

To: DWD-DVR

Re: Job Coaching Summary Report (Example)
Housekeeping at Alverno College
From 7/2/04 to 7/30/04

From: Job Coach

Job Objectives: (as of 6/30/04)

- Decrease supervision from 5.45 hours per work day to 3 hours by increasing her independence on her arrival, check-in, garbage collection, cart set-up, table wiping, putting up chairs, and managing her bus arrival/ "call for help" time (3:05pm).
- Continue supervision for dust mopping, wet mopping, social interactions on break; management of tasks during the last 1/2 hour of her work day, and for developing independence in managing her ending time.

Specific Job Skills: (7/2/04 - 7/30/04)

- Increased awareness of sections of the large space through repetition, and can visualize the sections without the tape on the floor, but now with just environmental cues (pillars).
- Able to follow the correct sequence of cleaning approach on tables and floors. Occasionally misses (does not see) dry spots when wet mopping.
- Improved patterning within each section for dust and wet mopping. Occasionally confused when she changes the method or direction.
- Improved techniques for table spraying, table wiping, dust mopping, wet mopping, and vacuuming.
- Through the integration of debris on the floor (crackers, dirty napkins), improvement shown in managing dirt with the dust mop, along with the decisions on when/where to make piles for later collection.
- Emerging skills in identifying debris, rather than just cleaning in a rote manner, without judgment.
- Continues to be inconsistent with noticing the debris.

Needs Improvement: (7/30/04)

- Quality of dust mopping, and wet mopping.
- Patterning of mopping within each section of the large room.
- Identification of debris and efficient management with the mops.

Social Skills: (7/2/04 - 7/30/04)

- Consistent initiation of social greetings and salutations to supervisors, co-workers, and others.
- Inconsistently responded to questions, directions, "stop", or her name being called. Occasionally ignored.
- Followed rehearsed verbal model with key word cues when reporting to the direct supervisor.
- Relies on written scripts for communication in unusual circumstances (needs to call for a key, bus is late, when the bus shows up after she's called for a ride, etc.). Repeated rehearsals are ineffective when it's time to communicate.

Needs Improvement: (7/30/04)

- Consistently respond to directions, corrections, questions, "stop", and her name being called.
- Increase independence with rehearsed interactions without verbal prompts 'or reminders.
- Increase social conversations with co-workers on break.

Independence: (7/2/04 - 7/30/04)

- Mastered the identification of the correct time to punch in/out.
- Identifies when to take her mid-work break in relation to the sequence of tasks. Her schedule will change once the students change the work demands (more garbage), and will require monitoring to alter her break time in relation to the change in task duration.
- Manages her 15-minute break with the utilization of a set timer. Occasionally forgets to start the timer and occasionally does not leave when the timer goes off. Has learned how to reset the timer when necessary.
- Increased her awareness of the end of the work day by routinely checking her watch. Frequently wants to stop working earlier than necessary, requiring prompts and encouragement to complete small tasks until the proper quitting time.
- Occasionally changes the structured sequence and procedures when not supervised.
- Increased restroom usage resulted in loss of daily work time. Occasionally required prompts to return to work after 15-minutes in restroom. Has utilized the restroom as many as 6times within her 4 hour work day.

Needs Improvement: (7/30/04)

- Identify when to take noon hour 15-minute break, and complete a task prior to leaving area.
- Consistently set the 15-minute timer, and leave immediately upon beeping.
- Identify tasks that could be competed before the end of her work day.
- Increase independence for completing tasks at the end of her shift and punching out.
- Consistently follow the established sequence and patterning of tasks while independent.
- Maintain speed while not supervised.
- Utilize the restroom before work, at break time, and after work to allow for more time to complete job.

Plan for 8/2/04 through 8/20/04:

- Continue supervision for the change in work demands at the start of the school year for time and work management, specifically:
 - Quality of cleaning with the increased dirt and debris.
 - Consistency of mopping patterning to cover the entire floor of room.
 - Time management with increased demands in the job duties.
 - Management of completing tasks within the last 1/2 hour of her work day.
 - Develop independence in time management for identifying the end of her work day.