

Dates and times Jeff worked at the video game store: *July 5–8 & 12–15, 10:30–12:00 each day*

Jobs assessed

Job 1—Jeff worked in the stock room with an inventory reader. He was required to systematically scan each item with the inventory reader, then put all items back on the shelves in an organized fashion, making sure that like items were stacked in the same place.

Job 2—Jeff worked in data entry by uploading the stock information from the inventory reader to the computer. He then tabulated the stock and tracked sales over the week. He also verified cash register receipts against the data in stocking database and developed a report of sales for the week of July 5–9.

Job 3—Jeff worked the counter selling video games, answering customer questions, and assisting customers in finding stock.

Work performance

Jeff came to the video store on the dates of the assessment properly groomed and dressed. He reported that his mother assisted him in picking out clothes and reminded him to shower each night. His hair was neatly combed, and he was ready on time. His mother dropped him off and picked him up each day. He reported that he does not like to ride the public bus and preferred that his mother pick him up because she would be on time. He entered the store enthusiastically but was frequently distracted by the stock, especially when he was completing inventory. He picked up the games and read each game, then commented on how he did when he played the game. The manager frequently had to remind him to continue recording the stock.

He displayed similar behavior when customers bought games, particularly games he liked. He would frequently engage them in one-sided conversations about the game, his abilities with the game, and how much he liked the game. When one customer returned a game he did not like, Jeff asked the customer what was wrong with him. The manager had to intervene and complete the transaction because Jeff was a bit upset that the customer did not like a game he liked.

Jeff was most successful when preparing the report of sales. For this task, he worked in the back of the stockroom at the small desk and displayed consistent effort in completing the task. His only challenge with this task occurred when he made a mathematical error and got up and left the desk, muttering to himself. He went to the break area and ate a snack, then returned to his work about 10 minutes later.

When he was first learning tasks, Jeff asked an excessive amount of questions and wanted frequent reassurance that he was completing the task correctly. Once he learned each task, however, Jeff's work was very accurate and thorough. His only difficulty, as mentioned previously, was off-task behavior related to his interest in the video games and inappropriate interactions with some customers.

Job skills

Jeff was accurate when handling money, completing the report of sales, and shelving items. As noted above, his intense interest in video games contributed to a slow rate of work. It is difficult to tell whether he would have this problem when handling items that were not of interest to him. He was easily frustrated when he made a mistake. He was also a bit argumentative when corrected by the teacher and supervisor.

Productivity

As noted previously, Jeff completed inventory slower than other staff due to his reading many of the video game boxes. After an initial period of frequent question asking, Jeff completed the sales report faster than any other staff member. He was quite successful in the task and was able to complete most of the mathematical aspects of the report without a calculator. Finally, his productivity at the counter was slow and hampered by his long conversations with customers.

Self-determination

Jeff is able to make personal choices but did not demonstrate an understanding of his work choices as a part of an overall plan for his life. Rather, he seemed to respond to situations

presented as if they were disconnected from each other. He was dependent on his mother and his manager to direct him. He also had difficulty understanding his role in events around him during his work at the video store. For example, when he made a mistake on the sales report, he blamed the calculator and the fact that the desk was rocking instead of considering his role in inputting the numbers into the calculator. He was able to identify his strengths at work, especially his mathematical skills and his knowledge of video games. He did not identify times when he talked too much or displayed a poor attitude. He did not understand his disability or how to advocate for the supports that would increase his success in that environment. Finally, he did not see his participation in this situational assessment as a part of an overall plan to understand his interests, preferences, and abilities related to his transition to adulthood. Instead, he reported that he expected his parents to take care of him as an adult.

Jeff's interest in the jobs

Jeff reported that he enjoyed his work at the video store but did not like being corrected. He reported that he especially enjoyed completing the sales report, although he could not understand why so many people bought a particular game that he thought was "stupid." He also reported that he did not like standing on his feet for so long when he worked the counter.

Recommended goals for Jeff

Overall, Jeff's experiences in this situational assessment were successful and informative. Jeff's challenges in this environment were mainly related to his excessive interest in video games. Although he chose this environment, it might not be the best fit for a long-term career. His interest in video games made it difficult for him to remain on task and accept customer feedback without argument. It may be possible, however, for Jeff to learn to manage his impulse to disagree with customers who do not like his favored games so that he could work in a personally stimulating environment. Following are recommended goals for Jeff as he continues to explore potential careers. The individualized education program team should work with Jeff to narrow his priorities over the next year and assist him in selecting goals and objectives that will help him achieve his priorities.

1. Jeff will self-monitor his production speed and increase speed when distracted with 75% independence.
2. Jeff will accept customer feedback with minimal comment for 80% of opportunities.
3. Jeff will ask for help when he makes a mistake for 100% of opportunities.
4. Jeff will respond to every customer's requests for help with a smile and kind comment for 100% of opportunities.
5. Jeff will remain calm and ask for a break when he makes a mistake or receives correction for 75% of opportunities.
6. Jeff will accept his own mistakes by identifying personal errors that could have contributed to his mistakes and listing ways he can avoid such mistakes in the future with 75% accuracy.
7. Jeff will identify personal strengths and discuss how they relate to his future plans.
8. Jeff will identify the characteristics of his disability and the ways he is affected by them at school, in the community, and at work.
9. Jeff will continue to explore jobs and develop his career goals and interests through further community- and school-based work experiences.