The Integration Guide
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Preface

Social integration of employees with disabilities in the workplace is a significant outcome of supported employment. The Integration Guide has been developed to give employers, employees with disabilities, job coaches, employment specialists, case managers, families and advocates access to social integration information about the workplace.

The Integration Guide is neither a test nor an assessment device. It is a quality improvement tool which can be used to collect information whenever an example which illustrates social integration presents itself. The Integration Guide serves as both a data collection sheet and an information summary. Because of this design it is easy to use and gives the user immediate feedback.

The Integration Guide presents a continuum of social integration measures including physical presence (*Establishing the capacity for integration*) , communication, interactions and social networks. Because of its developmental sequencing it is not necessary to complete all of the pages. Instead users can focus on the *level* of social behavior which best illustrates social integration.

Many sources contributed to the conceptual framework and the design of the Integration Guide. We would like to acknowledge the work of Keith Storey, Deborah Olson, Yan Xiaoyan, Beth Mount, Marsha Forest, Pat Mirenda, James Halle, Joe Riechle, Arnon Riechers and Janis Chadsey-Rusch. The authors would also like to express their appreciation to: Helen Adams, Cindy Green, Enola Smith, Gerald Pierce, Marion Jay, Phil Jay, Vera Arneson, Kim Wright and Susan Quellar for their willingness to review and field test the Integration Guide and for their valuable comments. We are interested in receiving your feedback and would appreciate any comments you may have. Comments, questions or request for reprints can be sent to Dennis Sandow at the address specified on the cover page.

Table of Contents

Because the Integration Guide has been developed as a quality check sheet, it has many uses. The best introduction to the Integration Guide is to start with a few examples. The *Social Network* page and the *Interactions at Work* page will be used for this purpose.

identifying social networks

The Integration Guide's *Social Network* page identifies the co-workers who are interacting with the employee with disabilities. Interactions between the employee with disabilities and funded support staff (ie employment specialists or job coaches) are not shown.

The *Social Network* page identifies the co-workers that are interacting with the employee with disabilities. It also shows how close employees have become to each other as evidenced by the nature of their interactions.

July 21

WORK

Coworkers that share greetings and small talk

Dottie   Ron

Judy

Coworkers that share work information   Peg

Judy   Tad   Bill

Friends at work   Dottie

Suzzanne   Mario

Dave   Judy   Mr Onslin

Closest friends at work   Claude

Dottie   Lupe

Judy

Suzzanne   Kareem

Tony

HOME

Don't know_____

In this social network example it's clear that Judy and Suzanne are closer to Tony than Lupe or Kareem.
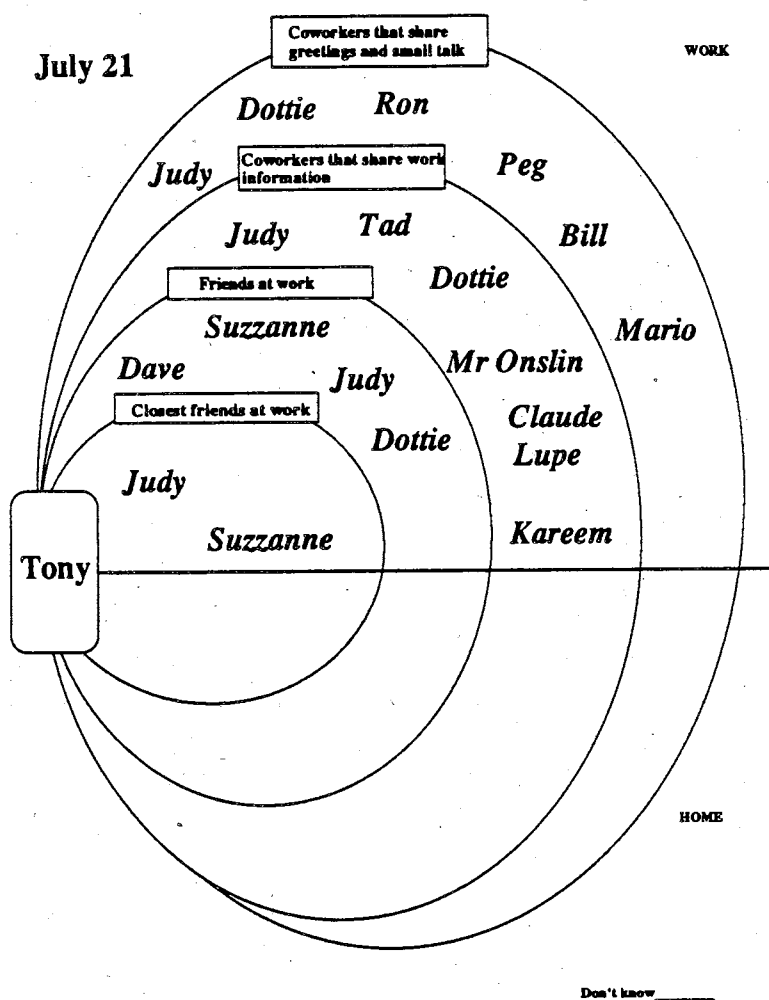
capturing the growth of social networks

The four pictures below show how the network of co-worker acquaintances change over time.

July 21

Coworkers that share greetings and small talk

Coworkers that share work information

Friends at work

Closest friends at work

Christine

WORK

HOME

Don't know _____

July 27

Coworkers that share greetings and small talk

Dottie   Ron

Judy   Coworkers that share work information   Peg

Judy   Dottie

Friends at work

Judy

Closest friends at work

Christine

WORK

HOME

Don't know _____

August 9

Coworkers that share greetings and small talk

Dottie   Ron

Judy   Coworkers that share work information   Peg

Judy   Dottie   Mr Onslin

Friends at work   Peg   Tad

Dottie   Lupe

Judy   Dave

Closest friends at work

Suzanne   Kareem

Judy   Claude

Christine

WORK

HOME

Don't know _____

August 29

Coworkers that share greetings and small talk

Dottie   Dick   Ron   Murray

Judy   Coworkers that share work information   Peg   David

Ken   Dottie   Bob

Judy   Mr Onslin   Jose

Friends at work   Tad   Reenie

Peg

Dottie   Lupe   Reenie

Judy   Dave   David   Joanee

Closest friends at work   Peg   Kareem

Suzanne   Stewart

Judy   Claude

Dottie

Christine

WORK

HOME

Don't know _____

3

identifying the potential for integration

The *Social Network* page shown here identifies many employees who share greetings and small talk. Because these interactions occur, there is the *potential* for relationships to develop from repeated personal interactions between employees. If the employees can physically meet and engage in greetings, then the potential exists for those interactions to mature into more personal interactions. For instance, a co-worker who routinely greets an employee with disabilities might be encouraged to give more work related information.

May 21

Coworkers that share greetings and small talk

WORK

Michelle Gina

Steve

Gordon | Coworkers that share work information | Ed Juan

Roberto

Friends at work

Sam

Ted

Closest friends at work

Kerry

Chris

HOME

4

identifying growing relationships

As relationships develop at work we typically begin to enjoy the company of our co-workers away from work. The two social network pictures featured here show an example of relationships that occur strictly at work and an example of relationships that have extended beyond work.

October 3

WORK

Coworkers that share greetings and small talk

Coworkers that share work information

Friends at work

Closest friends at work

Tod

Dick
Dottie
Ron
Murray
Judy
Peg
David
Judy   Ken   Dottie   Mr Onslin   Bob
Jose
Tad
Peg
Reenie
Dottie
Lupe
Judy   Dave   Reenie
David   Joanee
Peg
Suzanne   Kareem   Stewart
Judy
Dottie   Claude

HOME

Relationships can be developing at work without the knowledge of those at home who can offer important support to the employee with disabilities. It might be difficult for the employee with disabilities to invite a co-worker without disabilities to their home without the support of family, group home staff, etc. Used during personal planning meetings the *Social Network* page can be an important reference for those who live with people with disabilities.

December 5

Don't know _____

WORK

Coworkers that share greetings and small talk

Coworkers that share work information

Friends at work

Closest friends at work

Ray

Flo
Merle   Ken
Merle   Ken   Rebecca
Merle
Dolly   Dolly   Dolly
Merle
Rebecca
Merle
Rebecca
Merle

HOME

Don't know _____

identifying support at work

Typically, a job analysis is performed before an employee with disabilities starts a new job. Throughout the job analysis we (job coaches, employment specialists, researchers, etc) receive work related *support* from co-workers. The *Work Related Interaction* page shown here indicates who was offering Dennis support during job analysis. The *Social Network* page illustrates the connection between the two pages.

Interactions result in:	Co-workers	Support Staff	Family and Friends	Don't know (√)
Learning the rules at work:				
Dress				
Behavior	David			
Tardiness	Tony, David			
Absenteeism	Tony			
Calling in sick	Tony			
Learning about job performance:				
New tasks	Cliff, David			
Work quality	Cliff, David			
Work speed/rate	Cliff, David			
Changes in work/routine	Cliff, David			
Safety	David			
Learning about the company's structure:				
Supervisors	David			
Managers				
Co-workers	David, Shelly, Mark			
Company information	Mark, Shelly, Gloria			
Don't know (√)				

Co-workers that share work information (vertical axis label)
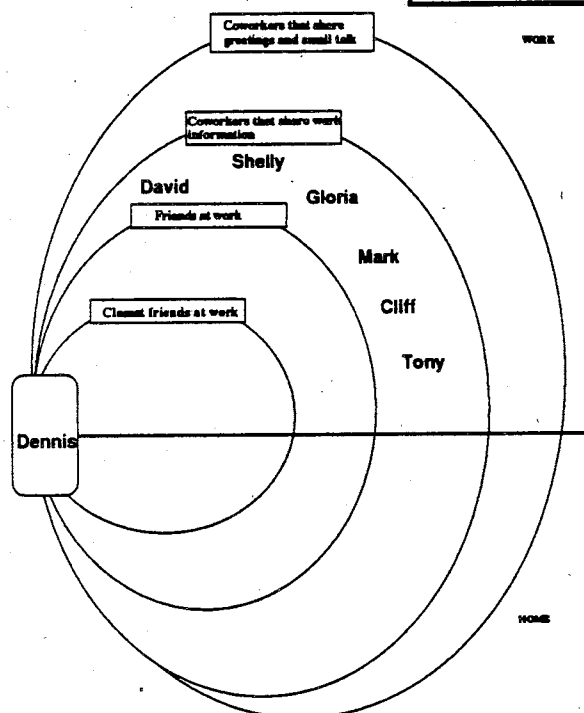
Notice that the names appearing on the *Work Related Interaction* page are transferred to the *Social Network* page within the circle labelled *Coworkers that share work information*.

There will be more information on how to use the Integration Guide in the following section.

capturing "natural support" at work

Natural support and social integration are closely linked together. The *Work Related Interaction* page on the left shows an example of a job coach being the source of virtually all

Interactions result in:	Co-workers	Support Staff	Family and Friends	Don't know (√)
Learning the rules at work:				
Dress		Bob		
Behavior		Bob		
Tardiness		Bob		
Absenteeism		Bob		
Calling in sick				√
Learning about job performance:				
New tasks		Bob		
Work quality		Bob		
Work speed/rate		Bob		
Changes in work/routine		Bob		
Safety				√
				√
Learning about the company's structure:				
Supervisors				√
Managers		Bob		
Co-workers		Bob		
Company information		Bob		
				√
Don't know (√)				

4

Interactions result in:	Co-workers	Support Staff	Family and Friends	Don't know (√)
Learning the rules at work:				
Dress	Dusty			
Behavior	Dusty			
Tardiness	Dusty			
Absenteeism	Dusty			
Calling in sick	Dusty			
Learning about job performance:				
New tasks	Karen, Philip, Tom, Doug	Bob		
Work quality	Karen, Philip, Tom, Doug			
Work speed/rate	Karen, Philip, Tom, Doug			
Changes in work/routine	Tom			
Safety	Karen, Philip, Tom, Doug			
Learning about the company's structure:				
Supervisors	Karen			
Managers	Dusty			
Co-workers	Karen, Philip, Tom, Doug			
Company information	Doug			
Don't know (√)				

4

work information. The *Work Related Interaction* page on the right shows co-workers being the source of most work information with the job coach providing some task training.

> Like strategies to enhance social integration, strategies for "natural support" work best when they are developed around all involved in the workplace. The Integration Guide can track *support from co-workers* and provide useful feedback regarding the effectiveness of natural support strategies.

Directions

making a distinction.......

According to Webster's one of the definitions of a *test* is "something (as a series of questions or exercises) for measuring the skill, knowledge, intelligence, capabilities, or aptitudes of an individual or a group."

The Integration Guide is not a test, nor should it be used in the same manner that a test is used.

The Integration Guide has been developed as a *Check Sheet* as defined by Dr. Kaoru Ishikawa. According to Ishikawa the purpose of the check sheet is to "compile the data ..in such a form that they may be used easily, and analyzed automatically."

This distinction is important and will become clearer as you review the directions.

Mish., F.C. (ed)(1988) Webster's Ninth New Collegiate Dictionary. Springfield, Mass.:Merriam-Webster Incorporated
Ishikawa, K. (1976) Guide to Quality Control. Toyko:Asian Productivity Organization

organizing the integration guide......

In organizing the Integration Guide we *sequenced* the data collection sheets.

We did so based on the principle of not excluding employees with disabilities due to their lack of communication or social skills.

We did so based on the following logic:

Being physically present with one another gives co-workers the opportunity to *communicate* with each other.
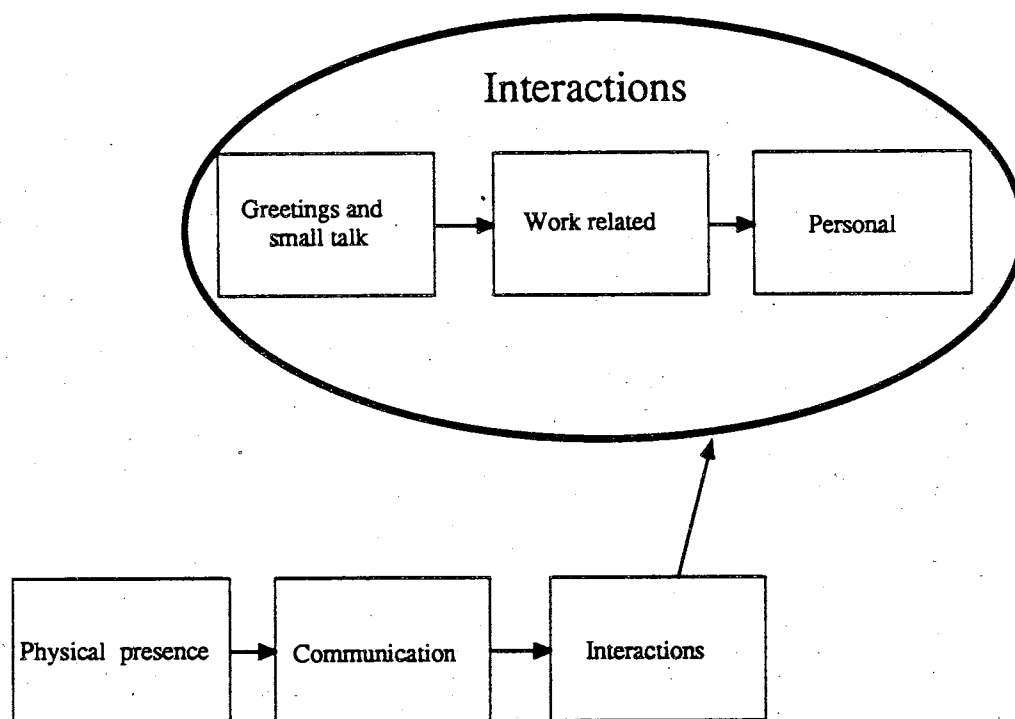
Once employees communicate with one another they can engage in *interactions.*

There is a sequence of interactions in the workplace.
First employees greet each other and engage in small talk ("How's it going?", etc).
Then employees share work related interactions in order to perform their jobs ("Hand me that wrench.", etc)
Finally, employees can usually elect to engage in more personal interactions as their time together increases ("What is your favorite restaurant?", etc)

We included all of the various interactions on a *Social Network* page in order to view the size and nature of an individual's social network. The *Social Network* page was used fre--quently in the previous section.

using the pages...........

The Integration Guide is designed to organize information quickly and easily. With this in mind the Integration Guide sequences important social information.

This allows the users of the Integration Guide to focus on a specific level of social behavior, instead of having to complete all of the pages of the Integration Guide.

Once again, in many situations it should not be necessary to complete all pages of the Integration Guide for one employee.

For example, if an employee with disabilities has many close friends without disabilities at work there is no need to complete Integration Guide pages dealing with: *physical presence, communication at work, work related interactions, etc.* Documenting the close friends at work on the *Social Network* page is all that is necessary.

Page 1. *Establishing the capacity for integration*

This page has been designed to determine whether or not opportunities exist for employees to communicate with one another at work.

If employees are not communicating at work, this page is used to measure the time employees have together.

Simply record the way hours are spent during a typical work day and write them next to the statement that best applies (1-4).

In the example to the right there is no contact between employees with and without disabilities except during lunch and break.

If employees with disabilities have little or no contact with co-workers, this page can be used frequently while you try strategies to increase contact.

Establishing the capacity for integration

1. Time in which there is no opportunity to come in contact with co-workers. 8 hr

2. Time for frequent work related interactions. ————

3. Time for frequent personal interactions while working. ————

4. Time for interacting with co-workers during break, free or lunch time. 1 hr

1   Don't know ————

The *Communication* page organizes data along a continuum of communicative behavior. The *Communication* page is used when 1) the employee with disabilities has frequent contact with employees without disabilities and 2) the employee with disabilities does <u>not</u> interact with co-workers without disabilities.

Remember that individual behavior, augmentative communication systems, manual sign, verbalizations and vocalizations result in communication. The Integration Guide is meant to illustrate the outcome of communication (understanding between employees, control over the environment, etc) and therefore any communicative behavior should be considered.

The continuum of the *Communication* page is ordered from "Communication results in understanding between employees" to "Interactions are adequately timed by the employee with disabilities".

To use the *Communication* page list the name of the friend or family at home, the co-worker or the support staff (job coach, employment specialist) next to the appropriate item.

Communication (including vocal, verbal, sign, behavioral, etc)

Communication behavior	Support staff			Don't know
Communication results in understanding between employees	Tim	Karl, Al		
Communication is responded to by the employee with disabilities without cues	Tim	Karl, Al	Family	
Responses are expected from the employee with disabilities	Tim	Karl, Al	Family	
Communication is initiated by the employee with disabilities without cues	Tim		Family	
Initiations are expected from the employee with disabilities	Tim	Karl, Al	Family	
Communication is "chained"; initiation-response-initiation; response-initiation-response			Family	
Interactions are initiated by the employee with disabilities			Family	
Interactions are maintained by the employee with disabilities				
Interactions are terminated by the employee with disabilities				
Interactions are balanced between employees				
Interactions are adequately timed by the employee with disabilities				
<u>Don't know (√)</u>				

In the example, the employee with disabilities both initiates communication and responds to the support staff, Tim. The employee does not initiate communication with the co-workers Karl and Al although they both expect her to. Finally, members of the family indicate that she initiates interactions with them at home.

The last row in which co-workers' names appear can help identify strategies to increase the effectiveness of communication until the employee with disabilities can engage in interactions with co-workers.

Pages 3, 4 & 5. *Interaction Pages*

The interaction pages identify with whom the employee with disabilities is interacting, and the nature of the interactions. The interaction pages are sequenced from *Interactions resulting in Greetings and Small Talk (page 3)* to *Interactions Resulting in Learning Work Information* (page 4) to *Interactions resulting in Friendships at Work (page 5)*.

The interaction pages are all completed in the same way. As interactions are casually observed, or evidenced by stories or co-worker reports, employees' names are written into the corresponding column and row.
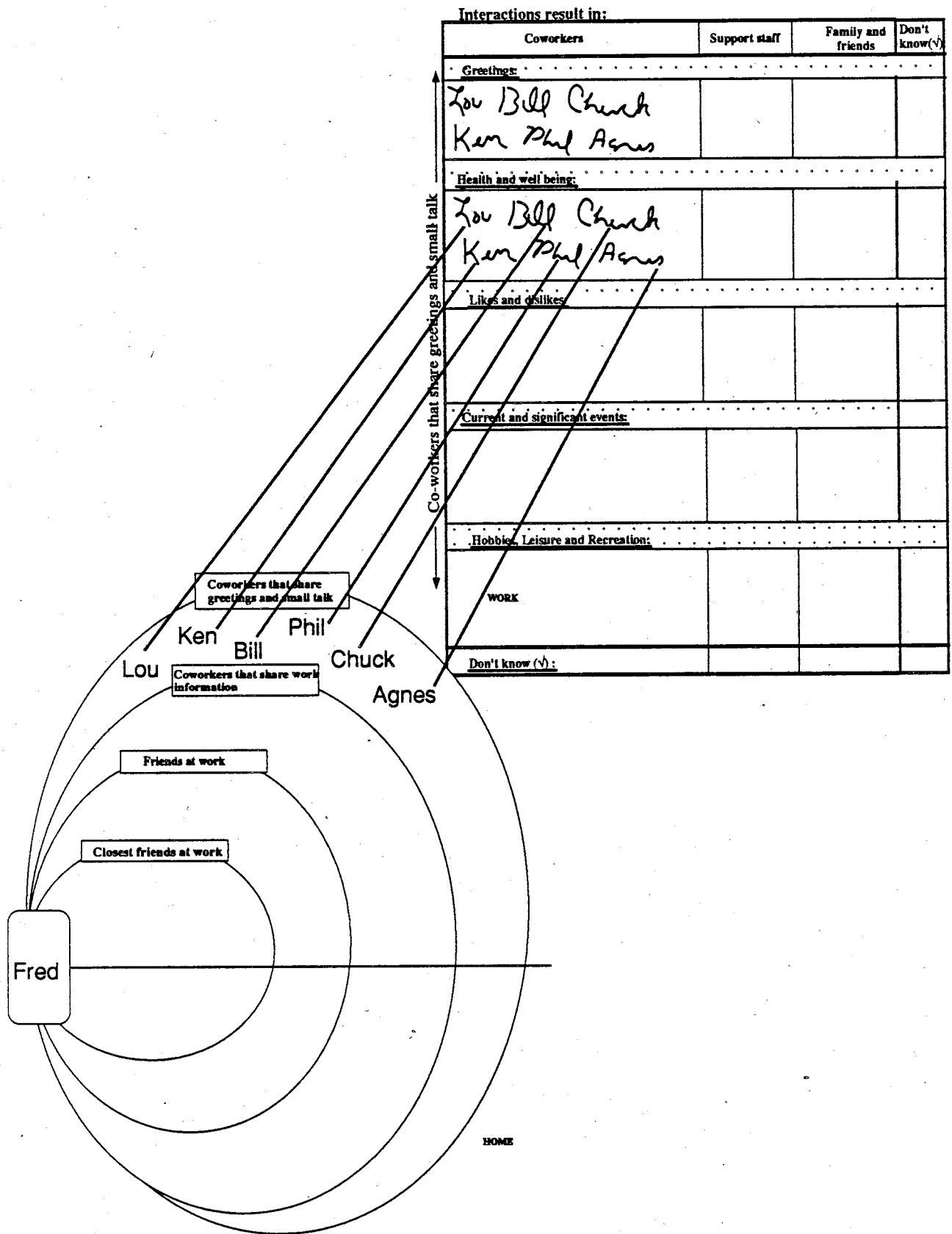
Interactions resulting in greetings and small talk.

It would be very odd indeed if the first interaction we ever had with someone was very intimate. Typically, our first interactions with new acquaintances consist of greetings and small talk. The first page of the interaction pages address these interactions. Interactions consisting of greetings, remarks about health and well being, likes and dislikes, current and significant events and hobbies, leisure and recreation are all included on this page.

In the example Lou, Bill, Chuck, Phil and Agnes all greet Fred and ask him how he's doing. Notice how the co-workers names are transferred to the *Social Network Page* on the next page.

Interactions result in:

Coworkers	Support staff	Family and friends	Don't know(√)
Greetings:			
Lou Bill Chuck Ken Phil Agnes			
Health and well being:			
Lou Bill Chuck Ken Phil Agnes			
Likes and dislikes:			
Current and significant events:			
Hobbies, Leisure and Recreation:			
Don't know (√) :			

(left margin, vertical text) Co-workers that share greetings and small talk

Coworkers	Support staff	Family and friends	Don't know(√)
Greetings:			
Lou Bill Chuck Ken Phil Agnes			
Health and well being:			
Lou Bill Chuck Ken Phil Agnes			
Likes and dislikes:			
Current and significant events:			
Hobbies, Leisure and Recreation:			
WORK			
Don't know (√) :			

Co-workers that share greetings and small talk

Coworkers that share greetings and small talk

Coworkers that share work information

Friends at work

Closest friends at work

Fred

Lou
Ken
Bill
Phil
Chuck
Agnes

HOME

Don't know _____

13

Interactions resulting in sharing work information.

Possibly the greatest source of support available to any employee is the wisdom and advice of their co-workers. In settings where both employees with and without disabilities work, it is likely that talking to each other will be a requirement of the job and one of the most common interactions among all employees.

The *Work Related Interactions* page identifies the sources of work related information. Interactions regarding learning rules at work, job performance, and about the company structure are all included on this page.

In the example, Ken is receiving most of his information about work from his job coach, Jill. Although this is true, Bill

Interactions result in:	Co-workers	Support Staff	Family and Friends	Don't know (√)
Learning the rules at work:	. . . .	. . . . .	. . . .	. .
Dress		Jill		
Behavior		Jill		
Tardiness		Jill		
Absenteeism		Jill		
Calling in sick				
Learning about job performance:	. . . . .	. . . .	. . .
New tasks		Jill		
Work quality	Bill			
Work speed/rate		Jill		
Changes in work/routine	Lou			
Safety	Lou			
Learning about the company's structure: .	. . . . .	. . . .	. . .
Supervisors				
Managers				
Co-workers				
Company information	Lou			
Don't know (√)				

(left margin, vertical text: Co-workers that share work information)

has offered Ken support with regard to work quality and Lou has helped Ken with changes in routine and safety issues at work. This being the case, Jill may have an opportunity to shift the source of support from herself to Bill and Lou.

As with the previous page the employees participating in work related interactions are transferred to the *Social Network* page. The *Social Network* page that includes Bill and Lou follows on page 15.

Interactions resulting in friendships at work.

Of course, the Integration Guide does not attempt to provide the combination of interactions which will result in friendships. It does try to organize interactions which gauge increased personal awareness and interest among employees. As interactions related to work give employees the opportunity to come to know each other, personal interactions indicating interest in one another may begin to occur.

The *Friends at Work* page organizes personal interactions among employees. Once again, the interactions are sequenced ranging from interactions resulting in mutual enjoyment to interactions resulting in intimate relations. Interactions resulting in; mutual enjoyment, mutual interests, personal relations and intimate relations are included on this page.

Interactions result in:	Co-workers	Support staff	Family and Friends	Don't know
Mutual enjoyment:				
Both employees enjoy each others company	*Bill*			
Employees enjoy each others company across time				
Mutual interests:				
Interests identified	*Bill*			
Co-participation in voluntary activities	*Bill*			
Ongoing participation with each other				
Personal relations:				
Increased personal awareness				
Mutually beneficial for each other				
Shared network of friends				
Time away from work with each other				
Hanging out together				
Crisis support				
Shared family activities				
Intimate relations:				
Mutual trust in private matters				
Mutual comfort and warmth				
Close familiarity				
Mutually affectionate and loving				
Don't know (√):				

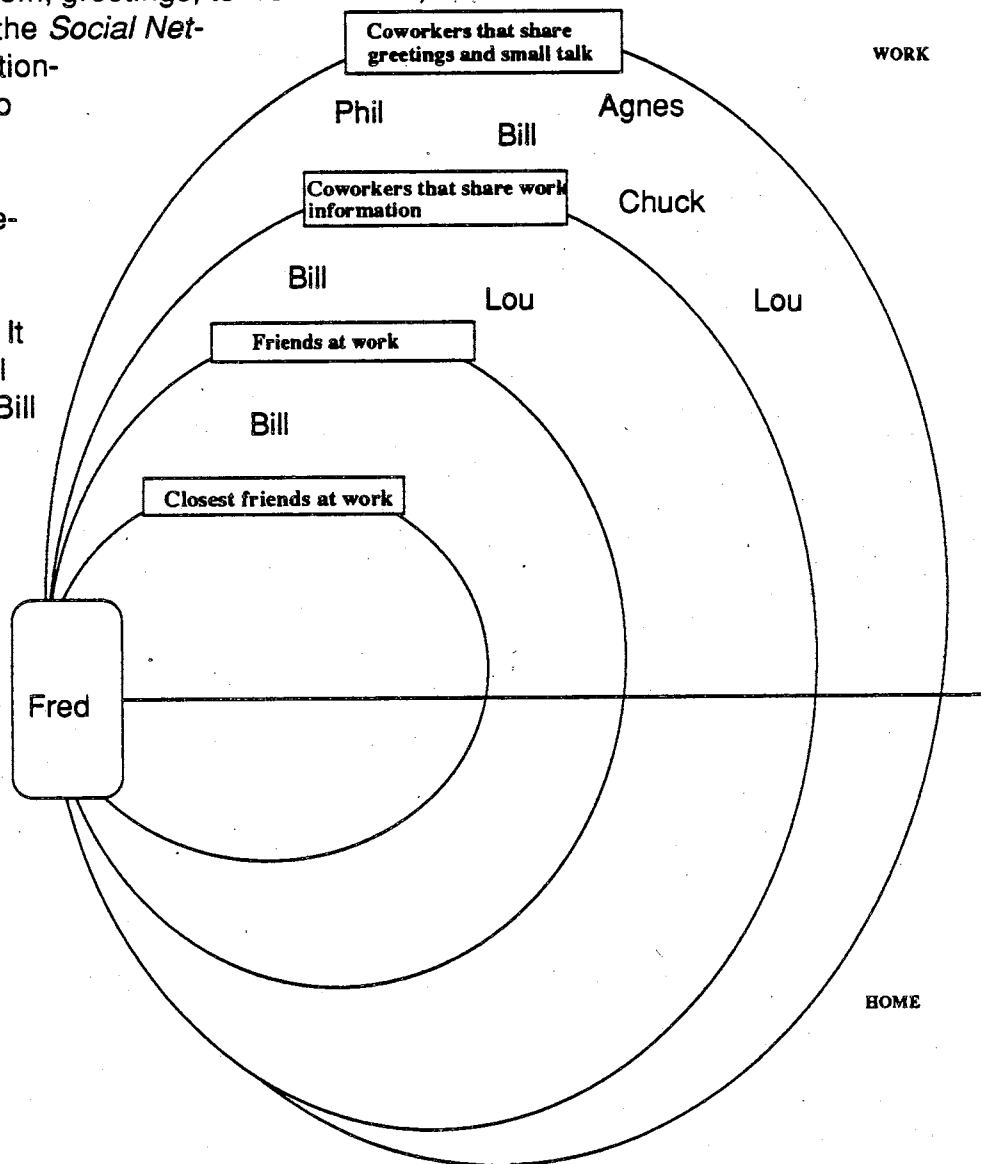*(Left axis labels: Friends at work — Closest friends at work)*

In the example, Bill and Ken have spent time with each other away from work on fishing trips. This being the case Bill's name has been written in the corresponding rows.

Once again, the *Interactions Resulting in Friendships at Work* information is transferred to the *Social Network page.*

Page 6 .Social Network Page.

The *Social Network* page organizes all information related to employee interactions on one page. The page indicates the growth of relationships based upon changing interactions. As interactions change from; greetings, to work related, to those indicating friendship, the *Social Network* page tracks relationships from the outer to inner circles.

We have used the preceding examples to compile the following *Social Network* page. It is clear that among all of Ken's co-workers, Bill has become the closest.

WORK

Coworkers that share greetings and small talk

Phil
Bill
Agnes

Coworkers that share work information

Chuck

Bill
Lou
Lou

Friends at work

Bill

Closest friends at work

Fred

HOME

Don't know_____

Remember...........
The Social Network page does not include the names of paid support staff or other "paid friends" such as case managers or residential service staff.

16

collecting integration guide
data........

Remember the Integration Guide is not a test, but instead a check sheet to be used whenever an example which illustrates the level of social integration presents itself.

Perhaps an example will help make the distinction and provide insight as to why we prefer a check sheet to a test in analyzing social integration...

Think back to last Tuesday.
Are you back there yet? Good, now....
1) list all of the people you interacted with and
2) list the types of interactions you had

This is pretty difficult to do, isn't it?

Instead of sitting down and asking employees what their interactions with employees with disabilities are like, we would like suggest that you *accumulate* integration information as you become aware of it.

how to collect data:

Ó Asking employees to give you examples of how employees with and without disabilities are getting along at work.

Ó Listening carefully as employees, supervisors, managers as well as the employee with disabilities, their families and their friends tell stories about their interactions at work.

Ó Pay attention to the interactions that are occurring between employees with and without disabilities while in the work setting.

Ó You will find that the Integration Guide is not useful if you try to sit down and complete it in one sitting...like a test. Instead it works great as a *cumulative* collection of integration information. For example, for one month we will add

information about an individual as we hear about it.

when to collect data:

◊ During job analysis.
◊ You notice examples or hear stories of social integration at work.
◊ A new job has begun and there is concern about social integration.
◊ The job setting has changed and there is concern about lack of social
support for the employee with disabilities.

data collection summary....

√ Be creative with the Integration Guide. Remember the purpose of a check sheet is
to compile information about social integration that can be used easily and
analyzed automatically. This is not a test so there is no wrong way to use it.

√ Be respectful of the employees. Privacy is very important for us to consider as we
wish to inquire about the social well being of employees with disabilities.

√ Be aware of the growing body of research that has indicated that job coaches,
employment specialists, researchers, etc inhibit the interactions between
employees with and without disabilities. Because of this.....

Ø DO NOT USE THE INTEGRATION GUIDE AS A TEST AND ASK EM-
PLOYEES FOR PERSONAL INFORMATION.

Ø DO NOT USE THE INTEGRATION GUIDE AS A TEACHING CURRICU-
LUM.

Ø DO NOT "HOVER" OVER EMPLOYEES WITH A CLIPBOARD COLLECT-
ING INTEGRATION GUIDE INFORMATION.

Ø DO NOT USE THE INTEGRATION GUIDE AS A "MENU" OF DESIRABLE
VS UNDESIRABLE SOCIAL BEHAVIOR. Acceptable and desirable behavior
is to be defined by the management and employees of the workplace **not** by
supported employment professionals.

ideas for promoting integration....

This section includes ideas for promoting social integration. The ideas are not meant to be prescriptive, or to represent the only possible solutions for individual social integration support issues. Rather, they are a place to begin. In any and all cases the first step in promoting integration is to get ideas from the employee with disabilities and their family or advocate.
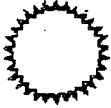
### *Ideas for encouraging variety and choice in relationships*

√ Introduce the employee with disabilities into the natural groupings at work.

√ Brainstorm activities that would enable the employee with disabilities to contribute to the natural groupings at work.

√ Decide whether or not the job coach or others inhibit choice by the individual.

√ Decide whether or not training inhibits choice and adjust training strategies accordingly.

√ Suggest that co-workers encourage variety and choice as they typically do for other employees.

√ Allow for personal choice in social settings at work by minimizing support involvement.

√ Assure, to the greatest extent possible, that relationships are egalitarian versus hierarchical.

√ Assure, to the greatest extent possible that relationships are positive vs negative.
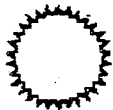
Ideas for encouraging relationships

√ Encourage relationships at work by minimizing support and allowing employees to socialize without job coach presence.

√ Explore the interests and hobbies of the employee with disabilities to discover possible overlap with co-workers.

√ Facilitate participation in the naturally occuring groups at work.

√ Provide opportunities for co-workers to get to know the employee with disabilities.

√ Consider ways to help the employee with disabilities to "contribute" to the social mores of the group.

√ Assist the employee with disabilities in exchanging his or her address and telephone number with co-workers.

√ Consider transportation alternatives such as carpooling or riding the bus with an employee who lives near the employee with disabilities.
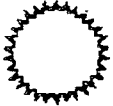
Ideas for encouraging a range of interactions

√ Redesign existing jobs to require more work related interactions.

√ Model a range of interactions for employees.

√ Monitor interactions to see if they are changing in type and frequency.

√ Encourage the employee with disabilities to join interactions that are of common interest.

√ Engage in a more diverse set of interactions between employees with and without disabilities.

√ Change ritualistic interactions to more spontaneous interactions during your own interactions with employees.

-
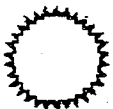
Ideas for promoting communication

√ Observe the interactions between nonspeaking employees and their co-workers. Decide whether or not the lack of verbal interactions impedes socialization.

√ If nonspeaking employees with disabilities are not interacting with and are not understood by co-workers, consider alternative communication systems.

√ Teach communicative behavior which allows the employee with disabilities to choose among alternatives and to exert control over his or her environment.

√ When alternative communication systems are used, teach co-workers how to use them and provide feedback until co-workers are comfortable with them.

√ Ask employees if they have any ideas which may promote communication.

20

√ If employees direct communication regarding an employee with disabilities towards you have them redirect the communication to the employee with disabilities.

√ Encourage the employees with disabilities to initiate communication and interactions when it is acceptable at work.

Ideas for improving the capacity for integration

√ Establish a job routine for the employee with disabilities that brings him or her in contact with others.

√ Decide to what extent others typically work together in the environment. If working together is not typical, investigate opportunities outside of the workplace.

√ Adjust the schedule of the employee with disabilities for optimal contact with co-workers.

√ Identify physical barriers to integration and remedy them if possible.

√ Investigate opportunities for social integration during lunch and break times.

√ Help the employee with disabilities find a new job.

The Integration Guide Checksheet

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December, 1991

Establishing the capacity for integration

△1△   Time in which there is no opportunity to come in contact   ____
       with co-workers.

△2△   Time for frequent work related interactions.   ____

△3△   Time for frequent social interactions while working.   ____

△4△   Time for interacting with co-workers during break, free   ____
       or lunch time.

Don't know_____

Communication (including vocal, verbal, sign, behavioral, etc)

Communication behavior	Support Staff	Co-workers	At Home	Don't know
Communication results in understanding between employees				
Communication is responded to by the employee with disabilities without cues				
Responses are expected from the employee with disabilities				
Communication is initiated by the employee with disabilities without cues				
Initiations are expected from the employee with disabilities				
Communication is "chained"; initiation-response-initiation; response-initiation-response				
Interactions are initiated by the employee with disabilities				
Interactions are maintained by the employee with disabilities				
Interactions are terminated by the employee with disabilities				
Interactions are balanced between employees				
Interactions are adequately timed by the employee with disabilities				
Don't know (√)				

Interactions result in:

	Co-workers	Support staff	Family and friends	Don't know(√)
Greetings:				
Health and well being:				
Likes and dislikes:				
Current and significant events:				
Hobbies, Leisure and Recreation:				
Don't know (√) :				

Co-workers that share greetings and small talk

3

Interactions result in:	Co-workers	Support Staff	Family and Friends	Don't know (√)
Learning the rules at work:				
Dress				
Behavior				
Tardiness				
Absenteeism				
Calling in sick				
Learning about job performance:				
New tasks				
Work quality				
Work speed/rate				
Changes in work/routine				
Safety				
Learning about the company's structure:				
Supervisors				
Managers				
Co-workers				
Company information				
Don't know (√)				

Co-workers that share work information

4

Interactions result in:	Co-workers	Support staff	Family and Friends	Don't know
Mutual enjoyment:				
Both employees enjoy each others company				
Employees enjoy each others company across time				
Mutual interests:				
Interests identified				
Co-participation in voluntary activities				
Ongoing participation with each other				
Personal relations:				
Increased personal awareness				
Mutually beneficial for each other				
Shared network of friends				
Time away from work with each other				
Hanging out together				
Crisis support				
Shared family activities				
Intimate relations:				
Mutual trust in private matters				
Mutual comfort and warmth				
Close familiarity				
Mutually affectionate and loving				
Don't know (√):				

Friends at work

Closest friends at work

Co-workers that share
greetings and small talk

WORK

Co-workers that share work
information

Friends at work

Closest friends at work

HOME

Don't know_____

6