of Evergreen Club - Spokane Community Mental Health, assists us in training and backup for this position. We prefer to work with recovering mentally ill.
### Product Assembler

**D.O.T. #213.685-010**

#### Company Information

**Company Name**
SoftCraft, Inc.
222 State Street
Madison, WI 53703

**Description of Company**
Developer/Publisher of computer software

**Number of Employees**
23 total company
16 this site

For more information, contact
R. Fenchel, Vice President
(608) 257-3300

#### Requirements of This Job

**Academic Credentials Required**
High school diploma

**Work Experience Required**
None

**Examinations Required**
None

**Other Job Requirements**
None

#### Job Information

**Wages**
$4.00 per hour

**Benefits**
- Paid vacation
- Paid holidays
- Paid sick days
- Pension
- FICA
- Worker's compensation
- Unemployment compensation
- Medical insurance

**Work Schedule**
- Permanent status
- 5 days a week, 8 hours a day
- 8:00 a.m. to 5:00 p.m.

**Work Setting**
Office

**Probationary Period**
1 month

**Employment History**
- 2 years with company
- 2 years in this position

**Narrative Description**
Product assembly, diskette duplication and other related tasks.

**Physical Demands**
- 75% sedentary, 25% light work

**Physical Activities Performed**
- Push, pull, reach, balance, stoop, kneel, crouch, sit, turn, see, color vision, hear, sense of touch, finger dexterity

**Environmental Conditions**
- Hot

**Special Conditions**
- None

**Work Group**
- Works alone and in small group

**Standard Training Period**
- No formal training period

**Standard Amount of Direct Supervision**
- Minimal

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Product Assembler

Mental Retardation

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies

Writing Tasks
Copy accurately
Write legibly
Complete forms accurately

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Explain activities and ideas clearly

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Set up machine(s)
Use keyboard skills

Special Considerations for This Worker

Limitations
Reading, writing, spelling

Special Training
None

Job Accommodations
None

Personal Strengths
Conscientious
Responsible
Enjoys job/tasks

Financial Incentives for Hiring
Targeted Jobs Tax Credit

Other Job Replication Factors
The job is ideally suited to this employee who mastered the job. This job is insufficiently challenging for other employees.
Production Helper

Company Name
Dawn's Foods, Inc.
1530 LaDawn Drive
Portage, WI 53901

Description of Company
Fresh salad and dessert producer - main product potato salad.

Number of Employees
50 total company
22 this site

For more information, contact
Terry Swan, Production Manager
(608) 742-2494

Wages
$4.30 per hour

Benefits
Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 7-10 hours a day
6:00 a.m. to 1-3:00 p.m.

Work Setting
Factory

Probationary Period
None

Employment History
1 year with company
3 months in this position

Job Information

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Age 18 minimum

Narrative Description
Lidding and boxing of finished products.

Physical Demands
25% light work, 75% medium work

Physical Activities Performed
Push, pull, reach, stoop, turn, see, hear, finger dexterity

Environmental Conditions
Humid, wet, noise, mechanical hazards, high places, burns

Special Conditions
High rate of production
Precision/quality
High level of stress (deadlines, etc.)

Work Group
Small group

Standard Training Period
2 days

Standard Amount of Direct Supervision
Minimal
Production Helper

Learning Disability

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work

**Computer Tasks**
None

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Handle basic calculations (+,-,x,/) Estimate quantities needed to do a job

**Writing Tasks**
None

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Set up machine(s)

**Special Considerations for This Worker**

**Limitations**
Mathematics, remembering, limited stamina, circulatory problems

**Special Training**
A job coach from the Department of Vocational Rehabilitation provided initial job training for two days.

**Job Accommodations**
None

**Personal Strengths**
- Attitude
- Reliability
- Responsive

**Fiscal Incentives for Hiring**
Department of Vocational Rehabilitation
Case-Job Training

**Other Job Replication Factors**
Learning that disabilities do not affect the employee as much as employers might expect.
Production Worker

D.O.T. #727.687-022

Company Information

Company Name
RAYOVAC Corporation
2851 Portage Rd.
Portage, WI 53901

Description of Company
Light manufacturing - button cell batteries

Number of Employees
261 this site

For more information, contact
Frank Graebel
Plant Personnel Manager
(608) 742-5373

Job Information

Wages
$7.00 per hour

Benefits
Paid vacation
Paid holidays
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
30 work days

Employment History
8 years with company
8 years in this position

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
Medical history is filled out

Other Job Requirements
Union membership

Narrative Description
Production worker must perform a variety of jobs due to changing employment levels. Employee has worked at closing press, cell assembly, and packaging department.

Physical Demands
25% sedentary, 75% light work

Physical Activities Performed
Stoop, sit, finger dexterity, stand

Environmental Conditions
Noise

Special Conditions
High rate of production
Precision/quality

Work Group
Large group

Standard Training Period
30 days

Standard Amount of Direct Supervision
Minimal
Production Worker

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize the effects of changing quantity or quality of materials Correct deficiencies

Computer Tasks
None

Mathematical Tasks
Count

Writing Tasks
Copy accurately
Write legibly
Complete forms accurately

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly

Manual Perceptual Tasks
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Operate machines

Special Considerations for This Worker

Limitations
Cannot work alone

Special Training
Employee entered permanent employment, received a wage increase and became a union member upon completion of the training.

Job Accommodations
Employee must work under close supervision due to potential problems with co-workers. Employee counseled to only bid jobs requiring close supervision.

Personal Strengths
Good attendance
Normally identifies quality defects

Financial Incentives for Hiring
Unknown

Other Job Replication Factors
Must stand, detect quality problems, and keep pace with a production process.
### Company Information

**Company Name**  
University of Wisconsin-  
School of Business  
1155 Observatory Drive  
Madison, WI 53706

**Description of Company**  
College education

**Number of Employees**  
175 total department  
175 this site

For more information, contact  
J.B. Davis  
(608) 233-6400

### Job Information

**Wages**  
$5,000 per month

**Benefits**  
Paid sick days  
Pension  
FICA  
Worker's compensation  
Unemployment compensation  
Medical insurance  
Dental insurance  
Life insurance

**Work Schedule**  
Permanent status  
3 days on campus, 2 days off campus per week  
10 hours a day  
8:00 a.m. to 6:00 p.m.

**Work Setting**  
Classroom and office

**Probationary Period**  
6 years

**Employment History**  
28 years with company  
10 years in this position

**Narrative Description**  
As department manager and senior professor, the individual is required to structure graduate and undergraduate curriculum, course content, and staff. The Chairman raises money, advises students, and prepares research papers for scholarly journals.

**Physical Demands**  
100% sedentary work

**Physical Activities Performed**  
Sit

**Environmental Conditions**  
Noise, inadequate ventilation, inadequate lighting

**Special Conditions**  
Distracting conditions

**Work Group**  
One-to-one

**Standard Training Period**  
3 years of graduate study

**Standard Amount of Direct Supervision**  
None
Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Executive Committee

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work (e.g., equipment, materials, personnel, funds)
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches/solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements
- Use formulas (translating, substituting values)
- Prepare budgets

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing

Reading Tasks
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Computer Tasks
- Enter data into computers
- Access data from computers
- Word processing
- Data processing
- Write programs
- Performs systems analysis

Manual Perceptual Tasks
- Use keyboard skills
Special Considerations for This Worker

**Limitations**
- Carrying, lifting, reaching, grasping, handling, fingering, pushing, pulling, balancing, standing, walking, climbing, kneeling, squatting, bending

**Special Training**
- None

**Job Accommodations**
- Ramp provides access to home office.
- Counter-top mounted to wall with brackets serves as desk to accommodate wheelchair.
- Speaker phone and mouth stick allow telephone use.
- Secretary and driver provide assistance utilizing van with elevator lift.
- Hand splints and arm support enhance some remaining use of shoulder.

**Personal Strengths**
- Communication
- Patience
- Creativity

**Financial Incentives for Hiring**
- None
Program Director, Technical Training for the Disabled

D.O.T. #187.137-014

Company Information

Company Name
Valencia Community College
Box 3028
Orlando, FL 32802

Description of Company
Community College

Number of Employees
680 total company
200 this site

For more information, contact
Beverly M. Chapman
Program Director
(305) 299-5000 ext. 2382

Requirements of This Job

Academic Credentials Required
High school diploma; bachelor's degree or related experience preferred.

Work Experience Required
Work with disabled (3 years), leadership (5 years)

Examinations Required
None

Other Job Requirements
Dress code
Mobility in community

Job Information

Wages
$2,500 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
State retirement
Free tuition

Work Schedule
Temporary contract status
5 days a week, 9.5 hours a day
7:30 a.m. to 5:00 p.m.

Work Setting
Office and community

Probationary Period
None

Employment History
3.25 years with company
.75 years in this position

Narrative Description
Responsible for the development, implementation and operation of training programs directed by hi-tech industry leaders to teach severely disabled persons the skills they need to get a job.

Physical Demands
100% sedentary

Physical Activities Performed
Push, reach, sit, turn, see, color vision, depth perception, hear, sense of touch, finger dexterity

Environmental Conditions
Any

Special Conditions
High level of stress (deadlines, etc.)

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal
Significant Duties

**Leadership/Administrative/Managerial**
- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors
- Fundraising
- Develop new programs
- Public relations

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods
- Provide assistance and guidance to staff in their duties

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Estimate quantities needed to do a job
- Calculate costs
- Use numerical values from charts, diagrams, tables
- Use formulas (translating, substituting values)
- Prepare budgets
- Authorizing purchases
- Checking for proper fiscal posting and charging

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Manual Perceptual Tasks**
- Eye-hand coordination
- Develop visual presentations
- Writing and phone dialing

**Other Significant Duties or Job Features**
- Negotiating, politicking

**Reading Tasks**
- Read simple directions

**Writing Tasks**
- Organize, select, and relate ideas in writing
- Produce intelligible written documents
- Identify and correct errors in writing
- Write public relations letters
- and marketing tools

**Computer Tasks**
- Trying to learn Lotus 123 for administrative help
Special Considerations for This Worker

Limitations
Lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina, opening drawers and doors, respiratory problems

Special Training
None

Job Accommodations
Bathroom assistance added to co-workers job description.
Installed speaker phone to accommodate employee's inability to lift regular telephone ($200).

Personal Strengths
Enthusiasm which inspires others to become involved
Strong management skills
Commitment to the challenges

Financial Incentives for Hiring
None
**Public Affairs Specialist**

**Company Information**

**Company Name**
National Aeronautics and Space Administration
Lewis Research Center
21000 Brookpark Road
Attn: MS 500-301
Cleveland, OH 44135

**Description of Company**
Federal government aerospace engineering research

**Number of Employees**
21,000 total company
2,700 this site

**For more information, contact**
William E. Nyerges
Personnel Management Specialist
(216) 433-2488 or FTS 297-2488

**Job Information**

**Wages**
$1938 per month

**Benefits**
Paid vacation
Paid holidays
Paid sick days
Pension
Worker's compensation
Unemployment compensation
Medical insurance*
Dental insurance*
Life insurance*
*varies; voluntary, partially-funded

**Work Schedule**
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:30 p.m.

**Work Setting**
Office

**Probationary Period**
1 year

**Employment History**
3 years with company
3 years in this position

**Narrative Description**
Assigned to Educational Services Office. Employee develops, plans and delivers educational programs to the educational community, regarding the request and use of NASA materials (captioned films, braille literature) by disabled students and teachers.

**Physical Demands**
100% sedentary

**Environmental Conditions**
Sit, see

**Special Conditions**
High level of stress (deadlines, etc.)

**Standard Training Period**
180 days

**Standard Amount of Direct Supervision**
Minimal

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**Quadraplegia - Spinal Injury**

**Requirements of This Job**

**Academic Credentials Required**
Bachelor's degree
Appropriate experience may be substituted for bachelor's degree (3 years)

**Work Experience Required**
Two years of related experience or master's degree in human resources, counseling, communication, or education.

**Examinations Required**
None

**Other Job Requirements**
Security-suitability qualifications
Public Affairs Specialist

Quadraplegia - Spinal Injury

**Significant Duties**

**Leadership/Administrative/Managerial**
- Provide leadership
- Implement company policies
- Represent the company at external functions

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Correct deficiencies
- Summarize and draw conclusions

**Computer Tasks**
- Enter data into computers
- Access data from computers

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+, -, x, /)
- Use numerical values from charts, diagrams, tables

**Writing Tasks**
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

**Reading Tasks**
- Read technical information

**Communication Tasks**
- Listen
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Explain activities and ideas clearly
- Effectively present information to groups

**Manual Perceptual Tasks**
- Use job-specific hand tools and equipment
- Develop visual presentations
Special Considerations for This Worker

Limitations
Carrying, lifting, reaching, standing, walking, climbing, kneeling, squatting, bending

Special Training
None

Job Accommodations
Certification by Ohio Bureau of Vocational Rehabilitation counselor for purpose of non-competitive appointment within Federal Civil Service procedures and job site evaluation.
Employer provided adequate aisle space in cramped office quarters and extended desk legs ($20).
Accessibility standards implemented including modification of lavatory by employer (a Federal Agency) directly responsible for its own building (estimated $15,000).

Personal Strengths
Communication skills
Knowledge of professional educational principles/practices/institutions.
Knowledge of equipment procedures and methods related to communication needs of persons with visual and hearing impairments.

Financial Incentives for Hiring
None

Other Job Replication Factors
Employers should be encouraged to review their own company literature and other media material to assess true availability to the handicapped community. Contact colleges that have strong services or academic programs for disabled. This employee's job has a double positive effect - for incumbent and clientele served.
Rehabilitation Technician

Company Information

Company Name
Goodwill Industries
2320 West Colorado Avenue
Colorado Springs, CO 80934

Description of Company
Subcontract shop for disabled persons

Number of Employees
450 total company
130 this site

For more information, contact
Lucille Rice
Assistant Rehabilitation Director
(303) 635-4483

Requirements of This Job

Academic Credentials Required
High school diploma or GED

Work Experience Required
Ability to work with disabled persons preferred

Examinations Required
None

Other Job Requirements
None

Job Information

Wages
$4.27 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension (after 3 years)
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

Work Setting
factory

Probationary Period
90 days

Employment History
18 months with company
16 months in this position

Narrative Description
Provide work, count, quality control subcontract work for 12-15 developmentally disabled clients. Helps counselor run programs.

Physical Demands
10% sedentary, 20% light work, 60% medium work, 10% heavy work

Physical Activities Performed
Push, pull, reach, balance, stoop, kneel, crouch, sit, turn, see, color vision, hear, finger dexterity

Environmental Conditions
Cramped quarters

Special Conditions
Distracting conditions
High level of stress (deadlines, etc.)

Work Group
Large group

Standard Training Period
5 days

Standard Amount of Direct Supervision
Moderate
**Significant Duties**

**Leadership/Administrative/Managerial**
Supervise personnel (12-15 clients)

**Problem Solving/Reasoning Tasks**
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Evaluate for accuracy and completeness
- Correct deficiencies
- Devise new ideas and better work methods

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately

**Reading Tasks**
- Identify work-related symbols/signs
- Read simple directions

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Report accurately what others have said
- Give clear oral instructions and directions
- Effectively present information to groups

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment (sealers, blister pack, saws)
- Operate machine(s)
- Set up machine(s)
- Operate job-related power tool(s)

**Computer Tasks**
None

**Mathematical Tasks**
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Estimate quantities needed to do a job
- Use numerical values from charts, diagrams, tables
Special Considerations for This Worker

Limitations
Low frustration tolerance, remembering, following spoken directions

Special Training
Counselor provides on-going instruction on filling out paperwork.
Counselor provided samples of all required paperwork, and made up a story board to help employee keep track of client's activities.
The company recognized completion of the special training by providing permanent employment and a wage increase.

Job Accommodations
Agency provided extended followup services to meet employee's needs.

Personal Strengths
Willingness to improve
Ability to relate to developmentally disabled clients
Ability to admit errors, and accept help to correct them

Financial Incentives for Hiring
Client came through our Comprehensive Head Injury Program, and was funded by Vocational Rehabilitation.

Other Job Replication Factors
Has memory problems - needs more written instructions and more follow-through.
Company Information

Company Name
Spokane Moulding Corporation
P.O. Box 2904
Spokane, WA 99220

Description of Company
Manufacturer of wood mouldings and wood parts.

Number of Employees
40 total company
40 this site

For more information, contact
Mike Dobler
Evergreen Club
(509) 458-7458

Job Information

Wages
$6.13 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
Profit sharing and bonus program

Work Schedule
Permanent status
5 days a week, 8 hours a day
7:00 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
90 days

Employment History
1 year with company
6 months in this position

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Any work experience preferred

Examinations Required
Hearing

Other Job Requirements
Age 18 minimum
On call

Narrative Description
Job involves operation of ripsaw-tailoff machine and employee is currently being trained as an edge-glue operator.

Physical Demands
10% light work, 90% medium work

Physical Activities Performed
Push, pull, reach, stoop, kneel

Environmental Conditions
Hot, cold, dry, dust, dirt, noise, mechanical hazards, moving objects

Special Conditions
None

Work Group
Works alone

Standard Training Period
10 hours

Standard Amount of Direct Supervision
Minimal
Ripsaw Tailoff/Edge Glue Operator

Mental Illness - Bipolar

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Devise new ideas and better work methods

**Writing Tasks**
None

**Reading Tasks**
None

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)
- Operate job-related power tool(s)

**Computer Tasks**
None

**Mathematical Tasks**
None

**Limitations**
None

**Special Training**
Ten hours of special training was provided by agency mental health supervisor.
Employee entered regular full time employment and all available programs upon completion of the training.

**Personal Strengths**
- Dependable
- Follows instructions
- Willing worker

**Job Accommodations**
None

**Financial Incentives for Hiring**
Targeted Jobs Tax Credit

**Other Job Replication Factors**
We would be unable to hire this employee without assistance from the Transitional Employment Program of Spokane Community Mental Health. We specifically prefer to work with persons with mental illness who are recovering.
**Sander Operator**

**Requirements of This Job**

**Academic Credentials Required**
None

**Work Experience Required**
None

**Examinations Required**
None

**Other Job Requirements**
None

**Company Information**

**Company Name**
Lamar Manufacturing, Inc.
1111 Air Park Road, P.O. Box 1248
Rhinelander, WI 54501

**Description of Company**
Mill work - specialize in wood moldings and paneling.

**Number of Employees**
10 total company (start up company; full production will employ 50)
10 this site

**For more information, contact**
Lavern A. Marquardt, President
(715) 369-1999

**Job Information**

**Wages**
$4.25 per hour

**Benefits**
FICA
Worker's compensation
Unemployment compensation

**Work Schedule**
Permanent status
5 days a week, 8 hours a day
7:30 a.m. to 4:00 p.m.

**Work Setting**
Factory

**Probationary Period**
30 days

**Employment History**
New company

**Narrative Description**
Wide belt sander operator - feeds wood products through sanding machine. Watches for defects and proper finish.

**Physical Demands**
10% sedentary, 70% light work,
15% medium work, 5% heavy work

**Physical Activities Performed**
Push, pull, reach, stoop, turn,
see, color vision, depth perception,
hear, sense of touch, finger dexterity

**Environmental Conditions**
Hot, cold, dust, noise, mechanical hazards, moving objects

**Special Conditions**
Precision/quality
Distracting conditions

**Work Group**
Small group

**Standard Training Period**
40 hours

**Standard Amount of Direct Supervision**
Maximal
Sander Operator  

Dyslexia, Memory Problems

**Significant Duties**

**Leadership/Administrative/Managerial**
None

**Problem Solving/Reasoning Tasks**
- Conduct work activities in appropriate sequence
- Recognize the effects of changing quantity or quality of materials

**Computer Tasks**
None

**Mathematical Tasks**
- Understand order (e.g., first, second, last)

**Writing Tasks**
None

**Reading Tasks**
- Identify work-related symbols/signs

**Communication Tasks**
- Listen
  - Follow intent of oral directions

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment
- Tend machine(s)
- Operate machine(s)

**Special Considerations for This Worker**

**Limitations**
- Dyslexia with numbers (reverses numbers), remembering

**Personal Strengths**
- Eager to work
- Above average visual skills to spot defects
- Cares about the company

**Special Training**
None

**Financial Incentives for Hiring**
On-the-Job Training

**Job Accommodations**
Coworker requests work to keep employee working.

**Other Job Replication Factors**
Make sure all employees-co-workers and supervisors understand handicap condition.

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Sanitation Coordinator

Physical Handicap, History of Substance Abuse

D.O.T. #909.137-014

Company Information

Company Name
Willow Valley Bakery
2416 Willow Street Pike
Lancaster, PA 17602

Description of Company
Resort area with restaurant, bakery, motel, supermarket, shopping mall and full service retirement communities.

Number of Employees
885 total company
25 this site

For more information, contact
Larry Martin, Bakery Manager
(717) 464-2711 Ext. 343

Job Information

Wages
$5.10 per hour

Benefits
Paid vacation
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
9:00 a.m. to 5:30 p.m.

Work Setting
Resort Facilities

Probationary Period
None

Employment History
3 years with company
1 year in this position

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Transportation coordination preferred

Examinations Required
None

Other Job Requirements
Driver's license

Narrative Description
Employee is a sanitation coordinator/truck driver. Responsible for 3 other sanitation team members, setting schedules, and assigning work duties. Responsible for maintenance of truck and making necessary deliveries.

Physical Demands
10% sedentary, 20% light work, 60% medium work, 10% heavy work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, kneel, crouch, sit, turn, see, color vision, depth perception, hear, sense of smell, sense of taste, sense of touch, finger dexterity

Environmental Conditions
Hot, humid, wet, dirt

Special Conditions
None

Work Group
Works alone, one-to-one, and in small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Minimal
Sanitation Coordinator

Physical Handicap, History of Substance Abuse

Significant Duties

Leadership/Administrative/Managerial
- Provide leadership
- Develop company policies
- Implement company policies
- Specify goals and work tasks of others
- Supervise personnel

Problem Solving/Reasoning Tasks
- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches or solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Writing Tasks
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

Reading Tasks
- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

Computer Tasks
None

Mathematical Tasks
- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Handle basic calculations (+,-,x,/) 
- Estimate quantities needed to do a job

Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment
- Tend machine(s)
- Set up machine(s)
Special Considerations for This Worker

Limitations
Respiratory problems

Special Training
Goodwill Industries placement staff provided initial individualized training on job duties and quality/quantity standards. Entered permanent employment after completion of the special training.

Job Accommodations
Placement and training by Goodwill Industries staff. Created coordinator position for employee to accommodate less lifting and manual labor.

Personal Strengths
Positive attitude
Self-confidence
Cleanliness

Financial Incentives for Hiring
Targeted Jobs Tax Credit, On-the-Job Training wage subsidy, and an on-the-job evaluation (wages paid for 3 to 5 days).
Senior Engineering Assistant

D.O.T. #007.161-018

Company Information

Company Name
Oak Ridge National Laboratory
Martin Marietta Energy Systems
P.O. Box X
Oak Ridge, TN 37831

Description of Company
A research and development multi-program institution whose principal goal is the development of technology for efficient production and use of energy.

Number of Employees
Approximately 16,000 total company
Approximately 5,000 this site

For more information, contact
Jane Agers
Affirmative Action Coordinator
(615) 626-2432

Requirements of This Job

Academic Credentials Required
Associate degree (or equivalent experience)

Work Experience Required
Layout of etched circuit boards and drafting (4 years preferred).

Examinations Required
Physical, hearing, vision

Other Job Requirements
None

Job Information

Wages
Information not provided

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
12:00 p.m. to 8:00 p.m.

Work Setting
Engineering design drafting room

Probationary Period
None

Employment History
6 years with company
1.5 years in this position

Narrative Description
Etched circuit board layout, mechanical details, and packaging of electronic systems.

Physical Demands
100% sedentary

Physical Activities Performed
Sit, see, finger dexterity

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
One-to-one and in small group

Standard Training Period
Approximately 4 years prior experience

Standard Amount of Direct Supervision
Minimal
Senior Engineering Assistant

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Identify alternative approaches or solutions

Computer Tasks
Enter data into computers
Access data from computers
Write programs
Perform systems analysis

Mathematical Tasks
Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+,-,x,/) 
Estimate quantities needed to do a job
Calculate costs
Use numerical values from charts, diagrams, tables
Construct diagrams, charts, records using numerical calculations
Make and use measurements
Use formulas (translating, substituting values)

Writing Tasks
Complete forms accurately

Reading Tasks
Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Tend machine(s)
Operate machine(s)
Set up machine(s)
Use keyboard skills
Develop visual presentations

Other Significant Duties or Job Features
Plotting

Special Considerations for This Worker

Limitations
Lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, limited stamina

Special Training
None

Job Accommodations
Reserved parking space next to building is provided by employer due to distance from employee parking lot.

Personal Strengths
Attitude
Productivity
Communication

Financial Incentives for Hiring
None
Senior Programmer Analyst

D.O.T. #012.167-066

Company Information

Company Name
Schreiber Foods, Inc.
300 N. Madison
Green Bay, WI  54304

Description of Company
Food (buy bulk cheese, process it and re-sell to retail outlets)

Number of Employees
300 total company

For more information, contact
Fred Parker, Director
Information Systems Development
(414) 437-7601

Requirements of This Job

Academic Credentials Required
High school diploma
Bachelor's degree

Work Experience Required
None

Examinations Required
None

Other Job Requirements
On call
Dress code

Job Information

Wages
$2,390 per month

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Physical Demands
100% sedentary

Physical Activities Performed
Sit, hear, sense of touch

Environmental Conditions
None

Special Conditions
Precision/quality

Work Group
Small group

Standard Training Period
None

Standard Amount of Direct Supervision
Moderate

Narrative Description
Computer programming and program analysis

Employment History
7 years with this company
7 years in this position

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Senior Programmer Analyst

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Analyze and synthesize information
Identify alternative approaches or solutions
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions

Computer Tasks
Enter data into computers
Access data from computers
Write programs
Perform systems analysis

Mathematical Tasks
Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+, -, *, /)

Writing Tasks
Organize, select, and relate ideas in writing

Reading Tasks
Read technical information aided by computer

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Give clear oral instructions and directions

Manual Perceptual Tasks
Use keyboard skills

Special Considerations for This Worker

Limitations
Acceptance of supervision, interactions with coworkers, vision

Special Training
Employee completed one year of technical school, received certificate, and entered permanent employment.

Job Accommodations
State Division for Vocational Rehabilitation initially provided a braille printer ($14,000). Employer then purchased a voice synthesizer for the CRT ($5,000).

Personal Strengths
Reasoning/comprehension
Typing
Logical analytic capacities

Financial Incentives for Hiring
State subsidized initial cost in equipment
Company Information

Company Name
Elastic Products, Inc.
P.O. Box 39
Marble, NC 28905

Description of Company
Prime sewing manufacturing business producing elastic suspenders for sporting goods industry. This business is supplemental to a rehabilitation business (Industrial Opportunities, Inc.) and "hires" only handicapped persons.

Number of Employees
60 total company
10 this site (sewing department)

For more information, contact
Janet Clifton, Vocational Evaluator
(704) 837-9066

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Materials handling preferred

Examinations Required
Physical, hearing, vision, speech

Other Job Requirements
Age 16 minimum, 70 maximum
Dress code
Handicap

Job Information

Wages
Piece work, hourly rate varies

Benefits
FICA
Worker's compensation
Transportation

Work Schedule
Permanent status
5 days a week, 6 hours a day
9:00 a.m. to 3:30 p.m.

Work Setting
Factory

Probationary Period
1 month

Employment History
1 year with company
6 months in this position

Narrative Description
Operates a computerized bar tack machine by operating pedals, placing fabric in metal jig and rethreading machine.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, see, color vision, hear (helpful), sense of touch, finger dexterity

Environmental Conditions
Dust, noise, mechanical hazards

Special Conditions
None

Work Group
Works alone and in small group

Standard Training Period
3 hours

Standard Amount of Direct Supervision
Moderate
### Significant Duties

#### Leadership/Administrative/Managerial
None

#### Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Evaluate for accuracy and completeness

#### Computer Tasks
None

#### Mathematical Tasks
- Understand order (e.g., first, second, last)

#### Writing Tasks
None

#### Reading Tasks
None

#### Communication Tasks
- Follow intent of oral directions

#### Manual Perceptual Tasks
- Eye-hand coordination
- Construct, fabricate or assemble materials
- Use job-specific hand tools and equipment (sometimes)
- Tend machine(s)
- Operate machine(s)

### Special Considerations for This Worker

#### Limitations
- Aphasic (expressive and to some extent receptive), handling, fingering, lifting, carrying, standing, walking, kneeling, squatting, left-sided paralysis

#### Special Training
Job coach provided initial training on the computerized sewing machine.

#### Job Accommodations
- Computerized sewing machine with metal jig ($10,000).
- Transportation to and from work provided by agency ($5 per day).

#### Personal Strengths
- Technical experience
- Motivated
- Productive

#### Financial Incentives for Hiring
Federal wage subsidy through Vocational Rehabilitation and Title XX funds

#### Other Job Replication Factors
- Motivation
- Consideration of physical limitations related to the job.
### Shop Supervisor/Mechanic

#### Company Information

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Artisan Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>1890 Market Street</td>
</tr>
<tr>
<td></td>
<td>Denver, CO 80202</td>
</tr>
</tbody>
</table>

| Description of Company        | Exterior maintenance         |

| Number of Employees           | Total Company: 35            |
|                              | This Site: 35               |

**For more information, contact**  
Mark Frederick, President  
(303) 296-9952

### Requirements of This Job

| Academic Credentials Required | Mechanic's school            |
| Work Experience Required      | Mechanic experience          |
| Examinations Required         | None                         |
| Other Job Requirements        | Driver's license, uniform    |

### Job Information

| Wages                         | $8.00 per hour               |

| Benefits                     | Paid vacation, Paid holidays, FICA, Worker's compensation, Unemployment compensation, Medical insurance |

| Work Schedule                | Permanent status            |
|                              | 5 days a week, 8 hours a day, 8:00 a.m. to 4:30 p.m. |

| Work Setting                 | Mechanics shop              |

| Probationary Period          | None                         |

| Employment History           | 6 months with company, 6 months in this position |

| Narrative Description        | In charge of shop, including tools, and equipment necessary to run our maintenance operation. |

| Physical Demands             | 75% sedentary, 15% light work, 5% medium work, 5% heavy work |

| Physical Activities Performed| Push, pull, reach, stoop, kneel, crouch, crawl, sit, turn, see, depth perception, sense of touch, finger dexterity |

| Environmental Conditions     | Dust, dirt, noise, mechanical hazards, moving objects |

| Special Conditions           | None |

| Work Group                   | Small group |

| Standard Training Period     | None |

| Standard Amount of Direct Supervision | Minimal |
Shop Supervisor/Mechanic

Significant Duties

Leadership/Administrative/Managerial
Provide leadership
Develop company policies
Implement company policies
Supervise personnel

Problem Solving/Reasoning Tasks
Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Collect and organize information
Analyze and synthesize information
Identify alternative approaches or solutions
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Writing Tasks
Write legibly
Complete forms accurately
Write sentences in standard English
Organize, select, and relate ideas in writing

Reading Tasks
Identify work-related symbols/signs
Read simple directions
Read technical information

Communication Tasks
Convey ideas through notes and signs

Manual Perceptual Tasks
Eye-hand coordination
Hand work
Construct, fabricate or assemble materials
Use job-specific hand tools and equipment
Tend machine(s)
Operate machine(s)
Set up machine(s)
Operate job-related power tool(s)
Develop visual presentations

Computer Tasks
None

Mathematical Tasks
Count
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+,-,x,/) Estimate quantities needed to do a job Calculate costs Use numerical values from charts, diagrams, tables Construct diagrams, charts, records using numerical calculations Make and use measurements
Special Considerations for This Worker

Limitations
Acceptance of supervision, interactions with coworkers, hearing, speaking, following spoken directions

Special Training
None

Job Accommodations
None

Personal Strengths
Working knowledge of equipment
Patience
Ability to work with people

Financial Incentives for Hiring
None
Social Services Manager

Company Information

Company Name
Department of Health and Social Services
State of Wisconsin
1 W. Wilson, P.O. Box 7851
Madison, WI 53707

Description of Company
Professional/Managerial
State Blind Services

Number of Employees
2 this site

For more information, contact
Michael Nelipovich
Blind/Visual Impaired Coordinator
(608) 266-5600

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Work for the blind, 3 years

Examinations Required
None

Other Job Requirements
Civil Service exam

Job Information

Wages
$18.00 per hour

Benefits
Paid vacation
Paid holidays
Paid sick days
Pension
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Dental insurance
Life insurance

Work Schedule
Permanent status
5 days a week, 8 hours a day
8:00 a.m. to 4:45 p.m.

Work Setting
Office

Probationary Period
1 year

Employment History
2.5 years with company
2.5 years in this position

Narrative Description
This position requires the creation and promulgation of policies that provide appropriate services to blind people in the state of Wisconsin.

Physical Demands
75% sedentary, 25% light work

Physical Activities Performed
Sit, travel

Environmental Conditions
Cramped quarters

Special Conditions
Distracting conditions
High level of stress

Work Group
Works alone, one-to-one, and in small and large groups

Standard Training Period
None

Standard Amount of Direct Supervision
Minimal
Social Services Manager

Significant Duties

Leadership/Administrative/Managerial
Provide leadership
Implement company policies
Specify goals and work tasks of others
Represent the company at internal functions
Represent the company at external functions
Report to a board of directors

Problem Solving/Reasoning Tasks
Determine own work activities
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Recognize the effects of changing quantity or quality of materials
Collect and organize information
Analyze and synthesize information
Identify alternative approaches/solutions
Review progress periodically
Evaluate for accuracy and completeness
Correct deficiencies
Summarize and draw conclusions
Devise new ideas and better work methods

Computer Tasks
None

Writing Tasks
Organize, select, and relate ideas in writing
Produce intelligible written documents

Reading Tasks
Read technical information

Communication Tasks
Listen
Follow intent of oral directions
Talk
Speak clearly
Use appropriate vocabulary and grammar
Stay on the topic in job-related conversations
Report accurately what others have said
Give clear oral instructions and directions
Explain activities and ideas clearly
Effectively present information to groups

Manual Perceptual Tasks
None

Mathematical Tasks
Understand order (e.g., first, second, last)
Understand concepts of greater than and less than
Handle basic calculations (+,−,x,/) Use numerical values from charts, diagrams, tables
Construct diagrams, charts, records using numerical calculations
Prepare budgets

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Special Considerations for This Worker

Limitations
Partial loss of vision

Special Training
None

Job Accommodations
Hired assistant to drive in accommodating travel needs.
Purchased Kurzweil reading machine.
Painted walls, brailled elevator panel.
Use shielded light fixtures.
Keep large items in specific places.

Personal Strengths
Interpersonal skills
Organizational skills
Writing skills

Financial Incentives for Hiring
None

Other Job Replication Factors
Sensitivity and understanding
Stock Clerk

Company Information

Company Name
Tates Supermarket, Inc.
4th & Sherman Street
Clymer, PA 15728

Description of Company
Supermarket food - retail

Number of Employees
50 total company
50 this site

For more information, contact
Frank Petro, Manager
(412) 254-4420

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
None

Examinations Required
None

Other Job Requirements
Union membership

Job Information

Wages
$4.50 per hour

Benefits
Paid vacation
Paid holidays
Pension
Worker's compensation
Unemployment compensation
Medical insurance

Work Schedule
Permanent status
6 days a week, 7 hours a day
9:00 a.m. to 4:00 p.m.

Work Setting
Supermarket

Probationary Period
None

Employment History
4 years with company
2 years in this position

Narrative Description
Stock shelves and prepare cut cases of items for display.

Physical Demands
100% light work

Physical Activities Performed
Push, pull, reach, climb, turn, see, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Minimal
Stock Clerk

Learning Disability - Reading Problem

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence
Obtain resources needed to carry out work
Devise new ideas and better work methods

Writing Tasks
None

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Follow intent of oral directions

Manual Perceptual Tasks
Hand work

Computer Tasks
None

Mathematical Tasks
Understand concepts of greater than and less than

Special Considerations for This Worker

Limitations
Reading, following written directions

Special Training
Special training provided repetition of both instructions and work duties. A wage increase was given upon completion of the special training.

Job Accommodations
One year adjustment to grocery store environment. Trainers repeated instruction and required duties.

Personal Strengths
Good common sense
Organizes and completes detail work on store displays.

Financial Incentives for Hiring
Targeted Jobs Tax Credit

176
**Company Information**

<table>
<thead>
<tr>
<th>Company Name</th>
<th>City of Olathe</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100 West Santa Fe</td>
</tr>
<tr>
<td></td>
<td>Olathe, KS 66061</td>
</tr>
</tbody>
</table>

**Description of Company**

Municipality

**Number of Employees**

400+ total company

**For more information, contact**

Susan Perkey
Special Services Office
(913) 782-2600

---

**Requirements of This Job**

**Academic Credentials Required**

None

**Work Experience Required**

Baseball instruction and working with children

**Examinations Required**

None

**Other Job Requirements**

Age 18 minimum
Driver's license
Own vehicle
Uniform
On call
Dress code

---

**Job Information**

**Wages**

$1002 per month

**Benefits**

FICA
Worker's compensation

**Work Schedule**

Seasonal status
5 days a week, 4 hours a day
8:00 a.m. to 12:00 p.m.

**Work Setting**

Ball diamond

**Probationary Period**

None

**Employment History**

9 years with company
8 years in this position

**Narrative Description**

Provides instruction of basic fundamentals of baseball, catching, throwing, hitting, fielding. Provides exposure to various field positions. Teaches young boys and girls ages 5-7. Manages tournament games.

**Physical Demands**

80% sedentary, 20% light work

**Physical Activities Performed**

Reach, run, stoop, kneel, crouch, sit, turn, see, depth perception, hear, finger dexterity.

**Environmental Conditions**

Hot, humid, dry, wet, dust, dirt, odors, noise, moving objects

**Special Conditions**

None

**Work Group**

One-to-one, and in small and large groups

**Standard Training Period**

None

**Standard Amount of Direct Supervision**

Minimal
I-Ball Instructor/Supervisor

Amputee - Partial (Left Arm Above Elbow)

**Significant Duties**

**Managerial/Administrative Duties**
- Provide leadership
- Specify goals and work tasks of others

**Problem Solving/Reasoning Tasks**
- Determine own work activities
- Recognize and use appropriate procedures
- Just work activities in appropriate sequence
- Plan resources needed to carry out work
- Recognize the effects of changing quantity or quality of materials
- Select and organize information
- Analyze and synthesize information
- Specify alternative approaches or solutions
- Note progress periodically
- Evaluate for accuracy and completeness
- Rectify deficiencies
- Analyze and draw conclusions
- Use new ideas and better work methods

**Writing Tasks**
- Copy accurately
- Write legibly
- Complete forms accurately
- Write sentences in standard English
- Organize, select, and relate ideas in writing
- Produce intelligible written documents

**Reading Tasks**
- None

**Communication Tasks**
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

**Mathematical Tasks**
- Add
- Understand order (e.g., first, second, last)
- Understand concepts of greater than and less than
- Use basic calculations (+,-,x,/) (Note: Use the left arm only)
- Estimate quantities needed to do a job
- Calculate costs

**Special Considerations for This Worker**

**Manual Perceptual Tasks**
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

**Personal Strengths**
- Communication skills
- Knowledge of subject
- Patience

**Financial Incentives for Hiring**
- None

**Training**
- None

**Commodations**
- None

**Tons**
- Lifting, fingering, lifting, carrying (left arm only)

**178**

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Telephone Operator

D.O.T. #235.662-022

Company Information

Company Name
The Faxton/Children's Hospital and Rehabilitation Center
1676 Sunset Avenue
Utica, N.Y. 132

Description of Company
Acute care hospital specializing in rehabilitation, orthopedic, and regional radiation medicine.

Number of Employees
340 total company

For more information, contact
Sallie Budoff, Employment Manager
(315) 732-3101, Ext. 471

Requirements of This Job

Academic Credentials Required
High school diploma

Work Experience Required
Operator experience preferred (1 year)

Examinations Required
Physical

Other Job Requirements
None

Job Information

Wages
$4.99 per hour (starting)

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation

Work Schedule
Permanent status
3-5 days a week, 7.5 hours a day
7:00 a.m. to 3:00 p.m.

Work Setting
Reception desk/main lobby

Probationary Period
6 months

Employment History
30 days with company
30 days in this position

Narrative Description
Operates hospital switchboard, including paging, transfer calls, etc.

Physical Demands
100% sedentary

Physical Activities Performed
Reach, sit, turn, see, hear, sense of touch, finger dexterity

Environmental Conditions
None

Special Conditions
None

Work Group
One-to-one

Standard Training Period
37.5 hours

Standard Amount of Direct Supervision
Minimal
### Significant Duties

#### Leadership/Administrative/Managerial
None

#### Problem Solving/Reasoning Tasks
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence

#### Computer Tasks
None

#### Mathematical Tasks
- Understand order (e.g., first, second, last)

#### Writing Tasks
- Write legibly
- Take messages

#### Reading Tasks
- Read simple directions

#### Communication Tasks
- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly

#### Manual Perceptual Tasks
- Eye-hand coordination
- Hand work
- Use job-specific hand tools and equipment

### Special Considerations for This Worker

#### Limitations
Acceptance of supervision, interactions with coworkers

#### Special Training
None

#### Personal Strengths
- Talks to strangers
- Gives directions
- Keeps voice calm in emergency situations

#### Financial Incentives for Hiring
None

#### Job Accommodations
Total wheelchair accessibility throughout the medical complex.
Towmotor Driver

Amputee - Partial
(One Leg Below Knee), Illiterate

D.O.T. #921.683-050

Company Information

Company Name
Diversified Products
P.O. Box 100
Opelika, AL 36801

Description of Company
Manufacture and distribute physical fitness related products.

Number of Employees
Approximately 2500 total company
Approximately 2000 this site

For more information, contact
Aimee B. Sikes, Personnel Assistant
(205) 715-1375

Job Information

Wages
$7.06 per hour

Benefits
Paid vacation
Paid holidays
FICA
Worker's compensation
Unemployment compensation
Medical insurance
Life insurance
Credit Union
Legal Assistance
Profit Sharing

Work Schedule
Permanent status
5-6 days a week, 8 hours a day
11:00 p.m. to 7:00 a.m.

Work Setting
Factory

Probationary Period
3 months

Employment History
5 years with company
6 months in this position

Requirements of This Job

Academic Credentials Required
None

Work Experience Required
Work experience preferred to show regular attendance, etc.

Examinations Required
Physical

Other Job Requirements
Age 18 minimum
Driver's license

Narrative Description
Drives towmotor to lift huge bins of unfinished parts, delivers to the line and takes finished parts to shipping line. Knows production, pick-up system; leaves records for driver on next shift; writes inventory control ticket for next person using bin.

Physical Demands
100% medium work

Physical Activities Performed
Push, pull, reach, climb, balance, stoop, sit, turn, see, color vision, depth perception

Environmental Conditions
Hot, cold, dirt, odors, noise, moving objects

Special Conditions
High rate of production
Precision/quality

Work Group
Small group

Standard Training Period
3 months

Standard Amount of Direct Supervision
Moderate
Towmotor Driver

Amputee - Partial
(One Leg Below Knee), Illiterate

Significant Duties

Leadership/Administrative/Managerial
None

Problem Solving/Reasoning Tasks
Recognize and use appropriate procedures
Conduct work activities in appropriate sequence

Computer Tasks
None

Mathematical Tasks
Count
Use numerical values from charts, diagrams, tables

Writing Tasks
Write legibly
Complete forms accurately

Reading Tasks
Identify work-related symbols/signs
Read simple directions

Communication Tasks
Listen
Follow intent of oral directions

Manual Perceptual Tasks
Eye-hand coordination
Use job-specific hand tools and equipment

Special Considerations for This Worker

Limitations
Reading, writing, spelling

Special Training
Reading and writing,
Outside agency helped employee to pass GED as required in adult reading course,
Company recognized completion of special training by stating employee's name in newspaper article.

Job Accommodations
Adult education taught worker to read and write.

Personal Strengths
Able to stand
Reliable
Gets along with others

Financial Incentives for Hiring
Targeted Jobs Tax Credit

Other Job Replication Factors
Employee's original job on the line did not require literacy. Awareness of employee's feelings helped employer obtain training (learn to read) for employee's promotion to towmotor driver.
His attitude, appearance, and attendance improved dramatically.
<table>
<thead>
<tr>
<th><strong>Company Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Company Name</strong></td>
</tr>
<tr>
<td>Monarch Trophy Studio</td>
</tr>
<tr>
<td>2121 N.W. Military Hwy.</td>
</tr>
<tr>
<td>San Antonio, TX 78213</td>
</tr>
<tr>
<td><strong>Description of Company</strong></td>
</tr>
<tr>
<td>Retail trophy store. Sell trophies, plaques, engraving, medals, ribbons.</td>
</tr>
<tr>
<td><strong>Number of Employees</strong></td>
</tr>
<tr>
<td>25 total company</td>
</tr>
<tr>
<td>25 this site</td>
</tr>
<tr>
<td><strong>For more information, contact</strong></td>
</tr>
<tr>
<td>John M. Bradley, Owner</td>
</tr>
<tr>
<td>(512) 344-3777</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Job Information</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wages</strong></td>
</tr>
<tr>
<td>$3.75 per hour</td>
</tr>
<tr>
<td><strong>Benefits</strong></td>
</tr>
<tr>
<td>FICA</td>
</tr>
<tr>
<td>Worker's compensation</td>
</tr>
<tr>
<td>Unemployment compensation</td>
</tr>
<tr>
<td><strong>Work Schedule</strong></td>
</tr>
<tr>
<td>Permanent status</td>
</tr>
<tr>
<td>5 days a week, 8 hours a day</td>
</tr>
<tr>
<td>9:00 a.m. to 6:00 p.m.</td>
</tr>
<tr>
<td>(1 hour lunch)</td>
</tr>
<tr>
<td><strong>Work Setting</strong></td>
</tr>
<tr>
<td>Assembly factory</td>
</tr>
<tr>
<td><strong>Probationary Period</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><strong>Employment History</strong></td>
</tr>
<tr>
<td>16 months with company</td>
</tr>
<tr>
<td>16 months in this position</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Requirements of This Job</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Credentials Required</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><strong>Work Experience Required</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><strong>Examinations Required</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td><strong>Other Job Requirements</strong></td>
</tr>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

| **Narrative Description** |
| Must read and comprehend written orders to assemble parts into completed trophies. Employee given trophy parts and assemblies with hand wrench. Places engraved plates on trophies. |

| **Physical Demands** |
| 100% sedentary work (no carrying) |

| **Physical Activities Performed** |
| Reach, balance, sit, see, sense of touch, finger dexterity |

| **Environmental Conditions** |
| None |

| **Special Conditions** |
| None |

| **Work Group** |
| Small group |

| **Standard Training Period** |
| 80 hours |

| **Standard Amount of Direct Supervision** |
| Moderate |
## Trophy Assembler

### Significant Duties

<table>
<thead>
<tr>
<th>Leadership/Administrative/Managerial</th>
<th>Writing Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

| Problem Solving/Reasoning Tasks      | Reading Tasks |
| Recognize and use appropriate       | Read simple directions |
| procedures                          |               |
| Work activities in appropriate      | Communication Tasks |
| sequence                             | Follow intent of oral directions |

| Computer Tasks                      | Manual Perceptual Tasks |
| None                                | Eye-hand coordination |

| Mathematical Tasks                  | Hand work |
| Count                               | Construct, fabricate or assemble |
| Understand order (e.g., first, second, last) | materials |
| Make and use measurements           | Use job-specific hand tools and |
|                                     | equipment (hand wrenches, tape |
|                                     | machine) |

| Special Considerations for This Worker |

### Limitations

- Interactions with coworkers (felt others were talking about him - has improved), low educational level, lifting, carrying, pushing, pulling, standing, walking, kneeling, squatting, cannot obtain own parts to assemble, hearing, speaking

### Personal Strengths

- Show good attitude - smiles a lot and likes the job
- Willing to work - rarely misses work
- Concerned about quality work

### Special Training

None

### Job Accommodations

- Close supervision approximately 20% more time to accommodate speed in understanding work tasks.
- Employer purchased high padded stool with back to accommodate disability ($150.00)

### Financial Incentives for Hiring

- Targeted Jobs Tax Credit

### Other Job Replication Factors

- A better understanding of disabled persons.

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Section III

The Vocational Transition Process
Introduction

The job descriptions in this publication will be of maximum value in expanding the number and quality of jobs held by individuals who are handicapped if:

* these job descriptions are integrated into comprehensive programs that develop job candidates possessing the prevocational, interpersonal, and job specific skills required for competitive employment; and

* the job candidates receive whatever transition assistance and post-employment support is necessary to become and remain competently employed.

These job descriptions can also stimulate the creativity of program operators who wish to address two major problems which still face many persons who are handicapped: unemployment and underemployment. Harris et al. (1986) surveyed a national sample of 1000 disabled individuals ages 16 and above. Two thirds of those polled who were between the ages of 16 and 64 said they were not working. Twenty five percent said that they worked full time, and an additional ten percent indicated that they worked part time. Among those in the poll who were under 65 years of age yet not working, 66% stated that they wanted to work. Loomis et al. (1986) surveyed 65 of 86 mildly mentally retarded individuals who graduated during academic years 1983 through 1985 from a local school district. Employment data were available on 62 of the 65 surveyed. Of that group, 47 were employed, and 12 (19%) were unemployed. Only 25.5% of the 47 employed individuals worked at least 35 hours per week. Two of those employed worked in volunteer jobs. The average wage per hour for those receiving pay was $3.96.

In order to achieve maximum impact on the unemployment and underemployment problems faced by persons who are handicapped, employment preparation programs must include systematic vocational transition services. This section of the publication will assist readers who wish to develop or refine such services.

Wehman and Hill (1985) define vocational transition as a carefully planned process to establish and implement a plan for either employment or additional vocational training of a handicapped student who will graduate or leave school in three to five years. This process must involve special educators, vocational educators, parents, students, adult service system representatives, and employers.

Part I sketches major elements of an effective transition process. Part II contains examples that illustrate how to translate this theory into reality.

Example One summarizes administrative and programmatic recommendations made by the Council of Chief State School Officers to help state education agencies develop systematic, statewide transition processes for in-school handicapped youths.

Example Two summarizes a state level inter-agency approach used in Minnesota to provide comprehensive transition services to youths who are handicapped.
Example Three outlines a Massachusetts law, Chapter 688, which establishes a statewide mechanism to provide systematic transition services to young adults who are severely handicapped.

Example Four describes the Job Training and Tryout Project, a federally funded effort which demonstrates how to provide on-the-job training and time limited supported work to mildly handicapped youth.

Example Five illustrates how a local office of the state-federal vocational rehabilitation program provides time limited on-the-job training and supported work to certain severely handicapped graduates of the secondary school system.

Part III describes one way to assess the appropriateness of an individual student's transition plan. This approach can be used at any point in a student's junior high school or secondary experience, and should be used at least yearly to monitor the student's progress. Part III also presents a post school followup survey which could be used to assess the overall impact of the school's transition services. Part IV lists publications and organizations which address transition issues.
PART I

ELEMENTS OF AN EFFECTIVE VOCATIONAL TRANSITION PROCESS

Components

In order to address the unemployment and underemployment of handicapped adults, educators, adult service providers, parents and advocates must plan and implement a process that will enable handicapped youths to establish and maintain their personal and vocational independence after completing their formal school experience. According to Barcus et al. (1986), the following key components should be present in any attempt to implement such a process.

1. A sound foundation based on a school program which:

* begins vocational planning at the elementary level and involves teachers from all levels in program development;

* provides a vocational curriculum that:
  - is sequenced across grade levels to assure smooth and logical movement from one level to another;
  - focuses on skills required in local employment situations;
  - includes multiple training and work experience options based on the types of community work available for non-disabled persons;
  - takes place in community-based job sites and teaches job skills, production rates, and interpersonal skills;

* builds an organizational structure in which:
  - special educators and vocational educators work together;
  - a specific staff person is responsible for getting vocational rehabilitation and other adult service providers involved in the transition process at least 1-2 years before the student expects to complete his or her secondary experience;
  - maximum integration into school and community settings is stressed, in order to help students with handicaps learn to work and play with persons who are not handicapped;
  - parents are systematically involved in planning their child's educational program;
  - agencies and individuals who will provide post graduation followup are identified and brought into the transition process before a student completes secondary school;
  - followup studies are used to assess former students' success on the job and in the community; and
- administrators and program supervisors provide support for community based instruction, coordination of services with other agencies, and allocation of staff and resources to make job placement, training, and community based support possible.

2. A formal written transition plan which:

* is developed for each student and includes annual goals and short term objectives that reflect skills required to function on the job and in the community;

* specifies who is responsible for each aspect of the process, including skill training, referral to adult service agencies, job placement, on-the-job training, and post employment followup;

* includes comprehensive strategies that specify which independent living skills (money management, use of transportation, social skills, and so forth) will be taught, how they will be taught, and by whom they will be taught;

* is developed at least three to five years before graduation, and revised at least annually;

* is part of the IEP during the individual's school years and part of the Individualized Written Rehabilitation Plan if the individual becomes a vocational rehabilitation client;

* is developed with the systematic and informed participation of the individual's parents or guardian.

3. Multiple employment options, which should include:

* regular competitive employment;

* competitive employment with ongoing support services; and

* sheltered enclaves or work crews in which groups of workers, both disabled and non-disabled, work in business and industry under the supervision of a trained human services staff person.

Guidelines for Parents

In order to be effective advocates for their children, parents must develop a goal-directed approach. Parents could use the form entitled "Student's Transition Foundation" described in Part III of this section as a guideline when working with schools to develop their children's transition plans.
Obstacles to Smooth Transition from School to Work and Independent Living

No single federal agency is responsible for disabled adults, and states differ widely in how they provide and manage services for this group. When several programs serve disabled youth and adults, individual program officials may lack sufficient knowledge about other programs' eligibility requirements and services. Often students leaving secondary level special education programs do not receive needed state vocational rehabilitation services due to state service delivery priorities and inadequate funding levels. Finally, aside from targeted Job Tax Credits, there are not enough incentives for employers to provide jobs for disabled persons who may require longer training, extra supervision, or other services.

Education Efforts to Address Transition needs of Disabled Students

Although state education agencies and local school systems alone cannot meet the transition needs of disabled youth, education officials can provide crucial leadership to establish cooperative programs with other state and local social service agencies and providers. Nearly 40 states have adopted cooperative agreements among special education, vocational education, and vocational rehabilitation programs. Some have been effectively implemented and enhanced. Minnesota, for example, has established an Interagency Office on Transition Services in the Department of Education which convenes regular meetings of eight state programs, parents and advocates, and a legal agency. Massachusetts has created a Bureau of Transitional Planning within its Office of Human Services to assure that all disabled students who leave school and need continuing support services will receive them from the appropriate agency. North Carolina has established a transition planning office to coordinate state and local services, and set up an interagency council with representation from all human services agencies. The 1985 OSERS Annual Report described other major cooperative ventures for transition services in Delaware, Oklahoma, North Dakota, and Washington.

Recommendations for State Education Agency Leadership

1. Chief state school officers should identify as a major state priority the need for adequate transition services for disabled students who have completed secondary school and are ready to work or pursue post-secondary education.
2. Chief state school officers should encourage coordinated planning and implementation of school to work and adult living transition services for disabled students. They could do this by convening regular meetings on transition services with appropriate state agency directors, including the heads of special education, vocational education, adult education, postsecondary education, vocational rehabilitation, developmental disabilities, mental health, human services, welfare, job training programs, and any other special programs for disabled youth and adults.

3. State education agencies (SEAs) should consider establishing a full-time transition coordinator position or designating a unit to work with local school systems to plan and implement transition programs.

4. SEAs should consider using Developmental Disability Act funds for coordinated planning, and utilizing vocational education funds to enhance components of secondary school programs that assist students with handicapping conditions to make the transition from school to work.

5. SEAs should encourage:
   - joint development of individualized education programs (IEPs) and individual written rehabilitation plans (IWRPs);
   - coordinated special education programs, secondary vocational education special needs programs, and vocational rehabilitation services;
   - enrollment in cooperative vocational education programs by disabled students;
   - stationing of vocational rehabilitation counselors in all high schools;
   - regular and systematic exchange of information about the content of each student's program and the progress that he or she is making;
   - coordination and analysis of state data bases required for management of special education, vocational education, and vocational rehabilitation programs, with the involvement of the National Occupational Information Coordinating Committee and the State Occupational Information Coordinating Committees; and
   - clarification of how to use vocational assessments effectively.

6. SEAs should encourage local school systems to help plan and track disabled youths' progress toward goals and needed transition services. SEAs should encourage the development of local education programs which, beginning in elementary schools, expose all children, including those with disabilities, to the world of work and its responsibilities. Occupational programs, implemented in the intermediate grades, should instill skills and knowledge that are essential to all individuals in meeting their personal, family, home, community, and work responsibilities. Occupational programs should be closely linked to academics and ensure that all students have equal opportunity to participate. A strong occupational program is essential to help students with handicapping conditions develop both an awareness of career possibilities and occupational skills.
7. SEAs should encourage schools to work closely with parents of disabled students not only in determining appropriate education programs for their children but also in developing realistic life goals and identifying necessary transition or continuing services for their children.

8. SEAs should support development of preservice and inservice training for personnel working in multi-disciplinary programs for disabled youth.

9. SEAs should review the results of vocational education civil rights compliance monitoring and vocational program evaluations to identify specific problems in access to, availability of, and quality of vocational services to the in-school disabled population. The three-year State Plans for Vocational Education required by federal law provide a vehicle for targeting federal resources to each state's program improvement priorities.

10. SEAs should encourage the development of state and local education and business partnerships in conjunction with appropriate adult service providers to:

- expose disabled students to the world of work and job possibilities;

- provide work-study opportunities for such students;

- encourage businesses to hire disabled students for competitive jobs and to create supported employment opportunities for disabled youth; and

- promote cooperation between education agencies and the private sector so that vocational education programs are responsive to labor market trends and employer skill demands.

11. Transitional programs should address the needs of young people who have dropped out of school. Such programs may need to establish outreach components to encourage dropouts who are still eligible for educational programs to re-enter the education systems.

12. SEAs should encourage increased cooperation among postsecondary programs, occupational education, and vocational rehabilitation programs. A wider range of transitional support services must be established to provide disabled students with greater access to postsecondary programs.
EXECUTIVE SUMMARY

(Draft)

May 29, 1986

Minn. Department of Education
Capitol Square
550 Cedar Street
Saint Paul, Minnesota 55101
612/296-0280

Introduction

There are many transitions that people experience throughout their lives. One of those transitions, from secondary school to postsecondary education, employment, and community living, has received much national, state, and community attention. For this interagency agreement, transition is defined as the process whereby a person with disabilities progresses from secondary education to work and living in the community. While transition efforts typically focus on individuals in secondary education programs, this agreement also acknowledges the needs of people who have already left school, but for whom there was not adequate transition planning.

The purpose of this agreement is to facilitate the necessary changes, both within and among agencies, for the creation of an equitable state-wide service system to meet the needs of Minnesota citizens. It provides current information about what agency services exist and how agencies work together in Minnesota. With local input, agencies can actively participate in planning and creating employment and living options for citizens in our communities.

In 1982, Vocational Rehabilitation, Special Education, and Vocational Education signed Minnesota's first Transition Cooperative Agreement. In order to develop a more comprehensive agreement, a State Transition Interagency Committee was created in 1984.

The Minnesota State Legislature established an Interagency Office of Transition Services in the Minnesota Department of Education in July 1985. Strong support from parents and advocates was instrumental in its creation. The Office is responsible for assessing state-wide needs, providing information and technical assistance, and planning for state and local agency collaboration to improve employment and community living outcomes for individuals who are exiting the secondary school system.

Participating Agencies and Organizations

The following agencies and organizations have formed the State Transition Interagency Committee:

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Goals of the Interagency Agreement

1. Planning for Individuals:
   To ensure that a multi-disciplinary interagency team, including the student/client and parents will plan services necessary to meet the anticipated transition needs of each individual.
   
   Formal transition planning with interagency involvement is not consistently done. Assessments and services are not fully coordinated with agencies outside of education. We envision teams as being initiated by public schools and including members of the essential agencies. Teams will develop transition goals and objectives on IEPs to address current and future service needs of individuals.

2. Community Planning:
   To ensure that local Transition Interagency Committees are established throughout Minnesota to develop, implement, and monitor comprehensive service delivery systems which respond to the ongoing and changing needs of individuals for service and support.

   Local and regional agencies have overlapping needs and goals, and planning is seldom coordinated. Information and data concerning students and clients need to be shared. We envision agencies planning at the community level to meet the program and service needs of individuals in those communities. Transition committees need to be established to further promote interagency coordination.
3. State-wide Planning:
To ensure that state agencies collaborate on an ongoing basis to develop policies, standards, practices, and funding mechanisms to create an equitable state-wide system of community-based transition services.

Interagency planning has expanded to include more agencies. The sharing of responsibilities for transition activities continues to evolve. We envision improved commitment to interagency planning throughout human service system, with local interagency planning promoted and supported.

Implementation Plan

The heart of the Minnesota Interagency Agreement is the commitment agencies have demonstrated by developing the Implementation Plans. Agencies and organizations individually and collectively have outlined specific activities to accomplish agreements' goals and objectives. Activities range from workshops to legislative amendments and policy changes to ensure the improvement of transition services to individuals in Minnesota. Each agency is challenged to actualize these goals.

Highlights of the Minnesota Interagency Agreement

All participating agencies have an information sheet which addresses the following four questions:

1. What is the role of the agency?
2. What transition services are provided?
3. Who can receive transition-related services?
4. What planning and accommodations can be made to meet individual needs?

A matrix summarizes services available from each agency to meet transition related needs of persons with disabilities. This can be used by local and regional teams to identify possible resources when working together to provide current and future service needs of individuals. A glossary and acronym list provide definitions of services and spell out common abbreviations used by education, job training and service providers. Additional resources such as local cooperative agreements and transition projects and reports are provided.
Introduction

Chapter 688 was developed by parents and advocates to provide for a two year transitional process for severely disabled young adults who will lose their entitlement to special education upon graduation or reaching age 22.

This law creates a single point of entry into the adult human services system by developing an Individual Transition Plan (ITP) for every person who is found eligible for Chapter 688 because he or she is disabled and will need ongoing services and support.

The "Turning 22 Law" is not a continuation of Chapter 766. Chapter 766 provides special education services to students until the age of 22 or until the student earns a high school diploma. This law is an entitlement. Services mandated in the Individual Education Plan must be provided. Once a person graduates from school, he or she is no longer eligible for Chapter 766. Chapter 688 is a bridge into the Adult Human Services system for the more severely disabled person who, if provided appropriate support services, will continue to learn and develop throughout his or her life. It was not intended for the many students who have received special education services and are now able to enter competitive work situations and lead independent lives as adults.

A state human services agency is assigned to manage each eligible case through the 688 transition process. The assigned state agency coordinates the transition, work with the school, family, and individual who is disabled, and convenes an inter-agency team to write the Individual Transition Plan. The process is monitored by the Bureau of Transitional Planning at the Executive Office of Human Services.

How The System Works

The system is "area based" and designed to allow a person to remain where his or her family lives. The process is as follows:

- The local school district, through the 766 Evaluation Team, makes the decision that the person may need additional services beyond graduation or turning 22. The student and/or his parents may request the referral, but it must go through the local school district.
The local school district forwards the case to the appropriate human services agency two years prior to the termination of a student's special education. In most cases, the agency receiving this referral is designated as the transitional agency.

The Transitional Agency opens a client case file and assists with a referral to the Social Security Administration or the Chapter 688 Unit at the Massachusetts Rehabilitation Commission to establish eligibility. The Transitional Agency is responsible for developing an Individual Transitional Plan. Other appropriate human service agencies, school personnel, the family, and the person who is disabled participate.

The Plan is approved by the Executive Office of Human Services. This Individual Transitional Plan must be completed before the person finishes his or her education, when two year notice has been made. The Individual Transitional Plan spells out the services the individual actually needs and states those services that will be provided immediately upon graduation.

Each Individual Transitional Plan stays in effect until it is replaced by an adult service plan developed by the assigned human services agencies. This process is closely monitored by the Bureau of Transitional Planning at the Executive Office of Human Services.

Who is eligible?

All persons referred to Chapter 688 must be receiving special education services, in need of continuing services, and unable to work 20 or more hours per week in competitive, non-sheltered employment.

How is Eligibility Determined?

People who are automatically eligible for Chapter 688 services and require no further determination include anyone receiving SSI or SSDI based on their own disability, and anyone listed in the registry of the blind at the Massachusetts Commission for the Blind. A unit at the Massachusetts Rehabilitation Commission determines 688 eligibility for those who are not eligible for SSI. They will determine if a person can work 20 or more hours per week in competitive employment by reviewing an individual's records and scheduling a personal interview, a work evaluation and/or personal interview when necessary.

Is There an Appeals Process?

There are two kinds of appeals under 688. A person may appeal the eligibility decision that determined him/her ineligible for Chapter 688. Or a person may reject and appeal the Individual Transitional Plan after it has been signed by the Secretary of Human Services. All appeals are directed to the Bureau of Transitional Planning in the Executive office of Human Services.
Responsibilities of the Local School District

1. **Referral** The local school district completes the referral package, selects the appropriate human service agency and sends a copy of the referral form to the Bureau of Transitional Planning.

2. **Parent Information** The local school district provides parents and family members with Chapter 688 brochures, information on Supplemental Security Income (SSI) and information on the termination of Chapter 766 entitlement to funding.

3. **Interagency Cooperation** The local school district assists the human service agencies with joint planning for a client's transition into adult services.

Responsibilities of the Transitional Agency

1. Screen client's case file to determine agency appropriateness.

2. Screen case file for SSI eligibility.

3. Send Chapter 688 Referral Status Form to The Bureau of Transition Planning.

4. Refer non-SSI eligible clients to the Chapter 688 Eligibility Unit.

5. Convene a transitional planning meeting for all Chapter 688 eligible clients. Include all appropriate agencies, family members, school personnel. Include area representatives for all state school clients.

6. Write an Individualized Transitional Plan (ITP) for all Chapter 688 eligible clients.

7. Have Area Directors or designee approve all ITPs.

8. Send the ITP to the Bureau of Transitional Planning for approval.

9. Revise rejected ITPs and resubmit to the Bureau of Transitional Planning.

Responsibilities of the Bureau of Transitional Planning (BTP)

1. Receive a copy of the referral form from the local school district, or the whole case file for referrals made directly to the BTP.
2. Notify human service agency area office of designation as transitional agency. Notify local school district, client and other human service agencies of transitional agency designation.

3. Receive ITPs and prepare them for presentation to the Transitional Advisory Committee (TAC).

4. Send TAC approved ITPs to client/parent for their approval and notify them of their appeal rights.

5. Sends approved ITPs to local school districts. Sends approved/rejected ITPs to transitional agency.

6. Use an automated data management system to track and monitor referrals and ITPs. Monitor timely referrals with Department of Education. Monitor timely processing of referrals by agencies. Plan services and budget with human service agencies.

Responsibilities of the Transitional Advisory Committee (TAC)

1. Review all submitted ITPs for approval using the following criteria

   - All human service agencies listed as responsible for service provision have attended the ITP meeting and have approved the draft plan.

   - Any plan requiring residential services within 12 months of the date of the plan has a contingency plan listed if the recommended services are not available.

   - Any plan listing an agency evaluation and services pending outcome of evaluation has a contingency plan listed if the client is determined ineligible for those agencies' services.

   - All plans require a cover sheet with the service codes listed for each service.

Responsibilities of the Reserve Team

1. Receives and reviews all EOHS Chapter 688 reserve requests for eligible Chapter 688 clients losing their entitlement to Chapter 766 funding.

2. Approves clients for temporary emergency funding based on the client's or family's circumstances and a documented potential for crisis.
How was JT&T started?

The Montgomery County Association for Retarded Citizens (MCARC) saw that former special education students were unprepared for employment after completing their secondary school experience. MCARC collaborated with the Special Education Department of The George Washington University to develop the JT&T pilot project. MCARC sought and received funding, classroom space and instructor assistants from a number of private foundations, the local government and the school system's Department of Adult Education. The pilot program operated from August 1983 to August 1984. Fifteen participants enrolled in JT&T. Twelve were placed in competitive jobs.

In 1984, The George Washington University received funding from the U.S. Department of Education to expand JT&T as a model demonstration project and to study its effectiveness. In addition to the federal financial support, JT&T continues to receive support from local sources.

What is the purpose of JT&T?

JT&T is a "time-limited" transition project. Its goal is to assist former special education graduates make the switch from school to employment. The expected outcome for each participant is competitive employment within 6 months to a year after enrollment in this program.

Who is eligible for JT&T?

Applicants must be Montgomery County residents between the ages of 18-21, (federal grant sponsorship) or 22-26 (MCARC sponsorship). JT&T participants must have received high school special education services under the primary classification of mildly mentally retarded or severely learning disabled. Measured I.Q. scores of participants must fall between 55 and 90. Although this requirement excludes some individuals who might benefit from a time-limited transition program, it is mandated by the federal funding source and pertains to the research project. Once the program becomes solely community-sponsored, the I.Q. requirement will be reviewed and modified as needed. It is expected that each JT&T participant will demonstrate the motivation to be competitively employed. Participants must also know, or be willing to learn, how to use public transportation.
Components of JT&T

Employability Skills Training. Participants explore the range of occupations that exist in their communities, try a variety of simulated work tasks, learn their job-related strengths and limitations, practice appropriate personal and social skills, participate in mock interviews, and learn the job search and employment maintenance process.

Job Tryouts. Participants complete two eight-week unpaid internships on actual employment sites. Site selection is based on each participant's expressed interests as well as his or her performance in the classroom and on vocational assessments. The tryouts provide the participant with a first-hand look at the type of work in which he/she expresses interest, and provide data on the participant's personal, social, and work habits/skills. During the tryout period, participants must attend a weekly "work adjustment" seminar.

Supported Job Search/Placement/Follow-up. At the conclusion of the second tryout experience, a plan of action for each participant's job placement is initiated. The basic procedure is as follows: 1) all work-related data are compiled on the participant; 2) pertinent job areas are noted; 3) all involved parties begin searching for relevant job openings; 4) job openings are researched and the participant receives support in the interview/application process. Once on a job, the participant and employer receive training support from JT&T staff for a week. A regular schedule of contact and assistance is maintained by the staff for six months after initial employment. A monthly Job Club is held for all employed participants. This primarily social group also discusses timely topics related to work and independent living. The Montgomery County Association for Retarded Citizens trains volunteer job advocates to provide long-term employment support.

How are parents involved?

Prior to each new JT&T session, staff met with participants and their parents to outline the project's purpose, explain procedures, gather demographic data, and discuss the importance of parental support of the participants as adults rather than special education teenagers. Parents were informed that staff would work with clients directly as adults. All parents of participants who completed the program expressed a high level of satisfaction with the project.

During the program, staff made a number of observations about the parents' influence on training outcomes:

* Parents send "mixed messages" to their sons and daughters—demanding that they get out and work, but not allowing them to get their driver's licenses because they were "too immature"; encouraging them to stay home from work when they felt slightly ill; complaining because their children had to get up so early it disturbed the rest of the family; asking their children to take c.f work for family vacations.

* Many parents had very little understanding of their children's potential and limitations for education, training and employment. This resulted in highly unrealistic expectations or very limited expectations. Parents needed to be reminded of the demands of skill training programs and jobs.
Some parents were asked to assist in modifying certain behaviors of the program participants, yet there was little follow-through. This resulted in continued inappropriate behavior by those participants. In several instances, parents jeopardized their children's jobs by calling the employers or insisting on driving their children to work, yet arriving late.

The JT&T staff came to realize that parents of former special education students in transition also need assistance in learning new ways to support their children as the latter assume new roles as wage earning citizens. The staff recommended that parent training activities be incorporated into the project to address the issues listed above as well as other topics such as requesting rent from their son or daughter in order to provide them with an incentive to work. Many of the participants did not perceive a genuine need to work because a majority of their financial and other needs were met by parents.

How have employers responded to JT&T?

Employers have been supportive and interested. JT&T has established over 100 job tryout sites, ranging from public to private, and from large corporations to "Mom & Pop" establishments. Employers have volunteered to conduct mock interviews and have invited JT&T participants to visit job sites. Employers have invited JT&T staff to speak at civic functions, and have hired JT&T participants. As of September, 1986, 30 individuals have completed JT&T and become employed. Ten others left the program prior to completion.

What types of jobs have JT&T participants found?

JT&T participants have found paid, competitive employment in a wide range of occupations. These positions include assistant graphic artist, microfilm processor, salad bar clerk, clothes racking clerk, optical lens processor, stock clerk, office clerk, warehouse worker, kitchen assistant, landscape architect's assistant, mailroom worker, and greenhouse assistant. The average starting wage for JT&T participants has been $4.27 per hour. Sixty percent of the jobs have been full time positions. Over half of the participants had to wait two to twelve months to receive employee fringe benefits.

What type of on-the-job support does JT&T provide?

JT&T staff provide on-site training during the first day of employment and as often as needed during the remainder of the first week on the job. Most participants required about five hours of training and support at the job site during their first week of work, but needed only a 15 minute followup call, plus another followup call to their employers, by week four. The staff maintains regular contact with the participants through monthly job club meetings and telephone contacts. If intervention is necessary, the staff provides individual counseling and/or identifies additional resources.
How well have the JT&T participants adjusted to their first jobs?

The majority of participants have adjusted quite smoothly. However, the staff identified a variety of work adjustment problems experienced by the participants. The most common difficulties included:

* inappropriate social interactions with co-workers, supervisors, or customers
* inappropriate work habits, such as arriving late for work, leaving early, or maintaining disorganized work stations
* little initiative
* slow work pace
* non-assertiveness
* difficulty following directions
* repeated seizures.

Employers indicated that the majority of problems participants experienced were related to inappropriate work and social behaviors rather than task related. As problems were identified, the staff used different intervention techniques, such as developing behavior or production contracts, guiding the participant in practicing appropriate work habits, and assisting the supervisor in modifying directions and work tasks. In addition to the weekly and monthly scheduled followup, employers and participants were requested to notify the JT&T staff of any problems and potential concerns related to the job. JT&T staff acted as mediators in resolving these issues.

Do mildly handicapped individuals really need on-going employment support?

Most of the problems arising on the job were discovered by the JT&T followup, and not through employer, participant, or parent-initiated contact. Contrary to the belief that mildly handicapped persons do not need on-going support on the job, JT&T staff have observed that these individuals require some type of follow-up service for an indefinite period. The amount and type of follow-up must be individualized. Monthly telephone contact may suffice for the majority.

What is the purpose of the JT&T research project?

The goal of this research is to investigate the employment histories of all JT&T participants for a five-year period after initial job placement. Participants will be administered tests designed to look at their levels of career maturity, self concept, and decision making capacity. Interviews with the participants and their employers will yield information about their work adjustment and employment patterns. The study will document changes in participant behavior and will also compare the performance of JT&T participants with that of a control group.

Who are the project directors of JT&T?

Mary Ann Katski is the director of the model demonstration project. George Tilson is the director of the research project. Both are on the staff of The George Washington University's Department of Special Education. Anne Menotti and Mary Ann Blotzer of the Montgomery County Association for Retarded Citizens are the JT&T community liaisons.
EXAMPLE FIVE
A VOCATIONAL REHABILITATION APPROACH TO PROVIDING
COMMUNITY BASED JOB TRAINING AND TIME LIMITED
SUPPORTED WORK FOR INDIVIDUALS WHO ARE SEVERELY DISABLED

Wisconsin Division of Vocational Rehabilitation
160 Westgate Mall, Suite 10
Madison, WI 53711
608/266-3655

Program Summary

Goal: Provide community based employment training and on the job support for severely disabled individuals who have just finished their secondary school experience.

Scope: Serve six to ten individuals per year, for a maximum period of 12 months per person.

Method: Issue a contract for purchase of vocational rehabilitation services to the Job Network, a consortium of local job development/placement agencies. Job Network in turn sublets the contract to the participating agency most capable of providing these services.

Key Factors in the Program's Success

1. Availability of employers who are willing to participate in the training process and hire individuals who are severely disabled.

2. Availability of job developers and job coaches who can perform community based training and job coaching correctly and effectively.

3. Participation of agencies whose staff are not turf conscious and who can fairly apportion the work needed to help severely disabled individuals make an effective transition from school to work.

Excerpts from the 1986-1987 Contract with Job Network

Purchase and Quality of Services. Subject to the terms and conditions set forth in this contract and exhibits attached hereto (all of which are part of this contract), the Purchaser agrees to purchase for and the Provider agrees to furnish to eligible DVR clients the specified services from June 1, 1986 through May 30, 1987.

The exhibits attached indicate the services to be purchased. The purchaser reserves the right to increase or decrease the level of services to meet our needs or availability of funds. The Provider shall maintain staff to deliver the purchased services described in the exhibits attached.

Provider agrees to meet minimum state and federal service standards, as indicated in the Exhibits attached. Provider agrees to repay Purchaser, upon
demand, all funds not used for purposes chargeable to the contract. Provider certifies that no funds, public or private are being received for the costs of the services provided within the contract other than those funds being furnished by the Purchaser under the terms and conditions of the contract.

Revision and Termination. Either party to this contract may terminate same by giving written notice to the other party at least thirty (30) days prior to the effective date of such termination. Such notice of termination...shall be sent by registered mail.

Cost of Purchased Services. Subject to the limitations specified in the body of the contract, the rate for services will be as follows:

- First 3 month period—full time involvement—$1,120 per month per client
- Second 3 month period—3/4 time involvement—$840 per month per client
- Third 3 month period—1/2 time involvement—$560 per month per client
- Fourth 3 month period—1/4 time involvement—$280 per month per client

Conditions on the Parties' Obligations. The provider shall not sublet or assign any part of the work under this contract other than to participating agencies. Other agencies may be included with written approval of the purchaser's administrator. The provider is responsible for fulfillment of the terms of this contract.

It is further agreed, if during the effective term of this contract, federal and/or state funds are reduced or cannot be obtained thereby effecting the continuance of the indicated level of purchased services, the obligations of the Purchaser, under the contract, shall be terminated and/or reduced without prejudice to any obligations or liabilities of either party accrued prior to such termination or reduction of funds.

Exhibit A

A Community Based Job Coaching Placement Program will provide direct, systematic instruction of job tasks and related vocational skills on a competitive job site in the community, based on the needs of those to be instructed.

The Provider will develop and implement a Community Based Job Coaching Placement program for six former special education students for up to twelve consecutive months of service. The special education students have been placed in community work sites by the school system. Based on the needs of these severely disabled individuals, services will be provided as follows:

- First 3 month period—full time involvement
- Second 3 month period—3/4 time involvement
- Third 3 month period—1/2 time involvement
- Fourth 3 month period—1/4 time involvement

The program will provide the necessary training and support to enable the individuals to maintain competitive employment and earn at least 50% (gross) of the Federal minimum wage (based on 20 hours per week) in the week prior to termination of services or, if earnings fluctuate, an average of at least 50%
of the Federal minimum wage on a 20 hour/week basis over the 60 day period prior to termination of services regardless of the number of hours worked.

The Community Based Job Coach Placement program will have the following:

1. An individual written plan should be developed for each person to increase that person's productivity and to maximize earnings and independence. Each plan will include the following elements:
   a. the job or job family which is the training objective.
   b. identification of work-related skills/behaviors to be dealt with
   c. the performance standards against which the person's program will be assessed and the method of assessment
   d. the work assignment or environment
   e. the techniques and methods of instruction to be used
   f. health and safety procedures related to the job or the job family
   g. provisions to obtain support services to accomplish training objective
   h. recommendations for accommodations necessary to perform the job
   i. the time frames for the anticipated accomplishment of the goals
   j. the person(s) responsible for implementing various parts of the plan.

2. At least monthly, the person's plan for services, goals, and progress toward goals should be reviewed with changes being made as needed.

3. Nonwork needs of the individuals which may affect their functioning on the job should be identified, and referral made to supportive services in order to address these needs.

4. There should be an assessment of the appropriateness of each person's skill training or job objective. This assessment may be in the form of prior written evaluation recommendations or a person may be allowed to spend a specified period of time in training to appraise the likelihood of a successful outcome.

5. Information regarding special service needs, techniques, etc., should be communicated as needed. For example, tell co-workers about the behaviors/disability, or conduct in-service training for supervisors and co-workers.

6. Wages paid each person should be in full for all work performed.

7. Each person should receive a written statement for each pay period indicating gross pay, hours worked, deductions, and net pay.

8. No persons will be placed on jobs in businesses being struck.
9. Any work sites developed by the provider must be evaluated as to appropriateness with regard to:
   a. accessible work environment
   b. availability of transportation to work place
   c. availability and consistency of work
   d. jobs matched with specific individuals with employer and employees
   e. opportunity to interact with non-handicapped people
   f. safety/health
   g. access to community resources
   h. access to job support services
   i. the employer's liabilities/responsibilities.

10. There must be a written statement that clearly delineates:
    a. the responsibilities of the employer
    b. the responsibilities of the worker
    c. wage payment practices
    d. fringe benefits
    e. work rules
    f. non-discrimination provisions
    g. employer grievance and appeal procedures.

11. Records will be kept by the Provider and will include as a minimum:
    a. summary of work experience sites
    b. dates started/ended at each site
    c. days/time on site
    d. frequency of job coach contacts and hours spent
    e. tasks/activities performed
    f. summary of performance
    g. salary source/rate of pay
    h. transportation to site
    i. individual written plan and changes, if any
    j. monthly progress reports
    k. DVR authorizations.

12. Progress reports will be submitted monthly to the assigned DVR counselor describing each person's progress in meeting the goals of the individual's written plan in both work-related and non work-related areas.
PART III

EVALUATING THE EFFECTIVENESS OF TRANSITION PROGRAMMING

Two crucial elements in developing effective transition services are:

1) determining how effectively each student is being prepared to make that transition;
2) determining the degree to which each student actually achieves an appropriate personal and vocational transition.

This section contains two forms which can be used to help determine the effectiveness of a transition program. The first form, entitled "Student's Transition Foundation", is designed to help an instructor, parent, or advocate determine whether or not a student is being prepared to make the transition to post school options. The form highlights two key issues: major post school goals which should be the focus of secondary programming, and the student's current status in developing the skills needed to achieve those goals.

If a student is to make an effective transition to post high school options, a proper foundation is essential. For this reason, a review of each student's post school goals and progress being made toward them should be carried out at least annually. This review would seek to determine whether post school goals have been established, what those goals are, what skills each student has already developed, and what skills must be worked on prior to graduation in order to enhance that student's chances of an effective transition. Each student's IEP should then, of course, be modified to meet the transition preparation needs identified in this review.

Because the typical special education student is not highly self directed nor well versed in setting and achieving goals, someone must assume responsibility to ensure that each student develops skills needed to achieve his or her post school goals. Thus page one of this form stresses the need to specify which individuals are responsible for instructing each student in the behavioral objectives associated with each of that student's post school goals.

The second and third pages of this form focus on the student's current proficiency in key skills and behavioral objectives associated with the goals specified. In using this portion of the form, determine which specific skills were achieved by the student up to the time of the review, how these skills were measured, by whom they were measured, and when they were measured. If the user of this form cannot determine whether or not a student has mastered any skills in the categories listed, he or she should be very concerned about the quality of that student's preparation for transition to post school options.

So too, if the user of this form is unable to determine how the student's performance on any given behavioral objective was measured, or if this measurement was so vague (e.g. "satisfactory", "good", "exceeds expectations") that one cannot describe in concrete terms what it means, this too should be cause for concern. For example, if a "Money Management" objective stated "the student will learn to establish and follow a monthly budget," an acceptable performance measure would be "student establishes monthly budget in the
be very threatening to staff who are listed as responsible for working with each student to attain his or her post-school goals. But if an effective transition program is to be implemented, specificity and personal responsibility are crucial.

The final page of this form focuses on post high school training and support services. Not every student will, or should, enroll in formal post high school training. Nor will every former special education student need an array of post high school support services. However, for those who do, the appropriate linkages must be established before that student completes his or her high school experience. Such linkages must include specifying which staff in which agencies will be responsible for each support service needed. In addition, a timetable must be set regarding when these support services will begin, and how long they are expected to last. Too often, staff from schools and adult service agencies assume a passive approach, in which they make one or two phone calls, consider that effort sufficient for referral purposes, and assume that the students will be self directed, self confident, and skilled enough to follow through on their own. The extremely high unemployment rate among handicapped adults nationwide would seem to indicate that this approach has grave weaknesses.

The second form, entitled "Transition Effectiveness Survey", is designed to help school staff assess the effectiveness of their transition program. The form is, in effect, a followup instrument which could be used to collect data (by phone or by mail) on the post school status of former special education students.

For best results, all former special education students should be surveyed, and the resulting data compared on a year to year basis. Ideally, similar data should be collected on former special education students who left the school system prior to the initiation of a systematic transition plan. This data would serve as a reliable baseline against which to compare subsequent followup results.
# Figure One

**STUDENT'S TRANSITION FOUNDATION**

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<thead>
<tr>
<th>Student Name</th>
<th>Person Completing Form</th>
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<td>Address</td>
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**Student Goals**

**Living Arrangements**

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**Vocational Preparation**

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**Employment**

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# Independent Living Skills

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<th>Persons Responsible</th>
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<td><strong>A. Grooming/Hygiene/Health</strong></td>
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<td><strong>B. Money Management</strong></td>
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<td><strong>C. Communication/Social Skills</strong></td>
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<td><strong>D. Safety/Emergency Procedures</strong></td>
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<td><strong>E. Travel in the Community</strong></td>
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</tbody>
</table>
F. Leisure Time Activities
1. 
2. 
3. 
4. 
5. 

G. Food Acquisition/Preparation
1. 
2. 
3. 
4. 
5. 

H. Housing Acquisition/Maintenance
1. 
2. 
3. 
4. 
5. 

**Employment Preparation**

<table>
<thead>
<tr>
<th>Behavioral Objective</th>
<th>Present Performance</th>
<th>Persons</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Level/measurement Meth.</td>
<td>Responsible</td>
<td>Measured</td>
</tr>
</tbody>
</table>

A. Academic Skills
1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

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### B. Prevocational Skills (e.g. accepting supervision, punctuality)

1. 
2. 
3. 
4. 
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9. 

### C. Vocational Skills Taught in Class

1. 
2. 
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### D. Work Experience/On the Job Training

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9.
Post High School Training

Name of Training Program

Enrollment Deadline

Organization Providing Training

Address
City Zip

Contact Person for Intake/Enrollment

Office Hours Phone Number /

Person Responsible for Helping
This Student to Enroll Phone Number /

Person Responsible for Post-
Enrollment Support, if Needed Phone Number /

Post High School Support Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Person &amp; Agency Providing Service</th>
<th>Start</th>
<th>End</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Supervised Living Arrangement</td>
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<tr>
<td>2. Job/Career Counseling</td>
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<td>3. Job Placement</td>
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<td>4. Post Employment Job Coaching</td>
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<td>5. Transportation to/from work</td>
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<tr>
<td>6. Social Security Benefits</td>
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<td>7. Personal Counseling</td>
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</table>
Figure Two

TRANSITION EFFECTIVENESS SURVEY

Your Name ___________________________ Birthdate ____________
Current Address ___________________________ City ______________
State _________ Zip Code ___________ Phone Number __________
Year you graduated from school ____________

WORK

Please check the answer which fits you now:

____ employed full time (35 hours a week or more)
____ employed part time (34 hours a week or less)
____ military service
   branch of service ______________________________
   your military job ______________________________
____ unemployed and looking for work
____ unemployed and NOT looking for work
____ homemaker and looking for paid work
____ homemaker and NOT looking for paid work

IF YOU ARE WORKING AT A JOB FOR PAY, please answer the following:

Job title ________________________________

Main duties you must carry out on this job ________________________________

How long have you been working at THIS job? ____________

Employer's name _______________________________________________

Address of the place you work ______________________________
   City ___________________________ Zip Code ______________

May we contact your supervisor to see how well you are doing?

____ no
____ yes

If it is ok to talk to your employer, please print your supervisor's name
on this line ______________________________

and sign your name
on this line: _______________________________
WORK, continued

How much do you earn per hour: $_____/hour

Number of hours you work each week_____

Please check ALL fringe benefits you get on this job:

___ None  ___ FICA
___ Paid vacation  ___ Worker's compensation
___ Paid holidays  ___ Unemployment compensation
___ Paid sick days  ___ Medical insurance
___ Pension  ___ Dental insurance
___ Life insurance  ___ Other (describe)________________________

Who helped you get the job you have now? Please check the right answer:

___ co-op program teacher
___ special education teacher
___ other teacher from school
___ vocational rehabilitation counselor
___ Job Service counselor
___ your parents, brother, or sister
___ a friend or neighbor
___ no help from anyone

Is your present job the same one you had since leaving school? ___yes ___no

If NO, how many jobs have you had since leaving school? ___

How long did it take you to find your FIRST job after leaving school? __________

SCHOOL

Are you going to school now? ___no  ___yes

If you ARE going to school now, check which one:

___ a vocational school--one year diploma program
___ a vocational school--two year associate degree program
___ a four-year college program
___ an apprentice program
___ an on-the-job training program
___ other (please tell us what it is)________________________
If you are in school, what is the name of the school?

What is your area of study?

INCOME
What are your sources of income? Check ALL that apply:

___ your job
___ social security
___ your family
___ welfare
___ your roommate
___ workfare
___ your spouse
___ vocational rehabilitation
___ other

LIVING SITUATION
Who are you living with?
Please check the right answer:

___ nobody but myself
___ parents
___ other relative
___ your spouse
___ group home
___ room mate
___ other

If you live in your own home or apartment, did anyone help you get this place to live? ___ yes ___ no

Does anyone help you make up a budget or manage your money? ___ yes ___ no

Does anyone help you buy your food? ___ yes ___ no

Does anyone help you get your meals ready? ___ yes ___ no

TRAVEL
How do you get to work and back home again?

How do you get to the grocery store, or other stores?

Do you have a driver's license? ___ yes ___ no
RECREATION
What do you do when you are not at work? Check ALL that apply?
___ play sports  ___ read
___ take naps  ___ watch TV
___ visit friends  ___ do crafts
___ do hobbies  ___ go to movies....
___ drive around  ___ walk around

PERSONAL NEEDS
Do you any of the following people work with you:
___ case worker
___ social worker
___ job coach

MEDICAL NEEDS
Do you have a "Green Card"?  ____ yes  ____ no

OTHER INFORMATION
Was there anything you now wish you learned in high school but did not?  ____ yes  ____ no

If you answered "yes" what did you wish you had learned while in high school? Check all that apply.
___ how to manage your money
___ how to manage your time
___ how to stand up for yourself
___ how to handle emergencies
___ how to get medical help if needed
___ how to keep yourself neat and clean
___ how to buy and cook food
___ how to keep your house/apartment neat and fixed up
___ other __________________

What services do you need NOW but are not getting? Check all that apply.
___ job or career counseling
___ personal counseling
___ transportation
___ job club or other support group
___ other __________________
PART IV RESOURCES

Organizations

THE EMPLOYMENT NETWORK provides technical assistance to states and organizations involved in implementing supported employment and transitional employment programs for people with disabilities. This project provides assistance in the areas of employment service innovation, emerging employment options, state systems to promote employment, and information management. Primary recipients of technical assistance are states funded as demonstrations by the U.S. Department of Education, Rehabilitation Services Administration. Other organizations and states will be provided technical assistance to the extent possible. Technical assistance is provided through direct consultation, information dissemination, and seminars or conferences.

Project outcomes include: a model for identifying state level needs in order to promote supported and transitional employment; a process for specifying the nature and amount of technical assistance needed to promote employment opportunities in given states; identification of materials and training techniques that address the development of employment opportunities; and a process for evaluating the impact of technical assistance on state level development of supported and transitional employment.

For additional information, contact:

David Mank or Jay Buckley
The Employment Network
University of Oregon
College of Education
Eugene, OR 97403-1211
503/686-5311

THE SECONDARY TRANSITION INTERVENTION EFFECTIVENESS INSTITUTE is funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services. Directed by Frank Rusch and co-directed by L. Allen Phelps, the Transition Institute addresses both the theoretical and practical problems of transition from school to work for youths with handicaps. Transition Institute staff perform research, evaluation and technical assistance activities. The research program studies and formulates interventions at four levels of analysis: individual, small group, community, and society.

The evaluation program collects and summarizes information about model programs funded under OSERS' secondary and transition services initiative. Data are collected annually on inservice demonstration models, cooperative models, youth employment projects, post-secondary projects, and "transition from school to work" projects. The evaluation program helps directors of model projects select and use appropriate instruments and procedures for assessing students' entering and exiting skills. A taxonomy of instructional objectives and an inventory of assessment procedures will be developed. The evaluation program also examines the educational, employment and independent living outcomes attained by handicapped youth as they leave school and enter the work force.
For additional information, contact:

Dr. Frank Rusch, Director
Secondary Transition Intervention Effectiveness Institute
College of Education
University of Illinois
110 Education Building
1310 South Sixth St.
Champaign, IL 61820
217/333-2325

Publications


This 133 page publication provides the project names, descriptions, and contact persons for projects funded during 1985-86 by the U.S. Office of Special Education and Rehabilitative Services in the following areas: model demonstration programs (post-secondary), service demonstration projects (transition), cooperative models for planning and developing transition services, and transitional strategies and techniques.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.


This 179 page publication provides a review of documents which focused on education, employment, and independent living outcomes across ten handicapping conditions, including those students considered disadvantaged. In addition to studies which focused on the disadvantaged, outcome studies reviewed covered persons who are learning disabled, mentally retarded (mild, moderate, severe/profound), seriously emotionally disturbed, hard of hearing/deaf, orthopedically handicapped, other health impaired, visually impaired, multi-handicapped, and deaf-blind. Both published and unpublished material have been reviewed. One hundred documents are summarized in this publication.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

This 143 page document is the first in a series of annual descriptions of data that examine the educational, employment, and independent living outcomes attained by handicapped youths as they exit school and enter the work force. This publication presents data on the percentages of youth served, by handicapping condition, at the state level for the 6-17 year old group versus the 18-21 year old group. In addition, characteristics of handicapped and nonhandicapped youth, as provided in the High School and Beyond data Base, are used to compare educational outcomes and employment rates for handicapped and non handicapped youth, as well as depict salient differences in educational and employment outcomes among six specific categories of handicapped youth.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.


This 283 page publication provides succinct yet meaningful descriptions of 431 documents which address issues relating to the transition of handicapped youth from school to work and other options of adulthood.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.


This 258 page publication reports the results of a research study whose purpose was to determine the current status of instrumentation and practices used for student assessment by programs dealing with the transition of special education students from school to work or postsecondary education. The study also sought to determine in which areas current practice was unable to meet the changing demands on transitional services. This publication also reviews 112 commercially available assessment instruments/packages.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.

This newsletter, published by staff of the Transition Into Employment Project, provides a practical description of a transition team, suggests ways to establish one, and offers ideas about developing transition plans for youth who are handicapped.

For more information, write to Project TIE, 131 West Main St., Richmond, VA 23284-0001; or call 804/257-1851.


This 17 page document discusses the issue of transition within the context of interagency collaboration, and examines a number of transition points in the lives of individuals who are handicapped. The article also presents a conceptual framework for the notion of transition, and examines reasons why individuals make transitions. The work also discusses seven critical issues that cut across many different types of interagency transitions: awareness, eligibility/program entrance criteria, information exchange/communication, program planning before transition, feedback/followup after transition, written procedures, and parent involvement.

For more information, write to the Child Development and Mental Retardation Center, University of Washington, Seattle, WA 98195; or call 206/543-4011.


This 186 page publication describes 10 transition projects funded by the U.S. Office of Special Education and Rehabilitative Services in the New York Area. Five of the projects worked with students on the transition to employment, three on the transition to post-secondary education, and two on building capacity—one in developing a system to match disabled college graduates with employers, and the other in developing a system to include students with handicapping conditions in the newly established New York City Job and Career Center. Three projects served only learning disabled students, one each served hearing impaired and autistic individuals, and the other five worked with more diverse groups of persons with handicaps. Six of the projects are conducted by universities, and four by disability services organizations.

For more information, write to the Center for Advanced Study in Education, Graduate School, City University of New York, 33 West 42nd Street (620N), New York, NY 10036.

This 86 page publication describes research which identified problem areas that researchers should address if they wish to improve rehabilitation and educational interventions for individuals who are handicapped. One study reported in this publication identified 25 questions of general concern. A second study prioritized these questions based on feedback from researchers, model program developers, and administrators in rehabilitation, vocational education and special education. The publication also describes an analysis of these questions, and their interrelationships.

For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.


This book is suitable for either a preservice or inservice training text. It consists of twelve modules addressing the vocational preparation of special needs learners. Topics include referral, identification, and placement of special needs learners; vocational assessment; individualized education programs; interagency collaboration and cooperative planning; applying rehabilitation technology; and transition, job placement and followup.

For ordering information, write to American Technical Publishers, 12235 S. Laramie Ave., Alsip, IL 60658, or call 312/371-9500.


This article describes the PROGRESS model (Providing Realistic Opportunities for Gainful Rehabilitative Employment Success in Society). This model establishes a curriculum and training link directly from school to work, and thus ensures that moderately and severely handicapped youths have the opportunity to obtain gainful employment in their home communities.


Topics covered in this 201 page publication include: needed research on evaluation; improving the study of transition programs; evaluating effectiveness; transition issues that affect research on evaluation; needed research on optimizing the structure of evaluation designs; and situational context as influence on evaluation.
For ordering information, write to the Secondary Transition Intervention Effectiveness Institute, University of Illinois, College of Education, 110 Education Bldg., 1310 South Sixth St., Champaign IL 61820; or call 217/333-2325.


This paper presents a three stage vocational transition model for handicapped youth as they move into adulthood. The model is characterized by the need for secondary programs that reflect a functional curriculum, integrated services, and community based instruction. The transition process should be initiated well before graduation, should involve parent and adult service providers, and should be formalized. Postsecondary vocational alternatives should reflect paid employment outcomes and reflect a diversity of options for mildly, moderately, and severely handicapped youth. Finally, greater followup of handicapped students into adulthood by school systems is mandatory if we are to assess how effective our programs are in reducing the extraordinarily high unemployment rate of disabled persons in this country.


This article provides a comprehensive description of employment alternatives for persons with severe handicaps.


This 175 page publication is composes of five sections: an overview of transition, Missouri LINC's transition model, program planning and evaluation, transition information, transition resources, and a glossary.

For ordering information, write to Missouri LINC, University of Missouri-Columbia, 609 Maryland, Columbia, MO 65211, or call 314/882-2733.
REFERENCES


JOB REPLICATION FORM

Purpose

The purpose of the Jobs Replication Form is to obtain information about jobs persons with disabilities perform in business and industry and in the public sector.

People with disabilities need role models that help raise their aspirations and expectations about jobs they can perform. Teachers, counselors, job placement personnel and employers also need exemplary employment models to use when working with people who are disabled. The information you supply will help us to create a catalog of job descriptions that provides these role models.

Instructions for Completing the Jobs Replication Form

The Jobs Replication Form is divided into three sections:

1. General Information about your business or industry.
2. Job Information about a particular job performed successfully by a particular employee who is disabled. Please select one specific disabled employee and describe that person's job.
3. Considerations that enabled this person to be hired initially and to succeed in this job.

PLEASE READ EACH QUESTION CAREFULLY

Complete each question by checking those items that best answer the question or by writing the information requested. You will need approximately 20 to 30 minutes to complete this form. Please feel free to photocopy the Jobs Replication Form if you wish to provide information about more than one employee with a disability.

REMINDER - PLEASE COMPLETE THIS FORM FOR ONLY ONE EMPLOYEE

Release of Information

Please sign the following release of information.

Permission is granted to include the information on this form in a catalog of jobs that will serve as role models for employing persons with disabilities.

(Company) ____________________________ (Signature) ____________________________

(Date) ____________________________ (Title) ____________________________

Please send your completed Jobs Replication Form in the business reply envelope to:

Lloyd W. Tindall
Vocational Studies Center
University of Wisconsin-Madison
914 Educational Sciences Bldg.
1025 W. Johnson Street
Madison, WI 53706

THANK YOU FOR YOUR HELP.

Vocational Studies Center
School of Education • University of Wisconsin—Madison
Section I

GENERAL INFORMATION

(Company Name)

(Address)

(Person who completed this form) (Title)

(Person to contact for more information) (Title)

(City, State, Zip)

(Telephone Number)

1. Description of Company

Please describe your company (include main product or service).

2. Number of Employees

Total Company _______ This Site _______

3. Worker's Disability

Section II

JOB INFORMATION

4. Title of Position Held by Employee Who is Disabled

5. Work Schedule

Status: ____ Permanent ____ Seasonal ____ Temporary

Number of days per week

Total hours per day

Time of work _______ a.m. to _______ p.m.

Rotating shifts? ____ Yes ____ No

6. Standard Amount of Direct Supervision Provided

____ none ____ moderate ____ maximal

7. Employment History

Time with the company

Time in this position

8. Probationary Period

____ No ____ Yes

If yes, how long?

9. Wages

____ Hourly $______ per hour

____ Salaried $______ per month

10. Benefits

____ None ______ FICA

____ Paid vacation ______ Worker's compensation

____ Paid holidays ______ Unemployment compensation

____ Paid sick days ______ Medical insurance

____ Pension ______ Dental insurance

____ Life Insurance ______ Other (specify)

11. Examinations Required

____ None ______ Other (specify)

____ Physical ______

____ Hearing ______

____ Vision ______

12. Work Setting (e.g., farm, office, factory)

(specify) __________________________
### 13. Academic Credentials Required

- [ ] None
- [ ] GED
- [ ] High school diploma
- [ ] Associate degree
- [ ] Bachelor's degree
- [ ] Master's degree
- [ ] Doctorate
- [ ] Other (specify)

### 16. Environmental Conditions Related to This Job

- [ ] Hot
- [ ] Cold
- [ ] Humid
- [ ] Dry
- [ ] Wet
- [ ] Dust
- [ ] Dirt
- [ ] Odors
- [ ] Noise
- [ ] Inadequate ventilation
- [ ] Inadequate lighting
- [ ] Vibration
- [ ] Mechanical hazards
- [ ] Moving objects
- [ ] cramped quarters
- [ ] High places
- [ ] Burns
- [ ] Electrical hazards
- [ ] Explosives
- [ ] Radiant energy
- [ ] Toxic conditions
- [ ] None
- [ ] Other (specify)

### 14. Other Job Requirements

- [ ] None
- [ ] Age (minimum/maximum)
- [ ] Driver's license
- [ ] Own vehicle
- [ ] Uniform
- [ ] Union membership
- [ ] Polygraph
- [ ] Bondable
- [ ] On call
- [ ] Dress code
- [ ] Civil Service exam
- [ ] Other (list)
- [ ] Other (specify)

### 15. Work Experience

- [ ] None
- [ ] Preferred
- [ ] Required

**Describe**

### 17. Special Conditions

- [ ] None
- [ ] High rate of production
- [ ] Precision/quality
- [ ] Distracting conditions
- [ ] High level of stress (deadlines, etc.)
- [ ] Other (specify)

### 18. Work Group (check all that are appropriate)

- [ ] Works alone
- [ ] Small group (1 - 10)
- [ ] One-to-one
- [ ] Large group (11 or more)

### 19. Narrative Description of the Job

*(please describe the job in your own words -- include specific tasks)*

### 20. Physical Demands of This Job (estimate percentage for each category — answers to A, B, C, and D should total 100%)

**A. SEDENTARY WORK**

- Push
- Pull
- Reach
- Run

**B. LIGHT WORK (lift 20 lbs., carry 10 lbs. max.,stands up to operate equipment, also walks)**

- Climb
- Balance
- Stoop
- Kneel

**C. MEDIUM WORK (lift 50 lbs., carry 25 max., walks, stands continuously during some operations)**

- Crouch
- Crawl
- Sit
- Turn

**D. HEAVY WORK (lift 100 lbs. max., carry up to 50 lbs.)**

- See
- Color vision
- Depth perception
- Hear
- Sense of smell
- Sense of taste
- Sense of touch
- Finger dexterity

### 21. Physical Activities Performed on This Job

- Other (specify)
22. Duties of This Worker (check if SIGNIFICANT part of the job)

A. Leadership/Administrative/Managerial Tasks

- Provide leadership
- Develop company policies
- Implement company policies
- Recruit, hire, and terminate personnel
- Specify goals and work tasks of others
- Supervise personnel
- Represent the company at internal functions
- Represent the company at external functions
- Report to a board of directors

Other (specify)

B. Problem Solving/Reasoning Tasks

- Determine own work activities
- Recognize and use appropriate procedures
- Conduct work activities in appropriate sequence
- Obtain resources needed to carry out work (e.g., equipment, materials, personnel, funds)
- Recognize the effects of changing quantity or quality of materials
- Collect and organize information
- Analyze and synthesize information
- Identify alternative approaches/solutions
- Review progress periodically
- Evaluate for accuracy and completeness
- Correct deficiencies
- Summarize and draw conclusions
- Devise new ideas and better work methods

Other (specify)

C. Communication Tasks

- Listen
- Follow intent of oral directions
- Talk
- Speak clearly
- Use appropriate vocabulary and grammar
- Stay on the topic in job-related conversations
- Report accurately what others have said
- Give clear oral instructions and directions
- Explain activities and ideas clearly
- Effectively present information to groups

Other (specify)

D. Writing Tasks

- Copy accurately
- Write legibly
- Complete forms accurately (e.g., invoices, sales slips, requisitions)
- Write sentences in standard English (e.g., spelling, word choice)
- Organize, select, and relate ideas in writing (e.g., correspondence, messages, memos)
- Produce intelligible written documents (e.g., research reports and summaries)
- Identify and correct errors in writing

Other (specify)

E. Reading Tasks

- Identify work-related symbols/signs
- Read simple directions
- Read technical information

Other (specify)

F. Computer Tasks

- Enter data into computers
- Access data from computers
- Perform word processing
- Write programs
- Perform systems analysis

Other (specify)

G. Mathematical Tasks

- Count
- Understand order (e.g., first, second, last)
- Understand concepts of greater than & less than
- Handle basic calculations (+, -, x, /)
- Estimate quantities needed to do a job
- Calculate costs (e.g., interest, discounts, depreciation, prices, taxes)
- Use numerical values from charts, diagrams, tables
- Construct diagrams, charts, records using numerical calculations
- Make and use measurements (standard, metric)
- Use formulas (translating, substituting values)
- Prepare budgets

Other (specify)

H. Manual/Perceptual Tasks

- Eye-hand coordination
- Hand work (e.g., sort, fold, pack)
- Construct, fabricate or assemble materials
- Use job-specific hand tools & equipment (specify)

- Operate job-specific power tool(s) (specify)

- Set up machine(s)
- Operate machines(s) (specify)

- Tend machine(s) (specify)

- Use keyboard skills
- Develop visual presentations (e.g., charting, drawing, illustrating)

Other (specify)

I. Other Significant Duties or Job Features Not Covered in Items A through I (describe)

229
CONSIDERATIONS FOR THIS HANDICAPPED WORKER

23. Limitation(s) of the Employee
   A. Personal/Social Limitations
      - Low frustration tolerance
      - Acceptance of supervision
      - Interactions with coworkers
      - Other (specify)
   
   B. Limitations on Work Assignment
      - Cannot work alone
      - Cannot work in a group
      - Other (specify)

   C. Academic Limitations
      - Reading
      - Writing
      - Spelling
      - Mathematics
      - Other (specify)

   D. Communicative Limitations
      - Remembering
      - Hearing
      - Speaking
      - Following spoken directions
      - Following written directions
      - Other (specify)

   E. Physical Limitations
      - Vision
      - Feeling/sensory
      - Handling, fingering
      - Lifting, carrying
      - Pushing, pulling
      - Standing, walking
      - Kneeling, squatting
      - Limited stamina
      - Other (specify)

   F. Health Limitations
      - Chronic pain
      - Allergies
      - Respiratory problems
      - Circulatory problems
      - Other (specify)

24. Personal Strengths
   Please list the three strengths that are most important to this employee's success in this job.

25. Financial Incentives
   Did you receive any financial support for hiring this employee (e.g., targeted jobs tax credit, on-the-job training wage subsidy)?  No  Yes  If yes, please describe.

26. Training
   A. What is the standard training period for this job?  _____ hours  _____ days  _____ months

   B. Was any special training required for this worker after hiring?  No  Yes  If yes, please describe.
      Who provided this instruction?
      (e.g., job coach, supervisor)  ______________  How often was/is this special training required?  ______________
      Please describe any special training materials used.

   Does the company recognize completion of this special training?  No  Yes  If yes, please indicate.
      Grade  Certificate  Entered permanent employment  Wage increase  Other  ______________
29. Job Accommodations  Were any accommodations required to maintain this employee on this job?  ____ No  ____ Yes  If yes, please describe below.

<table>
<thead>
<tr>
<th>Type of Accommodation</th>
<th>Describe Problem</th>
<th>Describe Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. JOB PLACEMENT/FOLLOW-UP (e.g., Job Service, Vocational Rehabilitation)</td>
<td></td>
<td></td>
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<tr>
<td>B. JOB COACHING (training and support provided by outside agency)</td>
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<tr>
<td>C. SUPERVISION (e.g., monitoring by a co-worker)</td>
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<tr>
<td>D. JOB RESTRUCTURING (e.g., sharing jobs, job ladders)</td>
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<tr>
<td>E. SCHEDULE (e.g., diabetic's frequent meal breaks, Flextime)</td>
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<tr>
<td>F. JOB TASKS (e.g., sales by phone for mobility impaired)</td>
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<tr>
<td>G. PERSONAL ASSISTANCE (e.g., health aide, interpreter)</td>
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<tr>
<td>H. AIDS AND DEVICES (e.g., TTY, Braille typewriter, puff control)</td>
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<tr>
<td>I. EQUIPMENT (e.g., lowering bench, oversized knobs or handles)</td>
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<tr>
<td>J. WORKSITE (e.g., rearranging work area)</td>
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<tr>
<td>K. BUILDING (e.g., accessible bathroom, ramp)</td>
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<tr>
<td>L. TRANSPORTATION (e.g., public, private, or family)</td>
<td></td>
<td></td>
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<tr>
<td>M. COUNSELING (e.g., career, financial, or mental health)</td>
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<td></td>
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<tr>
<td>N. OTHER (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

30. What other factors would help another employer replicate this job for someone with a similar disability?

THANK YOU VERY MUCH FOR YOUR HELP
YOU CAN HELP US EXPAND
JOB OPPORTUNITIES IN BUSINESS
AND INDUSTRY FOR PERSONS WITH DISABILITIES

In Two Ways

1. Identify and submit information on a job held by a person with a disability by completing the Job Replication Form. See Appendix A page 195.

2. Identify employers of persons with disabilities by completing the form below.

FILL OUT AND MAIL YOUR JOB REPLICATION FORM AND EMPLOYER FORM TO:

Lloyd W. Tindall
Vocational Studies Center
University of Wisconsin-Madison
964 Educational Sciences Bldg.
1025 W. Johnson St.
Madison, WI 53706

or call (608) 263-3415 and give us the information by telephone

Employer Form

Help us by supplying names of employers of handicapped workers:

1. COMPANY NAME: 
   ADDRESS: 
   CITY, STATE, ZIP: 
   CONTACT PERSON: 
   TELEPHONE NUMBER: 
   TYPE OF JOB: 

2. COMPANY NAME: 
   ADDRESS: 
   CITY, STATE, ZIP: 
   CONTACT PERSON: 
   TELEPHONE NUMBER: 
   TYPE OF JOB: 

Your Name & Phone Number: 
___________________________ ( )

Your address, city, state, zip: ____________________________