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## An Integrated Work Skill Analysis Strategy for Workers with Significant Intellectual Disabilities<sup>1</sup>

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Brown and Kessler (2014) presented an eight step process that has been used to arrange for many individuals with significant intellectual disabilities to produce real work in integrated worksites.

Step # 1. Generate a Comprehensive Integrated Work Site Inventory

Step # 2. Generate a Comprehensive Work Task Inventory

Step # 3. Generate Integrated Work Sites

Step # 4. Conduct a Work Skill Analysis

Step # 5. Make a Personalized Worker to Work Site Match

Step # 6. Provide Authentic Assessment and Instruction

Step # 7. Maximize Natural Supervision

Step # 8. Arrange For Long Term Supports

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<sup>1</sup> “Students with significant intellectual disabilities” refers to the lowest intellectually functioning 1 - 2 % of a naturally distributed population. Most have been ascribed such labels as developmentally disabled, severely autistic, multiply handicapped and mentally retarded or their euphemisms. A version of this paper can be secured from the Inclusive Education website of Disability Rights New Jersey - [www.drnj.org](http://www.drnj.org) and the website of Lou Brown - [www.website.education.wisc.edu/lbrown](http://www.website.education.wisc.edu/lbrown)

The 2014 paper was focused upon Step # 3, an array of strategies that have been used to arrange for employers to allow potential workers with significant intellectual disabilities access to their integrated workplaces. The primary focus here is Step # 4, Conducting an Integrated Work Skill Analysis. However, it is impossible to address Step # 4 without carefully considering substantial amounts of information pertaining to Steps # 5 through # 8.

First, the work skill analysis process requires that the actual work skills/tasks performed by workers without disabilities in clearly defined integrated work spaces be determined. Many of these are readily available in published job descriptions. However, there are three types of tasks that must be completed frequently, even though they are not listed in extant job descriptions. They are extremely important because they allow the many opportunities the individuals of concern need in order to learn to complete them effectively and the practice opportunities needed to maintain them. Tasks that are available only occasionally do not afford such opportunities. Business owners or managers are often not cognizant of the negative effects these tasks have on the functioning of their workplaces. When informed, they are often quite appreciative that a worker with significant intellectual disabilities can be of assistance.

**Assigned High Frequency Tasks.** Consider the firm that employs 25 lawyers whose policy is that all confidential materials that must be shredded are taken by the lawyer responsible for them to a person employed by a shredding company in the garage at the end of each day. Kyler is an adult worker with significant autism and intellectual disabilities who does not read print. He was taught to collect confidential materials from the lawyers in their offices and deliver them to the employee of the shredding company. Thus, the lawyers were released to perform more complicated tasks and confidentially agreements were still honored. Consider the office receptionist who rearranges rooms after meetings, cleans the break room and stocks coffee makers at the end of workdays. Doing so was not in her job description.

**Unassigned High Frequency Tasks.** There are important tasks not depicted in job descriptions that are being completed, but not in accordance with the desired

frequencies. Consider the manager of a busy hotel who has all housekeeping personnel cleaning rooms. Unfortunately, this leaves little time for them to clean the business center, the pool area and the workout room. As they were not receiving sufficient attention, guests were complaining and sometimes the manager or the van driver had to clean them. The manager was happy to learn that a worker with significant intellectual disabilities could be, and actually was, taught to solve the problem. Consider the manager of a large supermarket who reported that his employees spent about forty hours per week returning items to their proper places because customers put them in their carts, decided not to buy them and deposited them wherever it was convenient. A worker with significant autism and a penchant to make sure everything was in its proper place was taught to collect and return the items.

A worker with significant intellectual disabilities functioned at the Hooper Construction Company. He was taught to collect confidential materials using a cart and picture cues, take them to a shredder and shred them; scan credit card receipts; and, print blue prints, roll them up and place rubber bands around them. One day the president of the company was heard complaining that he was tired of having to spend his time putting paper in copying machines. A work skill analyst determined that the office utilized eight copiers. The president was happy to learn that the worker with significant intellectual disabilities already in the workplace was taught to keep them supplied with paper effectively and cost efficiently.

**Assigned But Neglected Tasks.** There are tasks that must be completed, but are put off. They accumulate and sooner or later become problematic. When they can no longer be put off, workers are pulled from their typical routines and required to complete them. This, of course, creates problems in other parts of the business. A manufacturing company employed several salespersons. When they returned from sales trips they gave expense receipts to office personnel. Unfortunately, the office personnel did not find the time to scan the receipts into their computers. A two year backlog accumulated. A job coach learned of the problem and taught a worker with significant intellectual disabilities to scan the receipts acceptably and cost efficiently.

Second, all workers without disabilities perform arrays of tasks of varying complexities. An office assistant staples three pieces of paper together which is relatively simple. However, he also communicates important information to customers using telephones and computers which is much more difficult. The integrated work skill analyzer must rank the complexity or difficulty levels of the tasks completed by each worker without disabilities from high to low.

Third, the work task analyzer must generate a potential wage for a worker with significant intellectual disabilities. To do this the average hourly rate paid particular workers without disabilities must be considered. Then the difficulty ranges of all the work tasks they complete must be estimated. If a worker with significant intellectual disabilities can perform all the work tasks of a worker without disabilities in accordance with the minimally acceptable standards established by the employer, she/he should be paid the same hourly rate. We have rarely been confronted with such a reality. Indeed, when only the average hourly rate of pay is considered, the employment chances of a worker with significant intellectual disabilities are impeded if not denied. Why? Because when employers pay a worker without disabilities an hourly rate, they expect that worker to successfully complete an array of tasks of varying complexities. They realize they are paying more for some tasks than they are worth and less for others. Thus, the integrated work skill analyzer must communicate to the employer that she/he is responsible for a potential worker with significant intellectual disabilities who can be taught to successfully complete some of the relatively simple tasks completed by workers without disabilities. If can he/he can be taught to do so, she/he can be hired for less money per hour than the employer is paying workers without disabilities. This allows workers without disabilities to be released from performing relatively simple tasks in order to complete more of those more complex and therefore more valuable. Workers without disabilities at the Wisconsin State Crime Laboratory spent time on a daily basis completing an array of tasks of varying difficulties. Andrea, a worker with significant intellectual disabilities, was taught to complete some of them. Specifically, she was taught to crop and label crime scene photos, collect materials from several clerical workers and shred them, deliver and collect incoming and outgoing mail using picture cues and assemble sterile eye protectors. The workers without disabilities now spend much more time completing important tasks that are out of the difficulty range of Andrea.

Fourth, at this point in the work skill analysis process information about the work tasks being completed by specific workers without disabilities, the average amount of money per hour they are paid and the relative complexity of each task they complete has been gathered. The work skill analyzer must now determine if a worker with significant intellectual disabilities is available who is physically, intellectually, socially and otherwise able to learn the skills necessary to complete some of the tasks completed by workers without disabilities.

Fifth, if a potential worker with significant intellectual disabilities is judged to be a good match with the required work tasks and the associated environment, a proposal that will be made to the employer should be formulated. If a written proposal is necessary, it should include, but should not be limited to, a listing of proposed tasks, the hours and days the worker will be at the worksite, the wages expected, liability coverage and the training and supervision that will be provided. Parts of a customized proposal presented to the manager of the Staybridge Suites Hotel in Middleton, Wisconsin is presented below.

The Middleton High School Special Education Program would like to propose working in partnership with the Staybridge Hotel to provide training and perhaps part time employment for two of our students with disabilities. They would be at the motel Monday to Friday mornings from 9 - 12 and complete a variety of cleaning tasks in public areas. The following is a list of those tasks.

Clean the main entrance area. Take out trash, dust, clean entry doors, sweep and mop the floor.

Clean the main restrooms. Restock supplies. Sweep and mop the floor.

Sweep and mop the elevator and the secondary entrance area. Clean the door.

Clean the main dining room. Wipe down tables, pictures, bookshelves and doors.

Vacuum the dining room area. Sweep and mop the kitchen area.

Tidy the computer and game rooms. Remove all trash. Dust and vacuum.

Clean the office. Take out trash. Vacuum if necessary.

Clean the gym and Laundromat. Dust all equipment, door frames, clocks, mirrors, and fans.

Clean restrooms in the pool area. Restock supplies as needed. Sweep and mop the pool restroom.

Clean the pool area. Remove trash. Wipe down tables and chairs. Replace towels. Clean the drinking fountain.

Clean restrooms near meeting rooms. Restock supplies as needed. Sweep and mop floors.

Clean 3 additional entrance areas. Take out trash, clean doors, sweep and mop floors.

Clean main stairs and vacuum the first floor.

Clean meeting rooms if necessary.

Additional tasks will be performed as needed.

Who will provide the training and supervision? Students will always be accompanied by staff members of Middleton High School. At the point of exiting from the school system, an adult service agency will step in and provide a job coach who will remain on site and provide the necessary supports. We guarantee that all work completed will meet your quality standards.

Should you have liability concerns? No. The School District assumes all liability for both students and staff through the district's insurance policy.

How are the students paid? The Wisconsin Division of Vocational Rehabilitation will pay for wages during the training periods. After the initial training is completed, generally twelve weeks, you could hire the students if you so choose. They generally earn \$7.25 per hour.

Are there benefits to you? Yes. You benefit by having reliable and consistent workers, by having training provided by school personnel, by spreading a positive and constructive image of your business in the community and by cultivating diversity in your workplace. Over the years, many employers have reported that coworkers without disabilities experience greater satisfaction in their workplaces as a direct result of having individuals with disabilities present.

What are the benefits for the students? Earning a wage through real work; improved self esteem; increased opportunities to develop social relationships; and, days full of meaningful, productive activities are just a few of the benefits they will realize from working in a real work setting.

### Dimensions of Integrated Work Sites.

Two major reasons for failure in an integrated worksite are a bad match between the characteristics of the worker and the requirements of the worksite and inadequate or inappropriate long term extra supports. Comprehensive and valid understandings of important characteristics a worker with significant intellectual disabilities and of the integrated work setting are critical because they can minimize these two major reasons for failure. The operative rule is that the more valid information that is known and honored about the worker and the work setting, the higher is the probability of a successful match. Conversely, the less valid information that is known and honored about the worker and the work setting, the lower

is the probability of a successful match. Some of the many dimensions that must be given serious attention before a worker with significant intellectual disabilities enters a worksite are addressed below. A dimension, in this context, refers to a characteristic that can vary. The height of trees, the weight of individuals across two years and the cost of gasoline are examples. Every integrated worksite has dimensions and variations thereof that are critically related to worker and business success. It is wasteful and often harmful to arrange for a worker to function in a particular setting and then to realize that critical dimensions were not carefully considered or honored. After a failure or other unpleasant happening, it is often relatively easy to determine what should have been considered important. However, after it is too late because valuable resources will have been wasted, the worker will be ejected and the work site will likely be burned. That is, other workers with disabilities will not be allowed therein.

Many of the problems countered when a worker with significant intellectual disabilities enters an integrated work site often are extremely challenging. A failure rate is inevitable. The purpose here is to maximize the success of and to make the experiences as comfortable and productive as possible for the employer and coworkers without disabilities. Some, but certainly not all of the dimensions of an integrated worksite that must be addressed constructively are presented below. These must be supplemented with others as individually relevant. In addition, the point on each dimension that is minimally acceptable to an employer must also be determined.

Safety. Before a worker with disabilities enters an integrated work setting, it must be judged reasonably safe both for her/him and others in the environment by responsible and informed persons. Jesi is twenty two years old, is legally blind, weighs forty two pounds, has bones that are extremely brittle, has never eaten solid food, has extremely limited ranges of motion and needs at least twenty minutes rest after one hour of concentrated work in a clean and quiet place. A safe work setting for her includes a quiet rest area, relatively few people in the setting that can bump into her or expose her to communicable diseases and individuals who can provide complicated assistance if and when needed. Peyton is 6' 3" tall, weighs two hundred and forty pounds and functions with the labels "Severe Autism" and " Severe Cognitive Disabilities." Occasionally and unpredictably he makes loud noises, throws items, physically

aggresses toward others and elopes. A safe environment for him and coworkers includes one that has few objects he can throw, several coworkers who can protect themselves, relatively loud and constant noise levels, a safe space to which he can retreat when needed and a convenient emergency exit for use when he becomes extremely agitated.

Transportation. In order for a particular worksite to be judged appropriate the worker must be able travel to and from it in timely, safe, cost efficient and otherwise acceptable ways. Relevant discussions of transportation options are presented in Brown, Shiraga & Kessler, 2006 and Brown, Toson, & Burrello, 2014).

Liability Insurance. It is unacceptable for a worker with significant intellectual, and in many cases physical and behavioral, disabilities to function in an integrated worksite without liability insurance. Students who function in integrated worksite as parts of school programs are typically covered by district insurance policies. In some instances, as soon as adult workers with disabilities enter workplaces, the insurance coverage available to other workers will be applied. In most instances, as soon as workers with disabilities receive pay, the insurance coverage available to coworkers will be activated. If workers with disabilities start training in integrated workplaces with pay, insurance coverage may be arranged by the State Division for Vocational Rehabilitation. Thus, liability is usually not a cause of concern.

Artificial and Natural Supervision. Before a worker functions in an integrated work setting, it must be determined if individually appropriate, unobtrusive and cost efficient combinations of artificial and natural supervision can be engendered. In most instances, some supervision can be provided safely and cost efficiently by those who are not paid to do so without interfering with their productivity or the enjoyment of their work experiences (Natural Supervision).

During initial training periods, a paid person must accompany the worker to the work site and provide the kinds and amounts supervision necessary for successful functioning (Artificial Supervision). This includes providing direct instruction, creating or utilizing individualized adaptations, modifications and accommodations, providing assistance during break and lunch periods and providing personal care assistance. Indeed, if a worker is truly significantly



intellectually disabled, the reality is that while artificial supervision can be faded or otherwise modified over time, she/he will need some kinds and amounts indefinitely.

The health status, behavioral outbursts, elopement histories and other phenomena associated with some individuals require low ratio artificial supervision. Because of the associated costs, this is quite problematic to schools and adult service agencies. Thus, if an individual requires low ratio artificial supervision, in too many instances he/she is denied access to integrated worksites, segregated in sheltered workshops or sits at home while on waiting lists for post school services. In an attempt to allow individuals with significant intellectual disabilities in need of substantial and sustained kinds and amounts of artificial supervision access to integrated worksites as cost efficiently as possible, three of many possible options are offered. First, a worker who needs close to continuous artificial supervision can be paired with another worker with fewer and less complicated disabilities and complimentary abilities. This allows a two to one rather than the more expensive one to one supervisory ratio. Kathy and Jesi, two workers with continuous artificial supervision needs are paired at an Aging and Disability Resource Center. They complete a variety of continuously available clerical tasks such as assembling packets, three hole punching forms, folding brochures and shredding confidential materials. A job coach remains on site and near them the entire time they are working. Kathy is able to work for short periods of time without a job coach in her immediate work area. Due to health and safety concerns, Jesi needs to be in the sight of the job coach at all times. In addition, Jesi needs time during her shift for personal cares that require transfers from her wheelchair to a portable changing table. During the time that the job coach is assisting Jesi with her personal care needs, Kathy works on tasks that do not require his presence. Pairing Jesi who has more and more complex support needs with Kathy allows for supervision that is manageable. Second, three or four workers with varying supervisory needs can be taught to function in three or four different places in a large business setting. Then a teacher or a job coach can be based with the worker who needs the most extra support and yet be only a few minutes away from the others. Four workers with significant intellectual disabilities, one of whom needs close to continuous artificial supervision, function in four departments in the City - County Services Building in Madison, Wisconsin: the offices of the district attorney, the city

assessor, the city clerk and the police department. They are dispersed within the building, but are close enough in time and space to allow safe and effective supervision by one job coach. Third, several workers with varying supervisory needs can be placed in several different businesses that are in close proximity. This allows the necessary frequent visits as well the ability to get to particular workers quickly when needs arise. For example, one job coach supervised five workers with significant intellectual disabilities, one of whom needs substantial and sustained extra support, in five businesses in a small area: a bank, a restaurant, a pet store, a municipal office and a book store.

Personal Care. Some workers with significant intellectual disabilities can take care of their personal care needs appropriately and efficiently by themselves. Many cannot and will need different kinds and amounts of personal assistance. Before a worker functions in a worksite it must be determined if her/his personal care needs can be met acceptably therein. These may include, but are not limited to, the need for accessible, and in some instances private, toileting facilities. State Divisions for Vocational Rehabilitation have been extremely helpful in the process of generating equipment and other extremely important adaptations. Audrey could not transfer, or could not be transferred, from her wheelchair to a toilet at the work place. The Wisconsin Division for Vocational Rehabilitation provided the funds necessary to purchase a portable changing table.

Movements Across Work Periods. The movements required in an integrated worksite must be analyzed so as to determine if they are compatible with the propensities, stamina, rest requirements, physical abilities, social preferences and other characteristics of a worker. In some settings workers with significant intellectual disabilities are required, prefer to or otherwise must function primarily in a sedentary manner while working. In other settings workers are required to stand and move throughout their work times. In still others workers are allowed, required to or must function in sedentary ways in one place, must stand in another and must move to and from others. Jake works at the Charter Communications Company every morning for three hours. He spends part of his time working in the Human Resources and Marketing Departments where he completes sedentary tasks such as assembling drug testing

kits and packaging promotional items. He spends the remaining hours working in the warehouse where he cleans used cable TV boxes. Working in two different areas of the business has broadened his social connections and has resulted in improved weight status and stamina.

Range of Work Tasks. In some, but relatively few, instances a worker with significant intellectual disabilities will choose or will only be able to complete one task in a three to four hour work period. If this is necessary and appropriate, so be it. However, most must or prefer to engage in at least two different tasks in a two to four hour work period. This is particularly important if the worker has physical difficulties that require different ranges of motion and body positions in order to prevent pain or loss of function. Thus, the preferred circumstances are to delineate a variety of consistently available tasks that must be completed in three to four hour periods across work days. The range of tasks available in a worksite must be analyzed so as to determine if it is compatible with the propensities, stamina, rest requirements, physical abilities, social preferences or other characteristics of a worker.

Work Days and Hours. Some employers require all workers to be present during specific days and for set numbers of hours. Some workers with significant intellectual disabilities function quite well under such conditions and others do not. Other employers are more flexible in regard to work days and times. The work days and hours required by a worksite must be analyzed so as to determine if the amounts of time the worker with significant intellectual disabilities is able to function effectively therein are acceptable to the employer.

Breaks and Lunch. A fulltime worker without disabilities is typically allowed two fifteen minute work breaks and thirty minutes per day for lunch. These two and one half hours per week are often quite problematic for workers with significant intellectual, and in many instances physical and behavioral, disabilities. Indeed, some function quite well while working but present substantial difficulties during break and lunch periods. Some need breaks after every hour of work. Some need short breaks at particular points and longer breaks at others. Individualized determinations are critical. Some of the factors that must be considered before worker enters a work place are: how long and how frequent will be breaks and lunch; how will the worker get to

and from the break and lunch settings, who will be present during break and lunch times; what will the worker do therein; how will she/he effect the quality of the work and lunch breaks of others; how will the worker know it is time to go to and from breaks and lunch and what extra supports will be necessary.

Social Interactions. The social climate of any work setting is extremely important. In some instances it is clear that a worker can be taught to perform work tasks successfully. However, it is also clear that the social climate of the setting will interfere with long term success. All workers need to be free from harm, must function in the presence of the best possible social and work models and need the periodic assistance of coworkers. It is extremely important that work environments are reasonably compatible with the social relationship characteristics and needs of workers with significant intellectual disabilities and that those characteristics and needs will not negatively affect the achievement and enjoyment of coworkers without disabilities.

Environmental Status. Workers with significant intellectual disabilities have individualized affinities for and difficulties with particular characteristics of work environments. What may be distracting, painful or preferred by one may be interesting or irrelevant to another. Some, but certainly not all, of the factors known to have positive and negative effects on the functioning of individual workers are the kinds and intensities of lighting and noises, the movements of others and equipment, the spaces between the worker and others, the reading, math and other “academic “skills required, the typical response rates of the worker and those required by work activities, the quality standards of the employer and the stamina, endurance, mobility and other physical demands of the setting. As increasing numbers of individuals with significant intellectual disabilities are being given opportunities to learn to function effectively in the real world of work, this list will expand. If an individual has a history of preferences for or difficulties with particular characteristics, they must be determined and carefully considered in the process of selecting an integrated work setting.

Nic has just exited school and has significant autism. During his school career it was clearly established that he has relatively low thresholds for tolerating more than two or three people

close to him, peripheral movements and loud or sudden noises. He sometimes becomes agitated and aggresses toward others and he elopes. With these characteristics, school was particularly problematic for him, family members and those who interacted with him. At his post school integrated worksite he successfully completes a range of tasks: breaking down and stacking cardboard boxes and attaching address labels to a specified place on boxes of merchandise that will be mailed are examples. He will not and does not have to engage in the same task for extended periods of time. Only one or two coworkers function in his immediate work space. The company policy is that anyone who enters or leaves the work setting must pass through a locked screen door and be inspected by a security guard. At work he is much less problematic than he was at school, probably because of a better match between his characteristics and those of the setting. Stated another way, sometimes a school has characteristics that are incompatible with those of students with disabilities because the accommodations that can be made therein are limited. When the same individuals are given access to a wide range of integrated nonschool work settings, matches that minimize or neutralize disabilities can be made. Aiden loves to meet and be around many people for brief periods of time. If he is asked to spend a lot of time with one or two people, he becomes uncomfortable and engages in problematic behaviors. If he interacts briefly with many people, he is quite comfortable. He works at a pizza and pasta restaurant where he busses tables, maintains condiment containers, sweeps floors, cleans windows, delitters the parking lot and has frequent yet brief interactions with many customers. The restaurant setting is a good match for him.

Horizontal and Vertical Enhancement Opportunities. Some workers with significant intellectual disabilities exit school and successfully complete essentially the same work tasks in the same setting for extended periods of time (Brown, Shiraga & Kessler, 2006). If this is preferred by the worker and the employer, necessary, appropriate and sufficient, so be it. Clark works at a pizza restaurant. His routine has changed only slightly over the past thirty five years. For many workers, remaining in the same position and completing the same tasks for that period of time would not be preferred or otherwise appropriate. However, remaining at the same business has been extremely positive for him. The predictable routine has been stress reducing. His

longevity at the business has resulted in meaningful social connections. He is proud that his employer acknowledges his long term status with milestone anniversary parties that celebrate his service and dedication which are attended by coworkers, friends and family members.

Other workers expand their work activities horizontally across years. That is, they learn to successfully complete additional tasks in the same difficulty range as time passes (Horizontal Enhancement). Virginia works at the Hausmann/Johnson Insurance Company. Initially she was taught to fill copiers with paper, stock coffee stations, mail invoices and tidy conference rooms. Over time, her coworkers identified additional tasks of a similar level of difficulty. These included scanning insurance policies, assembling binders for agents, preparing policy jacket covers and collecting confidential materials for shredding. Increasing her repertoire of tasks in her difficulty range created more variety and increased her value to the employer.

Still other workers learn to complete additional tasks that are more complex (Vertical Enhancement). Aaron works at a business that prepares meals for senior centers. Initially his job tasks were limited to breaking down cardboard boxes, collecting and recycling trash and using the trash compacter. The job coach identified an array of more complex tasks and approached the employer to determine if he would be willing to allow John to try to learn some of them. The new tasks included weighing and portioning food, bagging individual slices of bread with butter and packaging and sealing individual desserts. His employer increased his hours. With additional training and a few simple adaptations he was able to complete these more complex tasks effectively. Thus, other workers were released to focus on more complex food preparation, cooking and baking tasks. Due to their higher value, his employer increased his hours. One of the many advantages of integrated work settings is they offer opportunities to learn many new as well as more complicated skills across time. These enhancement opportunities are rare in segregated settings.

### Summary an Conclusions

For many years it has been clearly demonstrated that individuals with significant intellectual disabilities can be taught to perform real work in the real world for extended periods of time (Brown, Shiraga & Kessler, 2006; Brown, Rogan, et. al. 1987; Vandeventer, et. al., 1981). The

problem has always been one of scale. That is, while a relatively few function in integrated work places, the vast majority is denied such access. Not because of their intellectual or related disabilities, but because of the instruction and extra supports they need are not provided. We are now in a new era. Specifically, each year increasing numbers of students with significant intellectual disabilities are receiving their educations in the same schools, classrooms and classes in which they would function if they did not have disabilities. In addition, increasing numbers are being taught to produce real work integrated work places as components of their school experiences (Brown, 2012; Brown, Nisbet, et al. 1984; Certo et al. 2009; Musgrove, 2012; Wehman et al. 2013). The parents and others involved in the lives of such students will not tolerate them being confined to segregated workshops or being left in homes during post school years. There is mounting pressure to require educators to provide authentic vocational and related instruction to increasing numbers of individuals while in school so they can function in real work settings at school exit. Thousands of individuals with significant intellectual disabilities and their significant others want to get out of segregated workshops (Perez, 2012; Perez, 2013). It is intended that the information presented here can be used help approximate scale. That is, to substantially increase the number and percentage of individuals with significant intellectual disabilities who function effectively in the real world of work.

One way to summarize the information presented is to afford a checklist that addresses the dimensions delineated before a worker is introduced to a workplace. Of course, additional dimensions of individual relevance must always be added.

Is the integrated work site is reasonably safe for the worker with disabilities as well as for others who function therein?

Can the worker travel to and from the worksite in acceptable ways?

Will the welfare of the worker be protected by reasonable kinds and amounts of liability insurance?

Can reasonable kinds and amounts of natural supervision can be arranged without interfering with the productivity or enjoyment of coworkers without disabilities and can artificial supervision be minimized?

Can the personal care and related needs of the worker be met in reasonable, safe and cost efficient ways?

Can the movement requirements of the work place and of the worker be met in reasonable, safe and cost efficient ways?

Does the workplace allow the worker to complete an acceptable number of tasks in two to four hour periods?

Are conditions that will be operative during work and lunch breaks compatible with the abilities and needs of the worker?

Is the social climate of the work setting compatible with the abilities and needs of the worker?

Are the environmental stimuli operative in the work setting compatible with the characteristics and needs of the worker?

Are the work days and hours required by the employer compatible with the abilities, preferences and other characteristics of the worker?

Are the horizontal and vertical enhancement opportunities available in the work site compatible with the abilities, preferences and other characteristics of the worker?

If No is the answer to any of the questions associated with any dimension, three courses of action are recommended. First, it must be determined if it is feasible for the work setting to be made acceptable. If it can, make it so. Second, if the setting must be rejected for the worker of concern, an alternative must be generated. Of course, as access has been established and important information has been gathered, it may be deemed acceptable for another worker. Third, if some dimensions cannot be deemed acceptable, the setting must be rejected. Safety



and liability insurance are examples. However, difficulties in relation to others may be tolerated, at least temporarily, until a more acceptable alternative can be arranged. Horizontal and Vertical Enhancement Opportunities are examples. Finally, in the Brown & Kessler, 2014 paper strategies that have been used to arrange for businesses to open their doors to individuals with significant intellectual disabilities were presented. In this paper factors that must be considered before a worker enters a workplace were delineated. That is, the employer agreed to give us an opportunity, we carefully considered the environment and decided that it would be appropriate for a particular worker. Now we must arrange for the worker to get to the integrated worksite and teach her/him to produce real work in accordance with the minimally acceptable standards of the employer without interfering with the achievement and enjoyment of coworkers without disabilities. How to do so will be the focus of a subsequent paper.

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