

Chelsea Keenan  
October 18, 2017  
SPED 763  
TH 7-9:30pm

## **Job Analysis**

Student Name: Danny (the student's name has been changed to protect his privacy)

Early work Sampling

### **1.) Basic Information**

Work site: George Washington High School, Coffee Cart

Job types: Speaker, cashier and barista

Dates of Experience: August-present

Total Daily work time: 30-40 mins

Number of days per week: 4

Reinforcement used and its effectiveness: Praise- effective and social interaction-effective

### **2.) Student Preference Information**

The student liked working at the site.

I think the student would be likely to choose employment at this site.

Family is neutral in terms of acceptance of this work site.

### **3.) Job Tasks Experienced**

The tasks the student seemed to like:

-Pouring coffee and tea

-Adding milk or sugar

-Stirring the beverage

-Talking with customers

-Talking with co-worker/other students/aides

### **4.) Community Mobility Training**

We did not leave the school. We did use the elevator. The student was fine using the elevator.

### **5.) Work Position/General Mobility**

Work position was mostly standing and walking.

Work position did not seem to effect performance.

The student moved around the work site excellently.

### **6.) Physical Demands/Gross and Fine Motor**

The student handled the gross motor and stamina demands of the work excellently.

The student handled the fine motor skills of the job well/with occasional problems.

-He had some difficulty pouring the coffee one handed.

-He was prompted to use two hands and another student helped him hold the coffee pot and pour the coffee.

-Had no problem picking up stir sticks, tea bags and sugar packets or pouring the milk.

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**7.) Functional Academics**

The functional academics involved in the work site were:

- math skills; making change for customers.
- reading skills; to distinguish the varying types of teas

I did not observe the student in the cashier role, he was in the barista role. Therefore, I did not observe him using math skills. I did not observe the student using reading skills when choosing the ordered tea bag-though perhaps the student knows the types of tea based on their packaging.

**8.) Length of work tasks and Variability of Daily Routines**

It took less than three minutes to complete the task of preparing a cup of coffee or tea.

There was variability in the work routine and the student handled this just fine.

**9.) Work Production Rate**

Task	Production rate
Preparing a cup for coffee or tea	2/10

The student did not have trouble working continuously.

Implications for future training: build confidence and speed in fine motor skills and hand-eye coordination training for pouring coffee/tea.

**10.) Work Skills Acquisition**

Work Task	Highest Performance	Average Performance	Range
Preparing a cup of coffee	100%	70%	30%

**11.) Social Performance and Communication**

Areas of Strength

- Positive attitude
- Understandable speech
- Wants to do job well

Priority areas in need of improving

- Eye contact with customers
- Asking for help when needed
- Making small talk with others

**12.) Independence**

The student did not work without the immediate presence of a job coach.

Implications for future trainings: give the student more space to work more independently and to practice requesting help when needed.

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**13.) Supervisory Contact**

The student was eager to do the job well. He responded to directions from the supervisor and accomplished the tasks asked of him.

**14.) Comfort Factors**

The site did not appear to have any problems in terms of a sensory factor that bothered the student.

**15.) Equipment/Tool use**

There was a cart that another student pushed. I did not see Danny push the cart. Danny did use an electric kettle to heat water in the kitchen before heading out to sell coffee. He has used this before and did not need instruction.

**16.) Overall Summary/Additional Comments**

Danny enjoys working at the coffee cart. He has many friends who purchase coffee from him and are happy to see him. He smiles and talks with them. He does not always make eye contact with them. This makes Danny appear shy, when he is not. Danny does not accomplish the task of fixing a cup of coffee with milk and sugar as quickly as an employee without disabilities doing the same task. At the same time, he does not need to do this task quickly in his current position working at the high school's coffee cart. There is no urgency and customers are perfectly happy to wait until he is finished. Next steps for Danny in this position are to work on social skills to make his interactions with customers and co-workers more natural. These skills include practicing small talk, making eye contact and asking for help.