

### **Sample Trial Work Experience Reports**

Attached are two examples of Trial Work Experience reports. Each of the examples includes some basic background information about the participant (in italics, under the fictitious participant's name) that has led to the need for TWE services. This information will not normally appear in the Trial Work Experience Report. When reading the sample reports it becomes apparent that one of the participants has been more successful during the evaluation than the other.

When writing Trial Work Experience Reports, try to present observable, factual information. If general statements about ability or capability are made, back them up with specific information to support the general observation. Be sure to document the various tactics that were used to support the individual, such as laminated visual aids, timers, adjusting time schedules, in addition to any progress or the lack of progress.

# Trial Work Experience Report (Sample 1)

**Instructions – Complete this form and contact VRC to schedule a meeting after the TWE is finished.**

<b>Participant Name:</b>	Sally M	<b>Participant ID:</b>	123456
<b>VRC Name:</b>	Roberta Milliken	<b>VR Office:</b>	South Bend
<b>ES Provider:</b>	XYZ Provider	<b>Evaluator:</b>	Alice

*(This background info has been added to make the sample more effective – Background Info: This participant was referred for TWE services because 18 months ago her VR case was closed unsuccessfully because the participant was unable to achieve CIE previously after receiving employment services for 2 years. Previous attempts at employment demonstrated that Sally tends to loudly cry and be very disruptive, especially if she doesn't get her way, or upon being corrected. She also has a history of leaving her house and wandering away during group outings if not directly supervised, posing safety concerns that she will leave work. She talks a lot, causing her to have difficulty focusing on any tasks or chores at home or at her day programming, in addition to interfering with others doing their work. Sally's mother contends that Sally needs to get a job, that her behaviors have improved since her VR case was closed and that she likes to help clean up after dinner.)*

<b>TWE Site Name and Address:</b>	American Pancake House, 100 Somewhere Lane, Anytown, IN 46545		
<b>Specific Dates and Times on the site:</b>	July 8,9, 10, 14, 15, 16, 21, 22, 23 from 9:00 to 11:00 each day. She was having difficulties, so on July 15 we tried 12:00 to 2:00.		
<b>Job Duties Performed during the experience:</b>	Bussing tables and wiping off the table, and rolling silverware in paper napkins		
<b>Evaluation Methods Used (check all that apply):</b>	<input checked="" type="checkbox"/> Job Coaching <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Modeling of tasks	<input type="checkbox"/> Use of AT Equipment <input type="checkbox"/> Other Accommodations <input checked="" type="checkbox"/> Other/Comments: made flash cards	
<b>Billable Hours:</b> <small>Click or tap here to enter text.</small>	<b>Hours Used:</b> 35 hours: 5 hours to develop site, 30 hours for the TWE.		

**Evaluation** (check the boxes that best describe the experience)

<p><b>Attendance – The participant:</b></p> <input type="checkbox"/> Consistently arrives at work each day <input checked="" type="checkbox"/> Missed 1 day of work <input type="checkbox"/> Is absent from work frequently <input type="checkbox"/> Does not show up for work at all Comments: She missed one day of work (7/10) because she was sick. Mom called to report that she was feeling ill and could not report to work.
<p><b>Timeliness – The participant:</b></p> <input type="checkbox"/> Arrives to the site on time ready to work <input checked="" type="checkbox"/> Is occasionally late (no more than five minutes) <input type="checkbox"/> Is more than five minutes late each time Comments: She was 15 minutes late each day in the first week. ES discussed possibility of changing to a lunch shift but Sally and her mother wanted to stick with morning hours. Second two weeks she was late by 5 minutes on 2 occasions.
<p><b>Grooming &amp; Hygiene – The participant:</b></p> <input type="checkbox"/> Always has good grooming & hygiene <input checked="" type="checkbox"/> Mostly has good grooming & hygiene <input type="checkbox"/> Lacking good grooming & hygiene Comments: for the most part grooming and hygiene was acceptable. She did need to be reminded to wear deodorant on workdays. After being reminded (and telling her mother) she did better.
<p><b>Social Skills – On the jobsite, the participant:</b></p> <input type="checkbox"/> Built positive relationships with others <input checked="" type="checkbox"/> Was able to work with others with prompts <input type="checkbox"/> Was unable to work with others Comments: At first Sally was shy and would not speak to other employees or the Employment Specialist. On the second day she cried when she was corrected when trying to do her job. This was a concern that was mentioned in the referral. By the

third week she was talking a lot to employees and customers, however she was able to be redirected and responded well when reminded that it was not appropriate to stop her work to talk to customers. She needs coaching to keep her social interaction at a level that doesn't interfere with her job tasks.

**Communication – The participant:**

- Communicates appropriately
- Communicates with assistance or prompts
- Cannot or will not communicate with others
- Talks too much or about inappropriate/unrelated

Comments: In the beginning of the TWE she was reluctant to interact or make eye contact. She cried and became disruptive a few times upon receiving correction from the employer. However, as she became more comfortable was less inclined to cry when she was receiving coaching. At first, she was reluctant to ask questions, but as the TWE progressed she asked for help. Toward the end of the third week, she began talking with some customers and had to be encouraged to stay on task and not talk too much while customers were eating.

**Comprehension – The participant:**

- Learns and performs job tasks independently
- Learns & performs job tasks with coaching
- Learn job tasks but requires prompting to complete.
- Struggles to learn/perform tasks even with support/prompts

Comments: The participant was tasked with clearing the dirty dishes off the table, putting them into a bin on a cart, and then spraying and wiping off the table. Then she was to go on to the next table that had been vacated by customers. She was also shown how to wrap silverware in a paper napkin. In the first week of the TWE, she was putting dirty dishes in the bin, but was careless and just dropped them in. She broke a few glasses, and this upset her. With some coaching she began placing the dishes and stacking them in the bin more carefully, allowing her to get more dirty dishes to fit in the bin, and prevent breaking dishes. During the first week she was unable to do a good job wiping off the table and booth seats and got frustrated and upset when she was coached to do a better job. She continued to have difficulty during the second week but did not cry when receiving job coaching. We decided to try using a timer on her watch. If she set the timer for 30 seconds and wiped the table to benches for 30 seconds, then the tables and benches were mostly clean enough. She was able to learn how to wrap the silverware, using a laminated visual card with the folds shown in step-by-step fashion. Although she is fairly slow in this job task she continued to improve up until the last day. One thing that she continues to have difficulty with is figuring out what to do after she gets one table cleaned. She needs prompting to start working on the next table.

**Concentration – The participant:**

- Is consistently able to concentrate on tasks
- Occasional difficulty concentrating on tasks
- Frequent/Persistent difficulty concentrating on tasks
- Completely unable to concentrate on tasks

Comments: Sally does have difficulty initiating work at the next table, however with some prompting she will move on to the next table and begin working. During the first week, she had difficulty staying on task and would sit down at the table or wander off in the restaurant instead of working steadily to finish. But as the weeks went on, her capacity to work steadily increased, although sometimes she does have to be prompted to move on to the next table. During the third week she was easily prompted to move on to the next table.

**Dexterity – The participant:**

- Used job tools effectively and independently
- Used job tools after receiving job coaching.
- Used job tools but assistance was needed
- Was unable to use tools with assistance

Comments: Initially she was able to use the cart to put the dirty dishes in the bin, however she had to be supervised and reminded to set things down, rather than throwing or dropping them in the bin. By the third week she was able to set the dishes in bin gently enough. In the beginning she was able to wrap the silverware and put the band around them, but her pace was very slow, taking up to 3-5 minutes to roll and band one set of silverware. However she was provided with a laminated sheet with step-by-step instructions, and her tempo picked up as the week progressed. By the end of the third week she was able to wrap 20 sets in 40 minutes, which was acceptable.

**Willingness to Learn – The participant was:**

- Willing to learn new skills
- Reluctant to learn new skills but did in time
- Was unable to or refused to learn new skills

Comments: She was reluctant to try new things, but with some prompts she did learn how to how to clear the table, wipe it off and also roll silverware. She required a lot of encouragement in the first week.

**Confidence – The participant appeared:**

- Confident and self-assured most of the time
- Confident with coaching/encouragement
- Lacks confidence or self-assurance

Comments: Sally was not at all confident when she began the trial work experience and was shy and even tearful in the first week. However, by the third week, her need for constant encouragement decreased. She could be encouraged more quickly. By the third week, she would ask a question about what to do next, rather than sitting down at the table waiting for someone to ask her what she needed.

**Task Completion – The participant:**

- Meets minimal employer performance expectations
- Difficulty meeting minimal employer performance expectations
- Unable to meet minimal employer performance expectations even with job coaching and support

Comments: In the first week, Sally was unable to clear off more than one table at a time. She was unable to start a task without prompting and she was unable to continue working for more than 10 minutes at a time. But by the end of the third week 3 out of 5 times, she would find the next table to clear off. If she was encouraged, she would respond positively during the third week. In addition, by the end of the third week she could wrap 18 to 20 sets of silverware in about 40 minutes.

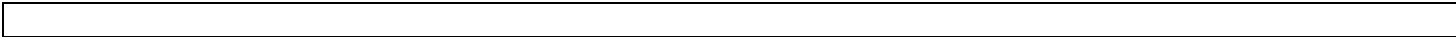
**Behavior – The participant behaves in a manner:**

- That is conducive to performing the job task
- That is occasionally disruptive to performance
- That requires constant mentoring support
- Other

Comments: In the beginning she was somewhat disruptive. In the first week she cried two times after receiving job coaching to correct her placement of dishes in the bin. When she broke a glass in the bin, during week 1, she got very upset, and it took 30 minutes to get her back on track to work. One time she went into the bathroom during week 1 and locked the door and would not come out for 20 minutes. During week 2, she accidentally dropped a plate on the floor, and she got upset, but was easier to console than during week 1, and she was able to get back to work after the job coach explained that every once in a while, this happens, and she should continue to try to be careful. She doesn't like to make mistakes, and she can get very upset if she makes a mistake. The job coach and employer were able to navigate this better by the third week, by reassuring her that people make mistakes, talking with her quietly about the problem and providing strategies to be careful, and sometimes switching to another activity, or taking a quick break. By the end of week three she was responding well to job coaching and support from the employer. During the TWE the participant was carefully reminded that she should not leave the workplace, and there were no instances of her wandering away from the worksite. Occasionally the job coach reminded her that it was important that she stay in the restaurant while she was working, until her mom came to pick her up.

**Summary of Evaluation: (If this is the second Trial Work Experience, indicate if you have concluded that due to the severity of the disability, you would be unable to meet the needs of the participant to pursue competitive integrated employment. Please provide details).**

We arranged for the participant to do her Trial Work Experience at American Pancake House. It was reported that she likes to help her mom in the kitchen, cleaning up after meals – clearing the table, wiping off the table and she really likes breakfast. The participant and family go to American Pancake House about once a month, and therefore the owners of the restaurant were familiar with the family. Sally had significant difficulty during the first week of the Trial Work Experience, as described above. She cried upon being corrected and coached, locked herself in the bathroom, and got very upset after breaking a cup. However, by the third week, she responded well to job coaching, could work for 15 minutes without being told what to do, was able to thoroughly wipe a table clean after clearing all the dishes. She was able to roll 18 to 20 sets of silverware in about 40 minutes by the end of the week, which the employer said would be acceptable as an activity to do if other work was slower. When Sally was asked if she liked the work she was doing, she responded that it was ok. She responded that her favorite part was getting to stay for “brunch” on the first day of the last week.



## Trial Work Experience Report (Sample 2)

**Instructions – Complete this form and contact VRC to schedule a meeting after the TWE is finished.**

<b>Participant Name:</b>	Tommy S	<b>Participant ID:</b>	123456
<b>VRC Name:</b>	Roberta Milliken	<b>VR Office:</b>	South Bend
<b>ES Provider:</b>	ABC Provider	<b>Evaluator:</b>	Alice

*(This background info has been added to make the sample more effective – Background Info: Participant was referred for TWE because he has very limited manual dexterity and has developmental disability resulting in significant cognitive limitations affecting his ability to remember multi-step directions. His speech is very difficult for others to understand. In addition, the participant uses a power wheelchair for mobility and is mostly independent in navigating wheelchair accessible environments. He was unsuccessful in his first TWE, which was packing hygiene bags at a hospital. The team thought he might perform better at work that requires less manual dexterity and better utilizes his social skills. He enjoys Notre Dame sports with his family, and therefore it was decided that ushering at events on campus might be a better fit and an enjoyable opportunity for Tommy.)*

<b>TWE Site Name and Address:</b>	Notre Dame Purcell Pavillion		
<b>Specific Dates and Times on the site:</b>	Nov 17, 28, 29, Dec 2, 4, 8, 10 for 2.5 to 3 hours at a time, in the afternoons and evenings. He missed Nov 19, and December 7th.		
<b>Job Duties Performed during the experience:</b>	Worked at athletic events at Purcell Pavillion as an usher. He was expected to greet people arriving, directing them to go through the metal detectors, scanning tickets and ushering people in, and answering questions.		
<b>Evaluation Methods Used (check all that apply):</b>	<input checked="" type="checkbox"/> Job Coaching <input checked="" type="checkbox"/> Observation <input checked="" type="checkbox"/> Modeling of tasks	<input type="checkbox"/> Use of AT Equipment <input type="checkbox"/> Other Accommodations <input type="checkbox"/> Other/Comments: <a href="#">Click or tap here to enter text.</a>	
<b>Billable Hours:</b> <a href="#">Click or tap here to enter text.</a>	<b>Hours Used:</b> 35 hours: 4 hours to develop site, 30 hours for the TWE.		

### **Evaluation** (check the boxes that best describe the experience)

<p><b>Attendance – The participant:</b></p> <p> <input type="checkbox"/> Consistently arrives at work each day  <input type="checkbox"/> Missed 1 day of work  <input checked="" type="checkbox"/> Is absent from work frequently  <input type="checkbox"/> Does not show up for work at all         </p> <p>Comments: Tommy’s mother called to report that Tommy would be unable to work on 2 of the 9 dates because it was cold and rainy and he didn’t want to leave the house.</p>
<p><b>Timeliness – The participant:</b></p> <p> <input checked="" type="checkbox"/> Arrives to the site on time ready to work  <input type="checkbox"/> Is occasionally late (no more than five minutes)  <input type="checkbox"/> Is more than five minutes late each time         </p> <p>Comments: He was on time for each date that he worked.</p>
<p><b>Grooming &amp; Hygiene – The participant:</b></p> <p> <input type="checkbox"/> Always has good grooming &amp; hygiene  <input checked="" type="checkbox"/> Mostly has good grooming &amp; hygiene  <input type="checkbox"/> Lacking good grooming &amp; hygiene         </p> <p>Comments: Tommy arrived in appropriate clothing and had good hygiene. Tommy does have difficulty swallowing and this is a constant problem for him. He must be reminded to wipe his mouth on a towel that he carries on his wheelchair.</p>
<p><b>Social Skills – On the jobsite, the participant:</b></p> <p> <input type="checkbox"/> Built positive relationships with others  <input checked="" type="checkbox"/> Was able to work with others with prompts  <input type="checkbox"/> Was unable to work with others         </p> <p>Comments: Tommy was able and interested in interacting with others. He attempted to do what was asked of him.</p>

**Communication – The participant:**

- Communicates appropriately
- Communicates with assistance or prompts
- Cannot or will not communicate with others
- Talks too much or about inappropriate/unrelated

Comments: Tommy's speech is difficult to understand. Although most people know what they are supposed to do when they approach a metal detector, sometimes he was supposed to ask people to put their keys on the table or hold their phones to their chest or tell them they are unable to bring a bag into the event. People did not understand what they were being asked to do, or he didn't tell people what they needed to do. His line got backed up. When he was scanning tickets in, he had to tell people to hold their tickets on their phone to the scanner. Most people know what to do, so often that wouldn't be an issue. But when people didn't know what to do, they could not understand what he was telling them to do.

**Comprehension – The participant:**

- Learns and performs job tasks independently
- Learns & performs job tasks with coaching
- Learn job tasks but requires prompting to complete.
- Struggles to learn/perform tasks even with support/prompts

Comments: When he was at the metal detectors, and people knew what to do, he was able to wave people through. If the detector went off, he had difficulty stopping people, and he did not know what to tell them if they set the detectors off. He became very flustered. Every day that he worked, he ended up letting one or two people go through with a purse, instead of explaining that they could not take purses in with them. When he was at the ticket scanner, he did not understand how to help people if they didn't know what to do. The ticket scanner can be a little tricky, and you have to hold the phone at a specific angle, or you have to look at the phone and make sure that the ticket is not actually a screen shot of the ticket because that won't work. He had difficulty helping people get their tickets scanned. He also did not understand how to deal with the situation when a person had multiple tickets on their phone for other people to enter, as is often the case when a family comes to the game. He struggled to know how many people could go through. Most people were kind and patient, but a few attendees each event got frustrated because they could not understand what he was telling them to do, and he was unclear about how to handle circumstances, sometimes these people just left him and went to another line. His line backed up and people got frustrated. This did not improve by the end of the 4 weeks.

**Concentration – The participant:**

- Is consistently able to concentrate on tasks
- Occasional difficulty concentrating on tasks
- Frequent/Persistent difficulty concentrating on tasks
- Completely unable to concentrate on tasks

Comments: Before the event started, when people were coming in, Tommy was able to concentrate on the task at hand, but at times he would get overwhelmed when people were in line to come through the metal detector or get their ticket scanned. After the event started, he was stationed, in his wheelchair, in the hallways on the second floor where it is busy. He was supposed to answer questions and direct people to the bathroom, the first aid station, and to the concourse where specialty foods and drinks are sold. When people would ask him questions, he was unable to direct people in the correct direction or answer their questions, or they were unable to understand his answer. In addition, he would roll his chair up into the doorway so that he could watch the game or event, forgetting to pay attention to attendees. He would block the aisles. When he was free to move about the space, and would sometimes get too close to people, almost running into them with his chair.

**Dexterity – The participant:**

- Used job tools effectively and independently
- Used job tools after receiving job coaching.
- Used job tools but assistance was needed
- Was unable to use tools with assistance

Comments: The ticket scanner is on a stand, and attendees are supposed to scan their tickets in, and then he was supposed to ensure there were the correct number of tickets for the people entering. The scanner beeps loudly after each ticket has successfully scanned. Tommy was unable to assist attendees and did not understand if a ticket had actually been scanned. Sometimes he continued to point for a person to scan their ticket after it had been accepted, other times he started to wave people through even though their ticket had not been scanned. If an attendee was having difficulty with their ticket he was unable to assist them to troubleshoot scanning their ticket. This did not improve during the TWE.

**Willingness to Learn – The participant was:**

- Willing to learn new skills
- Reluctant to learn new skills but did in time
- Was unable to or refused to learn new skills

Comments: Tommy was unable to learn which gate to enter to begin working and was not able to learn his way around after being there for four weeks. He was unable to figure out how to clock in, despite having a flash card to assist. The job coach had to show him this every time. He was unable to troubleshoot using the ticket scanner. He was unable to figure out when to stop someone if they set the metal detector off. He had to have the job coach right there, for everything.

**Confidence – The participant appeared:**

- Confident and self-assured most of the time
- Confident with coaching/encouragement
- Lacks confidence or self-assurance

Comments: He would look for the job coach to solve all of the work-related problems that needed to be solved. If the job coach got further away to observe from a distance, Tommy would just stop working all together. Attendees would be very confused about what to do and would eventually walk to another usher.

**Task Completion – The participant:**

- Meets minimal employer performance expectations
- Difficulty meeting minimal employer performance expectations
- Unable to meet minimal employer performance expectations even with job coaching and support

Comments: As stated earlier, Tommy had significant difficulty assisting attendees at the metal detectors and scanning tickets. He was supposed to be available for questions and to provide directions, but he was not able to provide assistance to people when they requested assistance. He either didn't answer, wasn't able to be understood, or was too busy watching the game to answer them.

**Behavior – The participant behaves in a manner:**

- That is conducive to performing the job task
- That is occasionally disruptive to performance
- That requires constant mentoring support
- Other

Comments: Tommy got very frustrated when he was directed to turn his wheelchair away from watching the game sometimes. It was ok for him to glance at the game, but he wasn't supposed to just watch the game. There were several occasions when he drove his wheelchair too close to other people and three times he ran into the back of someone because he wanted to see the game. On four occasions he wanted to buy a hot dog or other concessions to eat and got angry when he was reminded that he was not allowed to eat while working his 3-hour shift.

**Summary of Evaluation: (If this is the second Trial Work Experience, indicate if you have concluded that due to the severity of the disability, you would be unable to meet the needs of the participant to pursue competitive integrated employment. Please provide details).**

Tommy was unable to learn how to do this job during the TWE. He was unable to remember what to tell people to do and was unable to communicate to attendees what they were supposed to do when walking through the metal detector. When scanning in tickets he was unable to understand how many tickets one person had on their phone for the admission of others and didn't know how many people to let pass. He was unable to tell when the machine had successfully scanned a ticket, even though it made a loud beep. He was unable to assist people if their ticket was not scanning. He was unable to direct people to the food concourse, the first aid station or bathroom or answer other questions. He had difficulty navigating his wheelchair with a lot of people in the area, and on multiple occasions almost ran into attendees, the job coach or other employees. There were times that he would move his wheelchair in front of an aisle blocking the pathway of others to watch the event, and then when reminded to move out of the way by the job coach he would be disgruntled and would come close to hitting people with his wheelchair. This is the second TWE that Tommy has participated in. (During the first TWE Tommy worked at Memorial Hospital packing basic daily hygiene bags with shampoo, toothbrush, toothpaste, body lotion and deodorant. Tommy was unable to meet minimum requirements after 3 weeks, and the report for that TWE has been previously submitted.) Tommy was unable to complete any of the tasks of either of these jobs even while receiving full support from the employer and the job coach. Based on the outcome of both of these TWEs we have concluded as an employment service provider we will be unable to meet the needs of Tommy in securing Competitive Integrated Employment.