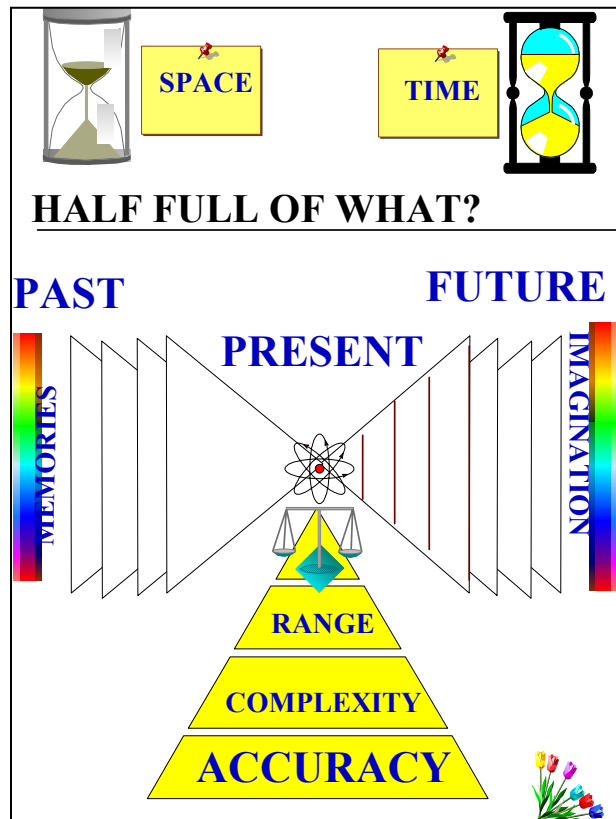




(Behavioral Relativity And Cognitive Economics)

Work Adjustment Profile





BRACE™ Work Adjustment Profile

INSTRUCTIONS: For each PERFORMANCE CATEGORY (I-V), first decide on a PERFORMANCE LEVEL (Unsatisfactory through Outstanding) based on the examples provided. Then cover with a solid dot (●) the step number (0-9) within that Performance Level that most accurately reflects the person's job performance (0 is almost in the next lower Performance Level, 9 is almost in the next higher Performance Level). Overall scores for each PERFORMANCE CATEGORY range from an Unsatisfactory of 0.0 to an Outstanding of 4.9.

Note: The three examples (A, B, and C) given for each Performance Category are general types of behaviors displayed at that Performance Level --- not necessarily the specific behaviors displayed. These are just examples ... However, if one or more of the examples listed are clearly characteristic, circle the A, B, or C. Additionally, circle all other examples that are clearly characteristic.

ACTIVITY	DATES COVERED: _____ TO _____				
	PERFORMANCE LEVELS				
	0. <u>UNSATISFACTORY</u> (steps)	1. <u>MARGINAL</u> (steps)	2. <u>SATISFACTORY</u> (steps)	3. <u>ABOVE AVERAGE</u> (steps)	4. <u>OUTSTANDING</u> (steps)
PERFORMANCE CATEGORIES					
I. <u>MOTIVATION AND EFFORT</u> -Willingness to expend the energy necessary to learn and do the job. -Cognitive and physical investment in work.	0 1 2 3 4 5 6 7 8 9 A. Gives up easily, quits at first opportunity; sleeps. B. Actively refuses to learn or do job; noncompliant. C. Only works under direct supervision; plays.	0 1 2 3 4 5 6 7 8 9 A. Requires unnecessary prompting. B. Publicly "bad mouths" job & the merits of work. C. Energy and attention spent on non-work activities.	0 1 2 3 4 5 6 7 8 9 A. Completes assigned tasks to level of ability. B. Works to meet minimum standards. C. Pays attention to learn and perform duties.....	0 1 2 3 4 5 6 7 8 9 A. Initiates and continues work without prompting. B. Meets standards and volunteers for extra duty. C. Well established work ethic, stable over time; Reliable.	0 1 2 3 4 5 6 7 8 9 A. Consistently gives 100% effort to learn and do job. B. Consistently positive effort and attitude about work. C. Eager to learn, always on task.
II. <u>TIME MANAGEMENT</u> -Patterns of attendance and promptness. -Keeping productively occupied. -Organization & planning.	0 1 2 3 4 5 6 7 8 9 A. Poor focus; no effort to meet deadlines. B. Makes excuses to be late/absent; leaves work area. C. Treats work as a joke; unconcerned.	0 1 2 3 4 5 6 7 8 9 A. Easily distracted; wastes time and energy. B. Argues about time and work. C. Actively creates diversions and distractions.....	0 1 2 3 4 5 6 7 8 9 A. Organized and prepared to work. B. Rarely tardy. Starts work as scheduled. C. Follows established work plan	0 1 2 3 4 5 6 7 8 9 A. Completes work ahead of schedule. B. Makes positive work suggestions. C. Organizes own work place and materials for following day.	0 1 2 3 4 5 6 7 8 9 A. Anticipates and solves problems. B. Overcomes obstacles; creates new work projects. C. Good self-manager; works independently.
III. <u>RESPONSE TO SUPERVISION</u> -Response to structure, limits, and authority. -Compliance and response to instruction & criticism.	0 1 2 3 4 5 6 7 8 9 A. Chronic whining and complaining; demands attention. B. Argues, hostile, rejects instruction and supervision. C. Ignores personal boundaries & limits	0 1 2 3 4 5 6 7 8 9 A. Inappropriately seeks attention and interaction. B. Subversive of authority; competes for control. C. Plays to take center stage.....	0 1 2 3 4 5 6 7 8 9 A. Asks for help only when needed. B. Accepts correction without complaint. C. Appreciates supervisor's job duties and role....	0 1 2 3 4 5 6 7 8 9 A. Pays close attention to instructions and attempts to please. B. Cooperative and easy to supervise. C. Approaches job duties seriously.	0 1 2 3 4 5 6 7 8 9 A. Readily accepts new/extra duties. B. Appreciates constructive criticism, improves. C. Consistently respectful and mature in conduct.
IV. <u>RELATIONSHIP WITH PEERS, CO-WORKERS</u> -Ability to work cooperatively with others. -Respect for the rights and responsibilities of others. -Contribution to stress.	0 1 2 3 4 5 6 7 8 9 A. Easy victim, scapegoat. B. Provokes, agitates, bullies, threatens, mocks. C. Emotionally manipulative, shallow, deceitful.	0 1 2 3 4 5 6 7 8 9 A. Naive, gullible, easily influenced. B. Is disruptive, tries to control and intimidate others. C. Always tries to be the center of attention.....	0 1 2 3 4 5 6 7 8 9 A. Avoids conflict situations. B. Works cooperatively with others. C. Demonstrates good self-control.	0 1 2 3 4 5 6 7 8 9 A. Adaptively exercises rights; is accepted by peers. B. Demonstrates positive leadership. C Helps others succeed.	0 1 2 3 4 5 6 7 8 9 A. Is respected and valued by peers. B. Positive role model; encourages others by example. C. Decreases overall stress in the workplace.....
V. <u>SAFETY AND SECURITY</u> -Knowing and following standard procedures. -Risk management. -Accident prevention. -Judgment.	0 1 2 3 4 5 6 7 8 9 A. Careless, accident prone. B. Intentionally puts others at risk. C. Reckless, breaks rules for fun.	0 1 2 3 4 5 6 7 8 9 A. Often speaks and acts without thinking. B. Intentionally violates safety rules. C. "Horseplays" .	0 1 2 3 4 5 6 7 8 9 A. Learns/follows basic safety rules. B. Concerned for safety of others. C. Appreciates the seriousness of safety.	0 1 2 3 4 5 6 7 8 9 A. Consistently "Thinks safety." B. Cares for and is careful with tools and equipment. C. Actively supports safety.	0 1 2 3 4 5 6 7 8 9 A. Plans for safety. B. Is alert to hazards and acts to eliminate them. C. Role model for following safety procedures.

(Print Name) Completed by _____ Signature _____ Title _____
 Date signed/authenticated: _____
 Name: _____
 Number: _____
 Program/Location: _____

BRACE™ Work Adjustment Profile

The BRACE™ Work Adjustment Profile is designed to provide a simple, objective, and cost-effective means of profiling:

- ✓ job performance¹;
- ✓ patterns of adaptive and maladaptive behavior;
- ✓ related cognitive, behavioral, and motivational characteristics.

The BRACE™ Work Adjustment Profile establishes a baseline profile, a range of potential treatment objectives, allows for ongoing measurement of progress, and serves as a practical profile for evaluations of job performance, social adjustment, personal development, and adaptive functioning. The BRACE™ Work Adjustment Profile is designed to be completed by one or more professionals or paraprofessionals (instructors, teachers, therapists, direct care, parents ...or even the client), across both time and situations (work environment, programs, classes, dormitory, ...even home). It identifies relative strengths and weaknesses in five functional categories, making needs analysis and program planning more systematic, effective, individualized, and meaningful. The BRACE™ Work Adjustment Profile is ideal for sharing information among treatment agents. It is a simple yet powerful analytic tool which establishes a common frame of reference for reporting summary data in a condensed yet easy to interpret visual display. The BRACE™ Work Adjustment Profile is a cost-effective tool for interdisciplinary program planning and behavior problem solving and prevention.

Development of The BRACE™ Work Adjustment Profile

The original version of the BRACE™ Work Adjustment Profile was developed in the 1980s to profile both staff and client work performance. It has since been used in a wide range of programs for special populations (e.g., autism, developmental disabilities, criminal justice, mental health), in both for profit and not for profit contexts. The BRACE™ Work

¹ Note that in an educational context as well as a vocational context, one's "job" is defined as attempting to learn and do the work assigned.

Adjustment Profile has always been well accepted and valued as a practical tool for data-based management and treatment decisions, and for simultaneously establishing ongoing staff development programs for both management and treatment staff. Even the most detailed and comprehensive version of the BRACE™ Work Adjustment Profile proved to be both reliable and valid (Fisher, 1998)². The BRACE™ Work Adjustment Profile has been successfully implemented in both the public and private sectors in individual therapy and counseling, in group homes, intermediate care facilities, work activity centers, day training programs, and supported employment. It is a cost-effective tool for interdisciplinary services, particularly related to job coaching, vocational counseling, social skills, and behavior problem solving and prevention. In brief, the BRACE™ Work Adjustment Profile can be used to:

- A. simultaneously establish multiple baseline measures for conduct and performance;
- B. establish a range of potential vocational and behavioral objectives;
- C. monitor individual progress and response to treatment on an ongoing basis;
- D. establish a structured profile for analysis and decision-making, and;
- E. teach critical thinking skills to both management and treatment staff.

Five (5) Performance Categories (I-V)

The current version of the BRACE™ Work Adjustment Profile provides a profile of maladaptive and adaptive behavior, particularly focusing on interpersonal skills and basic work ethics. The fact that there are five rather than some other number of functional categories is somewhat arbitrary, but is due in part to the amount of space on a page. By limiting the profile to a single page, only the most essential functional categories and item examples could be included. The resulting profile provides a high amount of information while keeping the design as simple as possible. Space limitations (i.e., limiting the entire profile to a single page) helped to “keep it simple.” It also makes the profile quick and easy to use.

² Fisher, Kathryn M. 1998 Assessment of a new instrument to assess vocational skills training at Pender Correctional Institution. University of North Carolina-Wilmington.

The current version of the BRACE™ Work Adjustment Profile consists of five performance categories (I, II, III, IV, and V) with summary definitions appearing as follows on the left of the profile for easy reference:

PERFORMANCE CATEGORIES

(additional comments)

I. MOTIVATION AND EFFORT

- Willingness to expend the energy necessary to learn and do the job.
- Cognitive and physical investment in work.

II. TIME MANAGEMENT

- Patterns of attendance and promptness.
- Keeping productively occupied.
- Organization & planning.

III. RESPONSE TO SUPERVISION

- Response to structure, limits, and authority.
- Compliance and response to instruction & criticism.

IV. RELATIONSHIP WITH PEERS, CO-WORKERS

- Ability to work cooperatively with others.
- Respect for the rights and responsibilities of others.
- Contribution to stress.

V. SAFETY AND SECURITY

- Knowing and following standard procedures.
- Risk management.
- Accident prevention.
- Judgment.

Category I:

It is important to rate **demonstrated** motivation rather than potential or ability. Note that motivation is a rating of effort to learn as well as actual performance.

Consequently, someone with limited ability can still score high on motivation.

Category II includes all aspects of time management, from reporting to work on time to using available time in a productive manner, including taking breaks as authorized and organizing work efficiently.

Category III is a measure of the individual's general willingness to accept supervision and constructive criticism. Additionally, different management styles, supervisor characteristics, and the different types of structure and interaction required by different jobs also provide useful information.

Category IV is more than a simple measure of the individual's social skills, it is also a measure of how social skills are used, which reflects interpersonal values and sensitivity to others.

Category V addresses personal safety, the safety of others, and related judgment and liabilities.

The Performance Levels From Unsatisfactory to Outstanding:

Each of the five performance rating categories is organized and displayed on a 50 point continuum of five ***performance levels***: Unsatisfactory, Marginal, Satisfactory, Above Average, and Outstanding. The performance levels represent a continuum from least adaptive (i.e., maladaptive) to most adaptive. There are 10 steps for each of the five performance levels for a total of 50 increments from 0.0 to 4.9.

PERFORMANCE LEVELS

0.	1.	2.	3.	4.
<u>Unsatisfactory</u> (steps)	<u>Marginal</u> (steps)	<u>Satisfactory</u> (steps)	<u>Above Average</u> (steps)	<u>Outstanding</u> (steps)
0123456789 A. examples of unsatisfactory. B. examples of unsatisfactory. C. examples of unsatisfactory.	0123456789 A. examples of marginal. B. examples of marginal. C. examples of marginal.	0123456789 A. examples of satisfactory. B. examples of satisfactory. C. examples of satisfactory.	0123456789 A. examples of above average. B. examples of above average. C. examples of above average.	0123456789 A. examples of outstanding. B. examples of outstanding. C. examples of outstanding.

Unsatisfactory = 0.0 to 0.9

Marginal = 1.0 to 1.9

Satisfactory = 2.0 to 2.9

Above Average = 3.0 to 3.9

Outstanding = 4.0 to 4.9

Each of the five performance levels is displayed with ***three examples*** (A, B, and C) of the types of behaviors that are often characteristic for that level. The examples clarify and further define the rating level. It is important to note that **the particular examples of behavior listed for each rating level do not have to be displayed for the person to be rated at that level.** The **INSTRUCTIONS** are included on the form:

For each Performance category (I-V), first decide on a rating level (Unsatisfactory through Outstanding) based on the examples provided. Then cover with a solid dot “•” the step number (0-9) within that Performance Level that most accurately reflects the person’s job performance (0 is almost in the next lower Performance Level, 9 is almost in the next higher Performance

Level). Overall scores for each PERFORMANCE CATEGORY range from an Unsatisfactory of 0.0 to an Outstanding of 4.9.

Note: The three examples (A, B, and C) given for each Performance Category are general types of behaviors displayed at that Performance Level --- not necessarily the specific behaviors displayed. These are just examples ... **However, if one or more of the examples listed are clearly characteristic, circle the A, B, or C. Additionally, circle all other examples that that are clearly characteristic.**

BRACE™ Work Adjustment Profile CONFIGURATION AND ANALYSIS

BRACE™ Work Adjustment Profile General Adjustment Index (GAI):

The *General Adjustment Index* is an index of general adjustment which is computed by adding the following scores for the five Performance Levels achieved:

- +20 for each Outstanding
- +10 for each Above Average
- 0 for each Satisfactory
- 10 for each Marginal
- 20 for each Unsatisfactory

Note that there is only one Performance Level counted for each of the five Performance Categories, regardless of how many examples are circled. It is the Performance Levels that are being assigned a value from -20 to +20, not the individual examples. Consequently, there is only one Performance Level for each Performance Category (i.e., the five levels with the five dots). Possible total scores range from -100 to +100. The more negative the *General Adjustment Index*, the more maladaptive the overall adjustment. The more positive the *General Adjustment Index*, the more adaptive the overall adjustment. A *General Adjustment Index* of ZERO or above is a good, adaptive score. A *General Adjustment Index* of below ZERO indicates a need for improvement. A quick view of the overall profile will reveal the areas needing improvement.

<i>General Adjustment Index</i>											
-100	-80	-60	-40	-20	-10	0	+20	+40	+60	+80	+100
More MALADAPTIVE						Satisfactory Adjustment		More ADAPTIVE			
<u>Adaptive</u> = Independently exercising rights and meeting corresponding responsibilities.											
<u>Maladaptive</u> = Violating rights or not meeting corresponding responsibilities.											

BEHAVIORAL PROFILE

Adaptive behavior is profiled in the Satisfactory, Above Average, and Outstanding performance ratings. Maladaptive behavior is profiled in the Marginal and Unsatisfactory performance ratings. Connect the five dots and view the page with the left side down. The resulting peaks and valleys profile areas of behavioral and vocational strengths and weaknesses. The Unsatisfactory and Marginal categories make-up a maladaptive behavior profile. In fact, all of the examples provided in the Unsatisfactory and Marginal categories are maladaptive. Taking into consideration which Performance Categories are high and which are low allows for an analysis of underlying factors. For examples, someone with:

- satisfactory *Motivation and Effort*, but marginal *Time Management* may simply have poor time concepts. On the other hand, someone with unsatisfactory *Motivation and Effort* would be expected to have poor compliance with time limits regardless of time concepts.
- satisfactory relationship with peers, but a marginal *Response To Supervision* may be generally resentful of authority figures or may be responding negatively to a particular supervisor due to gender, race, religion, etc.
- above average *Time Management* in one activity and marginal *Time Management* in another may do so because of their level of interest, co-workers present, difficulty of tasks, time of day, etc.
- marginal in every category may be cognitively limited or simply poorly motivated.

Each profile presents a different set of factors to consider. The various relationships between the peaks and the valleys combined with the ABC examples circled help clarify the underlying reasons for the overall pattern. When used with good critical thinking skills and common sense, the BRACE™ Work Adjustment Profile becomes a powerful tool for the functional analysis of behavior and behavior problem solving and prevention.

VOCATIONAL PERFORMANCE PROFILE

The BRACE™ Work Adjustment Profile vocational performance score is the simple average of the five performance ratings (i.e., add the actual values of each dot and divide by 5).

Vocational Performance Score

An average score of 0.0 to 0.9 = **Unsatisfactory** vocational performance

An average score of 1.0 to 1.9 = **Marginal** vocational performance

An average score of 2.0 to 2.9 = **Satisfactory** vocational performance

An average score of 3.0 to 3.9 = **Above Average** vocational performance

An average score of 4.0 to 4.9 = **Outstanding** vocational performance

The BRACE™ Work Adjustment Profile is organized for easy use in vocational training programs. Vocational Strengths are profiled by the highest performance ratings. Vocational Weaknesses are profiled by the lowest performance ratings. Additionally, vocational objectives can be established based on the Performance Level scores. For example, after completing an initial BRACE™ Work Adjustment Profile for a baseline, monthly profiles can be completed as progress reports. Consequently, objectives can be established for one or more of the Performance Categories based on the baseline scores or the most recent scores achieved. For example, a baseline of 1.4 for Motivation and Effort could be used to establish an objective “To earn a monthly rating of at least 2.5 in Motivation and Effort with a target date of _____.”



Additionally, the specific examples in the Satisfactory, Above Average, and Outstanding performance levels suggests potential vocational objectives for lower Performance Levels:

POTENTIAL OBJECTIVES

Motivation & Effort

- IA. Complete assigned tasks within level of ability for __ consecutive _____ s by _____.
Initiate and work without prompting for __ consecutive _____ s by _____.
Give 100% effort to learn and do job for __ consecutive _____ s by _____.
- IB. Meet minimum work standards for __ consecutive _____ s by _____.
Meet minimum work standards, then volunteer for extra duty __ times per _____ by _____.
Consistently demonstrate a positive attitude about work for __ consecutive _____ s by _____.
- IC. Pay attention to learn and perform assigned duties for __ consecutive _____ s by _____.
Demonstrate stable positive work ethic for __ consecutive _____ s by _____.
Take every opportunity to learn and develop new tasks for __ consecutive _____ s by _____.

Time Management

- IIA. Routinely prepared for assigned duties for __ consecutive _____ s by _____.
Complete all assigned work before deadlines for __ consecutive _____ s by _____.
Anticipate and resolve minor problems for __ consecutive _____ s by _____.
- IIB. Start assigned work on time for __ consecutive _____ s by _____.
Make positive, constructive work suggestions for __ consecutive _____ s by _____.
Actively participate in planning/creating work projects for __ consecutive _____ s by _____.
- IIIC. Follow established work plan/activities for __ consecutive _____ s by _____.
Organize work area and materials for next day for __ consecutive _____ s by _____.
Display outstanding self-management by working independently for __ consecutive _____ s by _____.

Response To Supervision

- IIIA. Ask for help only when needed for __ consecutive _____ s by _____.
Pay close attention to instructions and do best to follow for __ consecutive _____ s by _____.
Readily accept new/extra duties for __ consecutive _____ s by _____.
- IIIB. Accept correction without undue complaint for __ consecutive _____ s by _____.
Display cooperative/respectful attitude towards supervisor for __ consecutive _____ s by _____.
Readily accept and follow corrective feedback for __ consecutive _____ s by _____.
- IIIC. Demonstrate respect for supervisor's role and duties for __ consecutive _____ s by _____.
Take job duties seriously for __ consecutive _____ s by _____.
Consistently respectful and mature in conduct for __ consecutive _____ s by _____.

Relationship With Peers, Co-workers

- IVA. Avoid conflict situations for __ consecutive _____ s by _____.
Adaptively exercise rights for __ consecutive _____ s by _____.
Earn the respect of peers for __ consecutive _____ s by _____.
- IVB. Work cooperatively with others for __ consecutive _____ s by _____.
Demonstrate positive leadership for __ consecutive _____ s by _____.
Encourage others by example as a positive role model for __ consecutive _____ s by _____.
- IVC. Demonstrate good self-control for __ consecutive _____ s by _____.
Help others to succeed for __ consecutive _____ s by _____.
Decrease overall stress in the workplace for __ consecutive _____ s by _____.

Safety & Security

- VA. Learn and follow basic safety rules for __ consecutive _____ s by _____.
Consistently demonstrate "Thinking safety first" for __ consecutive _____ s by _____.
Consistently plan ahead for safety for __ consecutive _____ s by _____.
- VB. Demonstrate concern for the safety for others for __ consecutive _____ s by _____.
Take care of and be careful with all tools and equipment for __ consecutive _____ s by _____.
Be alert to hazards and act to eliminate them for __ consecutive _____ s by _____.
- VC. Show that you take safety procedures seriously for __ consecutive _____ s by _____.
Actively support safety procedures for __ consecutive _____ s by _____.
Be a role model for safety procedures for __ consecutive _____ s by _____.

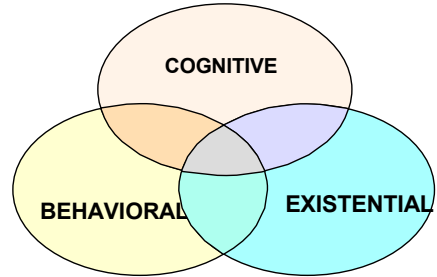
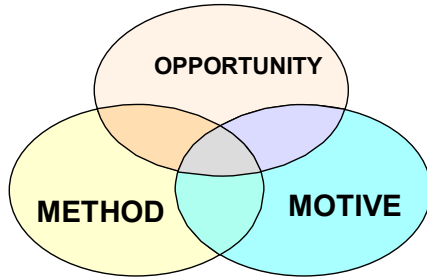
CHARACTER PROFILE

The examples provided throughout the BRACE™ Work Adjustment Profile are divided into three general subtypes. The Unsatisfactory and Marginal examples are all maladaptive.

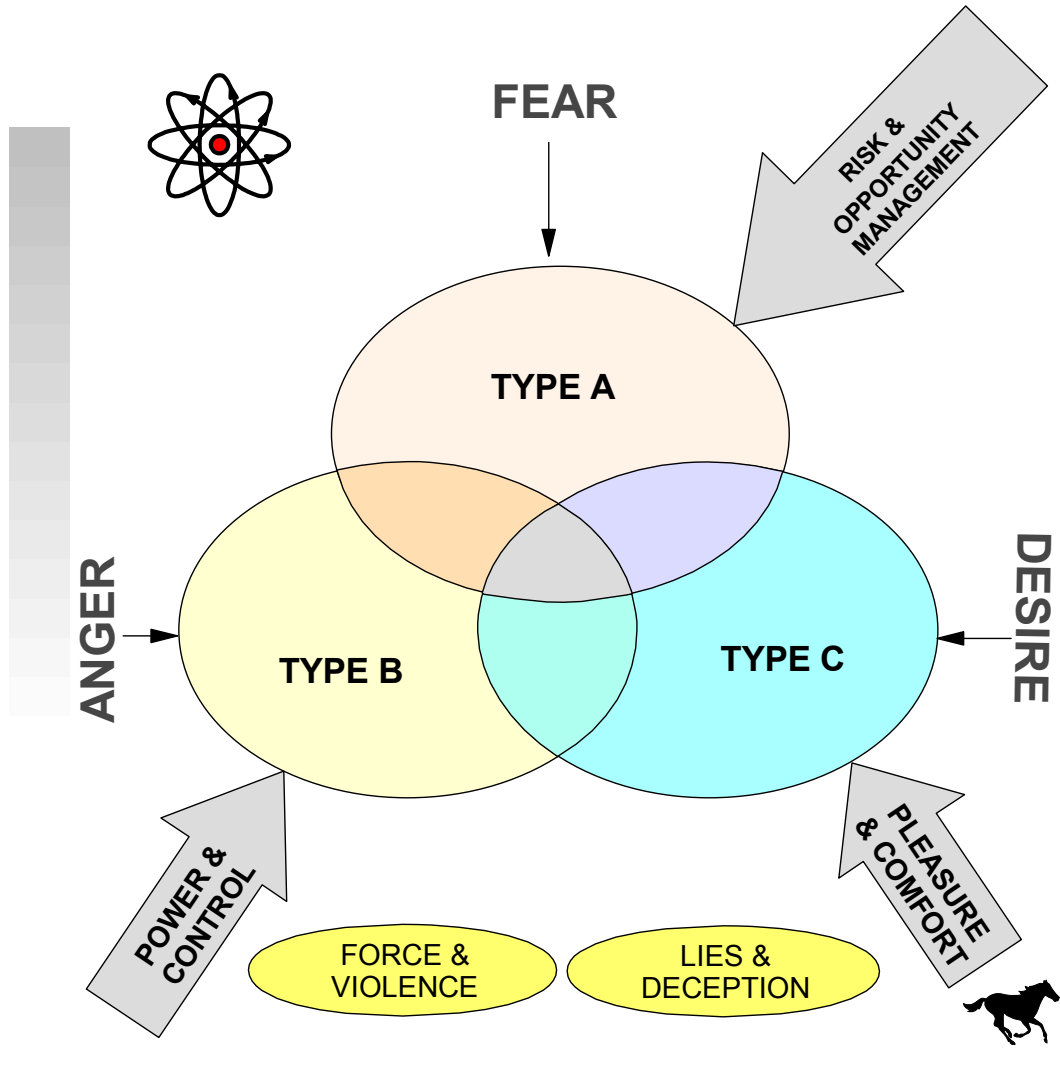
Type A (Cognitive) examples reflect maladaptive to adaptive cognitive functioning, including but not limited to matters of intelligence. Cognitive examples may relate to any combination of efficiency and complexity, including risk and opportunity management, decision-making, and judgment. Both limited capacity (intelligence, attention, concepts) and distorted processes (delusional beliefs, distorted thought process, high anxiety) may result in Unsatisfactory and Marginal Type A examples being circled. Such individuals may require extra supportive and protective structure. The reasons for their poor judgment become clearer in light of the overall profile and other available information. Such individuals may be subject to exploitation and **fear**, and may present concerns related to safety and security.

Type B (Behavior) examples reflect maladaptive to adaptive use of power and control, from using force and violence to exploit others to positive leadership characteristics. Type B examples relate to **method**, the strategies and tactics a person uses to get what they want and to avoid what they do not want. A person with a high number of Unsatisfactory and Marginal Type B examples circled would generally oppose legitimate authority and structure. They would be quick to **anger** and resent being told what to do or what not to do. They would resist limits and compete for control. Very high maladaptive scores would indicate strong violent and rebellious tendencies, leading to rights violations and probable criminal conduct for an adult.

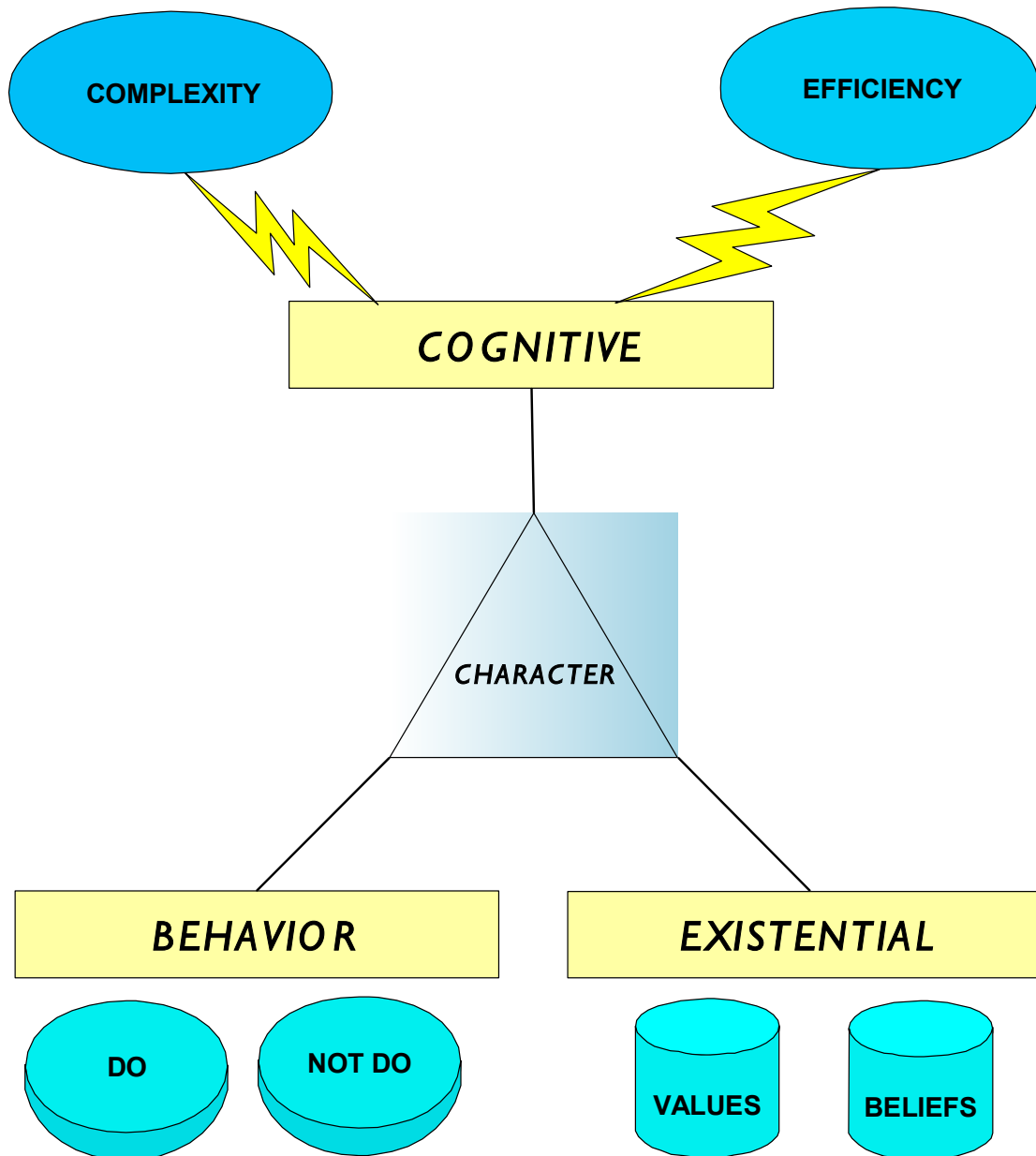
Type C (Motivation) examples reflect maladaptive to adaptive pursuit of physical and psychological pleasure and comfort, from self-centered insensitivity to others to having positive consideration for others. A person with a high number of Unsatisfactory and Marginal Type C items circled would be motivated by the pursuit of selfish **desire**, inappropriate self-expression, and undue self-reinforcement at the expense of others. Very high scores would indicate blatant emotional deceptions and manipulations, self-serving exploitations, a marked lack of self-discipline and self-restraint, and a high risk for substance abuse and sexual acting-out.



▼ Profiling Maladaptive Character



CHARACTER DEVELOPMENT



BRACE™ Work Adjustment Profile Worksheet

Name: _____
 Dates covered by profile: _____
 Context: _____

Number: _____ Date: _____
 Completed by: _____
 Title: _____

GENERAL ADJUSTMENT INDEX: _____
VOCATIONAL PERFORMANCE SCORE: _____

Circle all of the following examples that are circled on the BRACE™ Work Adjustment Profile.

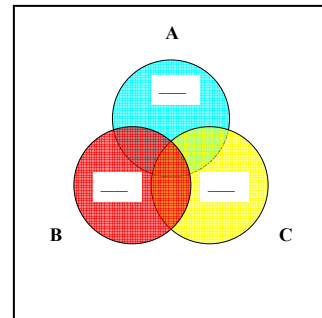
	<u>Unsatisfactory</u>	<u>Marginal</u>	<u>Satisfactory</u>	<u>Above Average</u>	<u>Outstanding</u>
I. Motivation & Effort:	a	a	a	a	a
	b	b	b	b	b
	c	c	c	c	c
II. Time Management:	a	a	a	a	a
	b	b	b	b	b
	c	c	c	c	c
III. Response To Supervision:	a	a	a	a	a
	b	b	b	b	b
	c	c	c	c	c
IV. Relationship With Peers:	a	a	a	a	a
	b	b	b	b	b
	c	c	c	c	c
V. Safety & Security:	a	a	a	a	a
	b	b	b	b	b
	c	c	c	c	c

MALADAPTIVE CHARACTERISTICS PROFILE

Add examples circled:

<u>Unsatisfactory</u>	<u>Marginal</u>
a = _____	a = _____
b = _____	b = _____
c = _____	c = _____

SUBTYPE TOTALS



SUBTYPE TOTALS

Multiply Unsatisfactory by -15. Multiply Marginal by -5

a _____	+	a _____	=	_____
b _____	+	b _____	=	_____
c _____	+	c _____	=	_____

Maximum score for each Subtype is 100.

NOTE: Refer to the original BRACE™ Work Adjustment Profile for functional analysis, vocational planning, and behavior problem solving. Consider the source of the profile(s), the context, and time intervals covered. It is critical to consider the individual's general life situation, particularly including any physiological factors that may contribute to performance and general adjustment. The BRACE™ Work Adjustment Profile is a tool to assist in program planning and evaluation. It is an assessment device designed to complement other available information. The BRACE™ Work Adjustment Profile suggests alternatives and reveals patterns, but to be of any use the information provided must be interpreted in a reasoned manner.

SAMPLE



BRACE™ Work Adjustment Profile

INSTRUCTIONS: For each PERFORMANCE CATEGORY (I-V), first decide on a PERFORMANCE LEVEL (Unsatisfactory through Outstanding) based on the examples provided. Then cover with a solid dot (●) the step number (0-9) within that Performance Level that most accurately reflects the person's job performance (0 is almost in the next lower Performance Level, 9 is almost in the next higher Performance Level). Overall scores for each PERFORMANCE CATEGORY range from an Unsatisfactory of 0.0 to an Outstanding of 4.9.

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ACTIVITY	DATES COVERED: _____ TO _____				
	PERFORMANCE LEVELS				
	0. UNSATISFACTORY (steps)	1. MARGINAL (steps)	2. SATISFACTORY (steps)	3. ABOVE AVERAGE (steps)	4. OUTSTANDING (steps)
PERFORMANCE CATEGORIES					
I. <u>MOTIVATION AND EFFORT</u> -Willingness to expend the energy necessary to learn and do the job. -Cognitive and physical investment in work.	0 1 2 3 4 5 6 7 8 9 A. Gives up easily, quits at first opportunity; sleeps. B. Actively refuses to learn or do job; non-compliant. C. Only works under direct supervision; plays.	0 1 2 3 4 5 6 7 8 9 A. Requires unnecessary prompting. B. Publicly "bad mouths" job & the merits of work. C. Energy and attention spent on non-work activities.	0 1 2 3 4 5 6 7 8 9 A. Completes assigned tasks to level of ability. B. Works to meet minimum standards. C. Pays attention to learn and perform duties.....	0 1 2 3 4 5 6 7 8 9 A. Initiates and continues work without prompting. B. Meets standards and volunteers for extra duty. C. Well established work ethic, stable over time; Reliable.	0 1 2 3 4 5 6 7 8 9 A. Consistently gives 100% effort to learn and do job. B. Consistently positive effort and attitude about work. C. Eager to learn, always on task.
II. <u>TIME MANAGEMENT</u> -Patterns of attendance and promptness. -Keeping productively occupied. -Organization & planning.	0 1 2 3 4 5 6 7 8 9 A. Poor focus; no effort to meet deadlines. B. Makes excuses to be late/absent; leaves work area. C. Treats work as a joke; unconcerned.	0 1 2 3 4 5 6 7 8 9 A. Easily distracted; wastes time and energy. B. Argues about time and work. C. Actively creates diversions and distractions.....	0 1 2 3 4 5 6 7 8 9 A. Organized and prepared to work. B. Rarely tardy. Starts work as scheduled. C. Follows established work plan.....	0 1 2 3 4 5 6 7 8 9 A. Completes work ahead of schedule. B. Makes positive work suggestions. C. Organizes own work place and materials for following day.	0 1 2 3 4 5 6 7 8 9 A. Anticipates and solves problems. B. Overcomes obstacles; creates new work projects. C. Good self-manager; works independently.
III. <u>RESPONSE TO SUPERVISION</u> -Response to structure, limits, and authority. -Compliance and response to instruction & criticism.	0 1 2 3 4 5 6 7 8 9 A. Chronic whining and complaining; demands attention. B. Argues, hostile, rejects instruction and supervision. C. Ignores personal boundaries & limits	0 1 2 3 4 5 6 7 8 9 A. Inappropriately seeks attention and interaction. B. Subversive of authority; competes for control. C. Plays to take center stage.....	0 1 2 3 4 5 6 7 8 9 A. Asks for help only when needed. B. Accepts correction without complaint. C. Appreciates supervisor's job duties and role....	0 1 2 3 4 5 6 7 8 9 A. Pays close attention to instructions and attempts to please. B. Cooperative and easy to supervise. C. Approaches job duties seriously.	0 1 2 3 4 5 6 7 8 9 A. Readily accepts new/extra duties. B. Appreciates constructive criticism; improves. C. Consistently respectful and mature in conduct.
IV. <u>RELATIONSHIP WITH PEERS, CO-WORKERS</u> -Ability to work cooperatively with others. -Respect for the rights and responsibilities of others. -Contribution to stress.	0 1 2 3 4 5 6 7 8 9 A. Easy victim, scapegoat. B. Provokes, agitates, bullies, threatens, mocks. C. Emotionally manipulative, shallow, deceitful..	0 1 2 3 4 5 6 7 8 9 A. Naive, gullible, easily influenced. B. Is disruptive, tries to control and intimidate others. C. Always tries to be the center of attention.....	0 1 2 3 4 5 6 7 8 9 A. Avoids conflict situations. B. Works cooperatively with others. C. Demonstrates good self-control.	0 1 2 3 4 5 6 7 8 9 A. Adaptively exercises rights; is accepted by peers. B. Demonstrates positive leadership. C Helps others succeed.	0 1 2 3 4 5 6 7 8 9 A. Respected and valued by peers. B. Positive role model; encourages others by example. C. Decreases overall stress in the workplace.....
V. <u>SAFETY AND SECURITY</u> -Knowing and following standard procedures. -Risk management. -Accident prevention. -Judgment.	0 1 2 3 4 5 6 7 8 9 A. Careless, accident prone. B. Intentionally puts others at risk. C. Reckless, breaks rules for fun.	0 1 2 3 4 5 6 7 8 9 A. Often speaks and acts without thinking. B. Intentionally violates safety rules. C. "Horseplays".	0 1 2 3 4 5 6 7 8 9 A. Learns/follows basic safety rules. B. Concerned for safety of others. C. Appreciates the seriousness of safety.	0 1 2 3 4 5 6 7 8 9 A. Consistently "Thinks safety." B. Cares for and is careful with tools and equipment. C. Actively supports safety.	0 1 2 3 4 5 6 7 8 9 A. Plans for safety. B. Is alert to hazards and acts to eliminate them. C. Role model for following safety procedures.

(Print Name) Completed by _____
Date signed/authenticated: _____

Signature

Title

Name: Mr. Y
Number: _____
Program/Location: _____

BRACE™ Work Adjustment Profile Worksheet

Name: Mr. Y
 Dates covered by profile: _____
 Context: _____

Number: _____ Date: _____
 Completed by: _____
 Title: _____

GENERAL ADJUSTMENT INDEX: -70
VOCATIONAL PERFORMANCE SCORE: 1.12 = 1.1 Marginal

Circle all of the following examples that are circled on the BRACE Work Adjustment Profile.

	<u>Unsatisfactory</u>	<u>Marginal</u>	<u>Satisfactory</u>	<u>Above Average</u>	<u>Outstanding</u>
I. Motivation & Effort:	a b c	a b c	a b c	a b c	a b c
II. Time Management:	a b c	a b c	a b c	a b c	a b c
III. Response To Supervision:	a b c	a b c	a b c	a b c	a b c
IV. Relationship With Peers:	a b c	a b c	a b c	a b c	a b c
V. Safety & Security:	a b c	a b c	a b c	a b c	a b c

MALADAPTIVE CHARACTERISTICS PROFILE

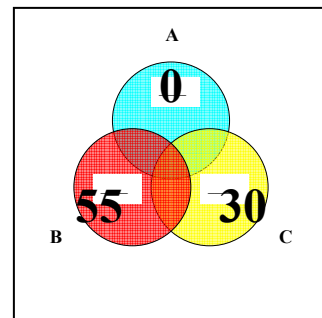
	<u>Unsatisfactory</u>	<u>Marginal</u>
Add examples circled:	a = <u>0</u> b = <u>2</u> c = <u>1</u>	a = <u>0</u> b = <u>5</u> c = <u>3</u>

SUBTYPE TOTALS

Multiply Unsatisfactory by -15. Multiply Marginal by -5

$$\begin{array}{rcl}
 a & \frac{0}{-15} & + \quad a \frac{0}{-5} = \underline{0} \\
 b & \frac{-30}{-15} & + \quad b \frac{-25}{-5} = \underline{-55} \\
 c & \frac{-15}{-15} & + \quad c \frac{-15}{-5} = \underline{-30}
 \end{array}$$

SUBTYPE TOTALS



Maximum score for each Subtype is 100.

NOTE: Refer to the original BRACE™ Work Adjustment Profile for functional analysis, vocational planning, and behavior problem solving. Consider the source of the profile(s), the context, and time intervals covered. It is critical to consider the individual's general life situation, particularly including any physiological factors that may contribute to performance and general adjustment. The BRACE™ Work Adjustment Profile is a tool to assist in program planning and evaluation. It is an assessment device designed to complement other available information. The BRACE™ Work Adjustment Profile suggests alternatives and reveals patterns, but to be of any use the information provided must be interpreted in a reasoned manner.

POTENTIAL OBJECTIVES

Motivation & Effort

IA. Complete assigned tasks within level of ability for __ consecutive _____ s by _____.

Initiate and work without prompting for __ consecutive _____ s by _____.

Give 100% effort to learn and do job for __ consecutive _____ s by _____.

IB. Meet minimum work standards for __ consecutive _____ s by _____.

Meet minimum work standards, then volunteer for extra duty __ times per _____ by _____.

Consistently demonstrate a positive attitude about work for __ consecutive _____ s by _____.

IC. Pay attention to learn and perform assigned duties for __ consecutive _____ s by _____.

Demonstrate stable positive work ethic for __ consecutive _____ s by _____.

Take every opportunity to learn and develop new tasks for __ consecutive _____ s by _____.

Time Management

IIA. Routinely prepared for assigned duties for __ consecutive _____ s by _____.

Complete all assigned work before deadlines for __ consecutive _____ s by _____.

Anticipate and resolve minor problems for __ consecutive _____ s by _____.

IIB. Start assigned work on time for __ consecutive _____ s by _____.

Make positive, constructive work suggestions for __ consecutive _____ s by _____.

Actively participate in planning/creating work projects for __ consecutive _____ s by _____.

IIC. Follow established work plan/activities for __ consecutive _____ s by _____.

Organize work area and materials for next day for __ consecutive _____ s by _____.

Display outstanding self-management by working independently for __ consecutive _____ s by _____.

Response To Supervision

IIIA. Ask for help only when needed for __ consecutive _____ s by _____.

Pay close attention to instructions and do best to follow for __ consecutive _____ s by _____.

Readily accept new/extra duties for __ consecutive _____ s by _____.

IIIB. Accept correction without undue complaint for __ consecutive _____ s by _____.

Display cooperative/respectful attitude towards supervisor for __ consecutive _____ s by _____.

Readily accept and follow corrective feedback for __ consecutive _____ s by _____.

IIC. Demonstrate respect for supervisor's role and duties for __ consecutive _____ s by _____.

Take job duties seriously for __ consecutive _____ s by _____.

Consistently respectful and mature in conduct for __ consecutive _____ s by _____.

Relationship With Peers, Co-workers

IVA. Avoid conflict situations for __ consecutive _____ s by _____.

Adaptively exercise rights for __ consecutive _____ s by _____.

Earn the respect of peers for __ consecutive _____ s by _____.

IVB. Work cooperatively with others for __ consecutive _____ s by _____.

Demonstrate positive leadership for __ consecutive _____ s by _____.

Encourage others by example as a positive role model for __ consecutive _____ s by _____.

IVC. Demonstrate good self-control for __ consecutive _____ s by _____.

Help others to succeed for __ consecutive _____ s by _____.

Decrease overall stress in the workplace for __ consecutive _____ s by _____.

Safety & Security

VA. Learn and follow basic safety rules for __ consecutive _____ s by _____.

Consistently demonstrate "Thinking safety first" for __ consecutive _____ s by _____.

Consistently plan ahead for safety for __ consecutive _____ s by _____.

VB. Demonstrate concern for the safety for others for __ consecutive _____ s by _____.

Take care of and be careful with all tools and equipment for __ consecutive _____ s by _____.

Be alert to hazards and act to eliminate them for __ consecutive _____ s by _____.

VC. Show that you take safety procedures seriously for __ consecutive _____ s by _____.

Actively support safety procedures for __ consecutive _____ s by _____.

Be a role model for safety procedures for __ consecutive _____ s by _____.



INTERPRETATION AND ANALYSIS

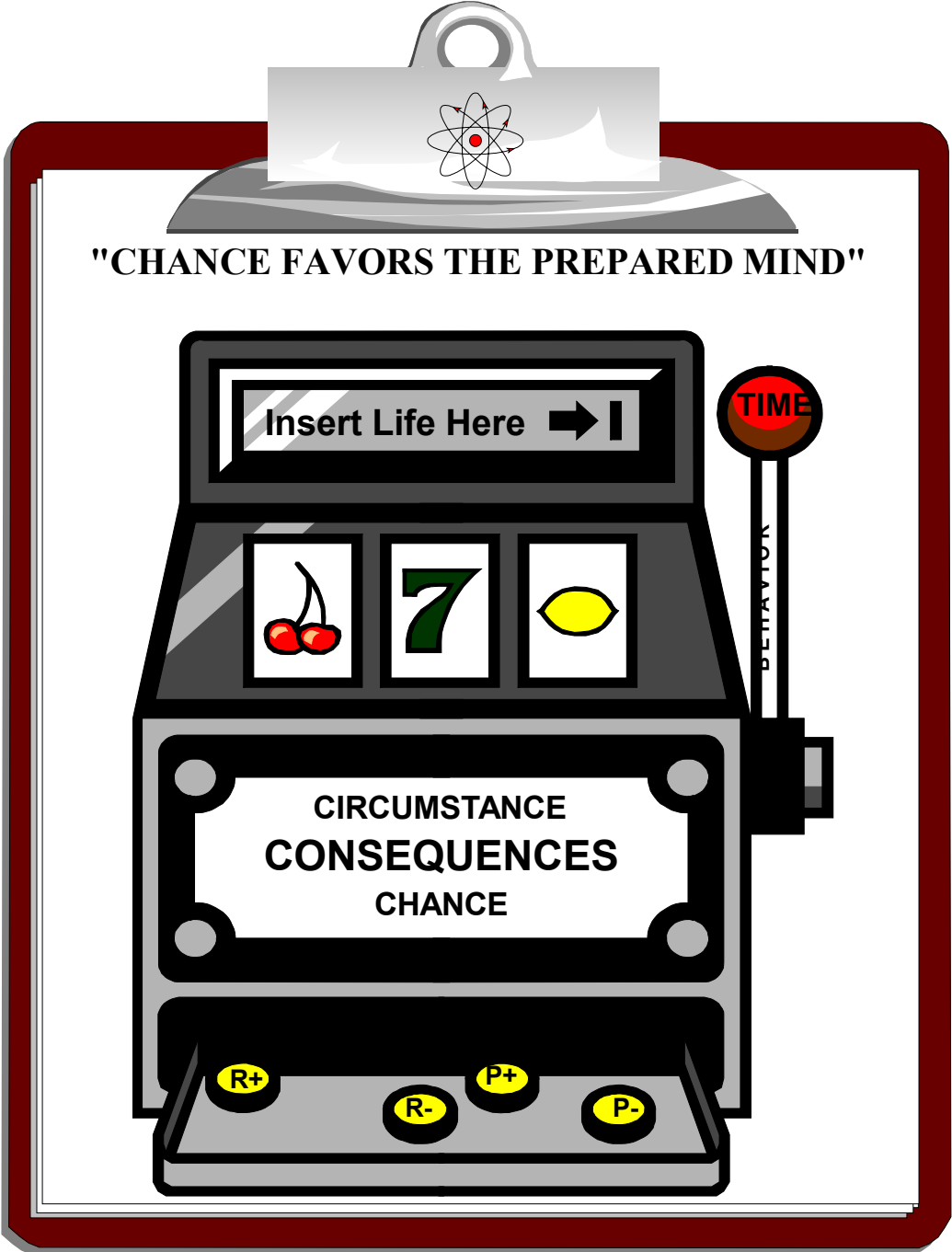
Once the **BRACE™ Work Adjustment Profile** is filled out accurately, according to the instructions, there are many ways to proceed with the interpretation and analysis. Completing a **BRACE™ Work Adjustment Profile Worksheet** helps organize information, but it is not essential for someone who is very familiar with the profile. Selecting one or more objectives from the **Potential Objectives** is convenient, directly related to the individual's overall functioning, and can provide consistency across service providers, but these can easily be modified or replaced if needed. Additionally, objectives can easily be established based on the **Performance Level** for one or more of the **Performance Categories** (e.g., As measured by the BRACE Work Adjustment Profile, Mr. Y will improve **Relationship With Peers** from 0.7 to 1.5 by working cooperatively with others for two consecutive hours by 09/27/02). The **General Adjustment Index** and the **Vocational Performance Score** can be used for more global, long-term goals.

With a **General Adjustment Index** of -70 and a **Vocational Performance Score** of 1.1 (Marginal), it is obvious that Mr. Y has significant social problems. Mr. Y's Type A score of 0 strongly suggests he is not mentally incompetent, and his Type B score of 55 indicates strong antisocial tendencies based on power and control. Mr. Y actively provokes and attempts to control and dominate his peers, and he actively competes with his supervisors for control. His relatively high Type C of 30 appears to be due to social factors and efforts to control the attention of others. He actively seeks control, actively avoids being controlled, and actively disrupts the efforts of others to be compliant. Combined, these factors suggest that Mr. Y wants to be "the" leader but he attempts to gain social control through violence and opposition. Mr. Y is definitely at risk for criminal conduct.

Mr. Y has *relative* strengths in **Response to Supervision** and **Safety and Security**, with relative weaknesses in **Motivation and Effort** and **Relationship with Peers**. His overall profile suggests that social reinforcement is functional but that Mr. Y seeks to gain it by force. Additionally, being in control is more important than the type of attention received. For Mr. Y, controlling others through fear or anger is readily available, predictable, and requires little or no organization and planning. Such violence, opposition, and defiance also increasingly desensitizes Mr. Y to the rights and needs of others.

Mr. Y is very likely described as a loner, and he will require a highly structured program with clear behavioral limits, immediate "natural consequences" for both adaptive and maladaptive behavior, and consistent follow through. He will also require periodic protective intervention or custody when he runs into more dominant peers, and he will likely "force" care providers to impose such structure rather than requesting it. He is likely more fearful than he verbalizes, and his greatest fear is likely loss of control by being at the mercy of his enemies --- i.e., likeminded, competing peers.

Mr. Y should be offered as many choices as possible and he should be held strictly accountable for the choices he makes, particularly including choices to engage in maladaptive behavior (i.e., behavior that violates the rights of others or fails to meet personal responsibilities). Work activities should be designed to give Mr. Y an opportunity for adaptive control related to his peers.



FREQUENTLY ASKED QUESTIONS

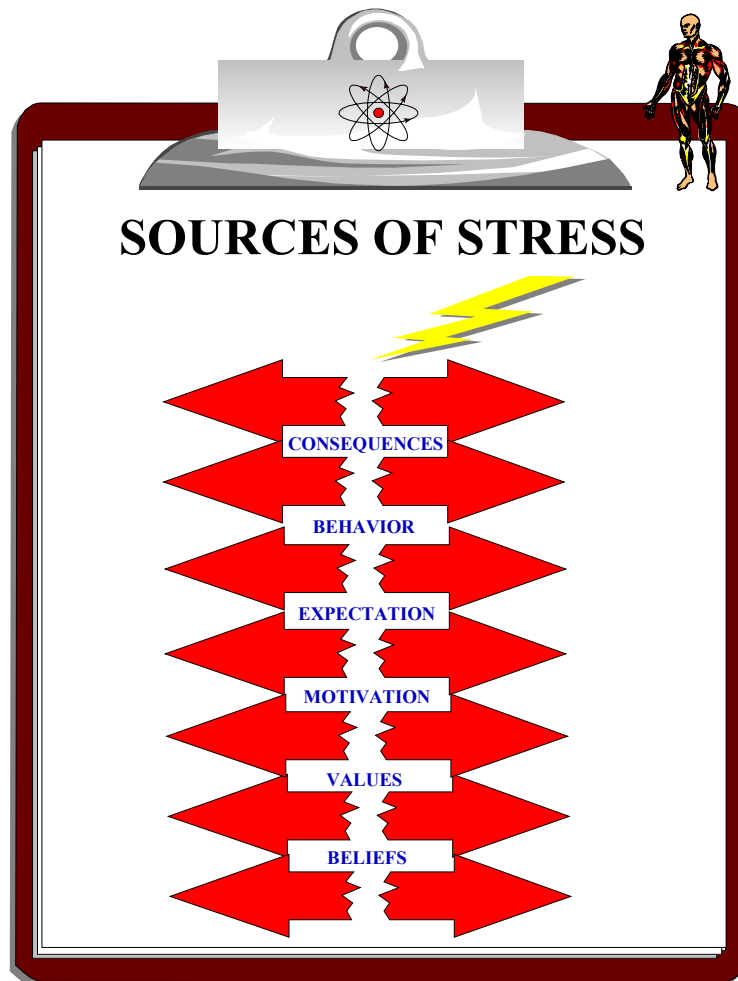
1. What is *BRACE*TM?

*BRACE*TM stands for *Behavioral Relativity And Cognitive Economics*. *BRACE*TM is a comprehensive cognitive-behavioral model based on the basic principles of learning (classical and operant conditioning). *Behavioral Relativity* deals with the form and function of thought and behavior, emphasizing both the universal nature of the basic principles of learning and the uniqueness of each individual within the “lawful” order of the universe. *Cognitive Economics* deals with values and value judgments. *BRACE*TM extends the basic principles of learning to the domain of the imagination, where thoughts function as units of behavior, real consequences are created, and real physiologically based learning occurs.



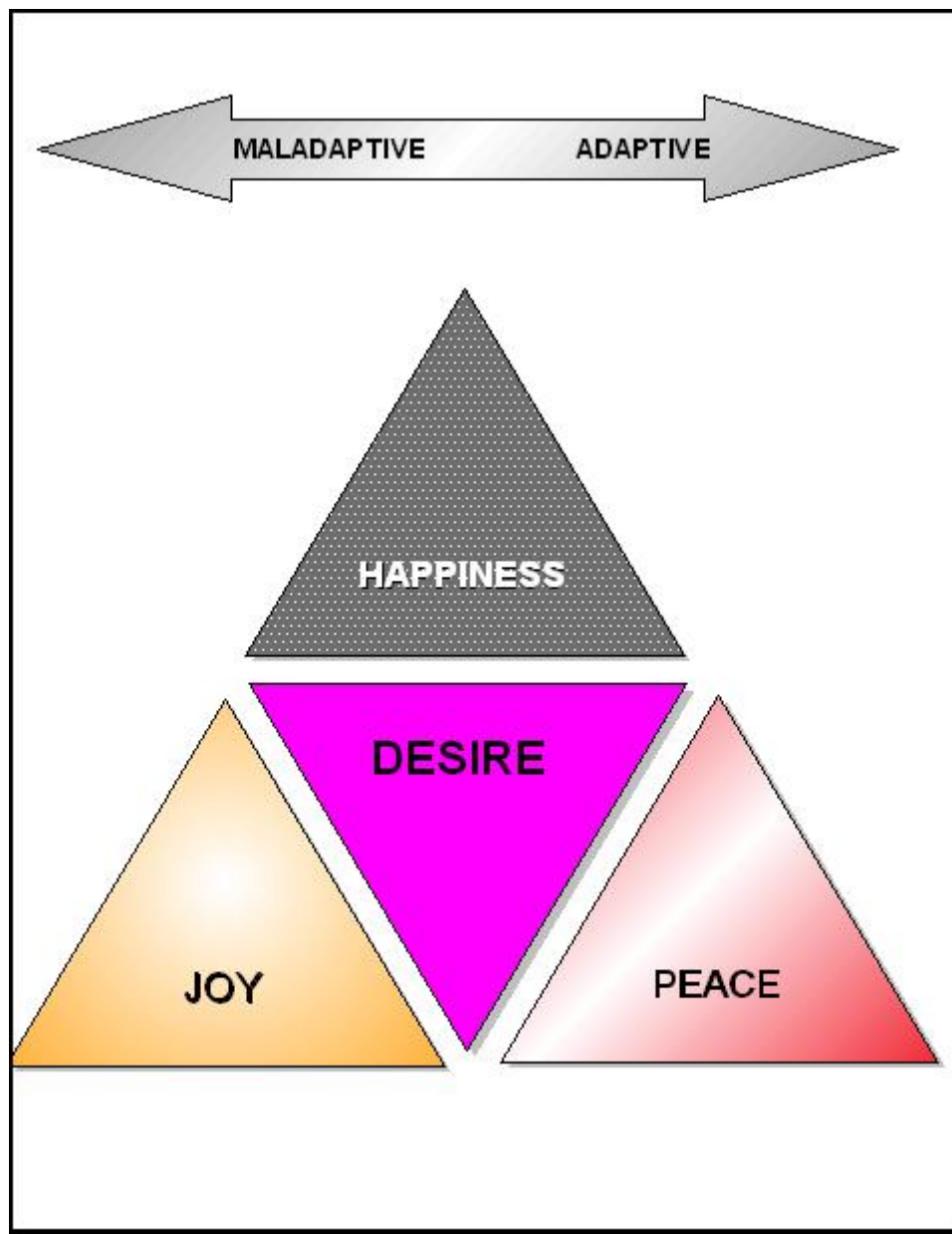
2. How can the *BRACE*TM Work Adjustment Profile be used?

The *BRACE*TM Work Adjustment Profile is completed by one or more people to measure, profile, analyze, monitor, and report an individual's vocational and cognitive-behavioral functioning. It can be used to establish multiple baselines, to establish multiple objectives, to provide feedback and counseling, to measure progress and response to treatments, and to report current functioning or establish continuity of care. It can be used to determine vocational and behavioral strengths and weaknesses, to analyze the nature of vocational and behavioral problems, to identify risks and maximize opportunities for success. It can be used for individual counseling and interdisciplinary program planning, problem solving and problem prevention. It is designed for use with both juveniles and adults, for both individuals and groups, in educational, vocational, or social skills programs, for any regular or special population --- i.e., mental health programs, developmental disability programs, criminal justice programs, and substance abuse programs.



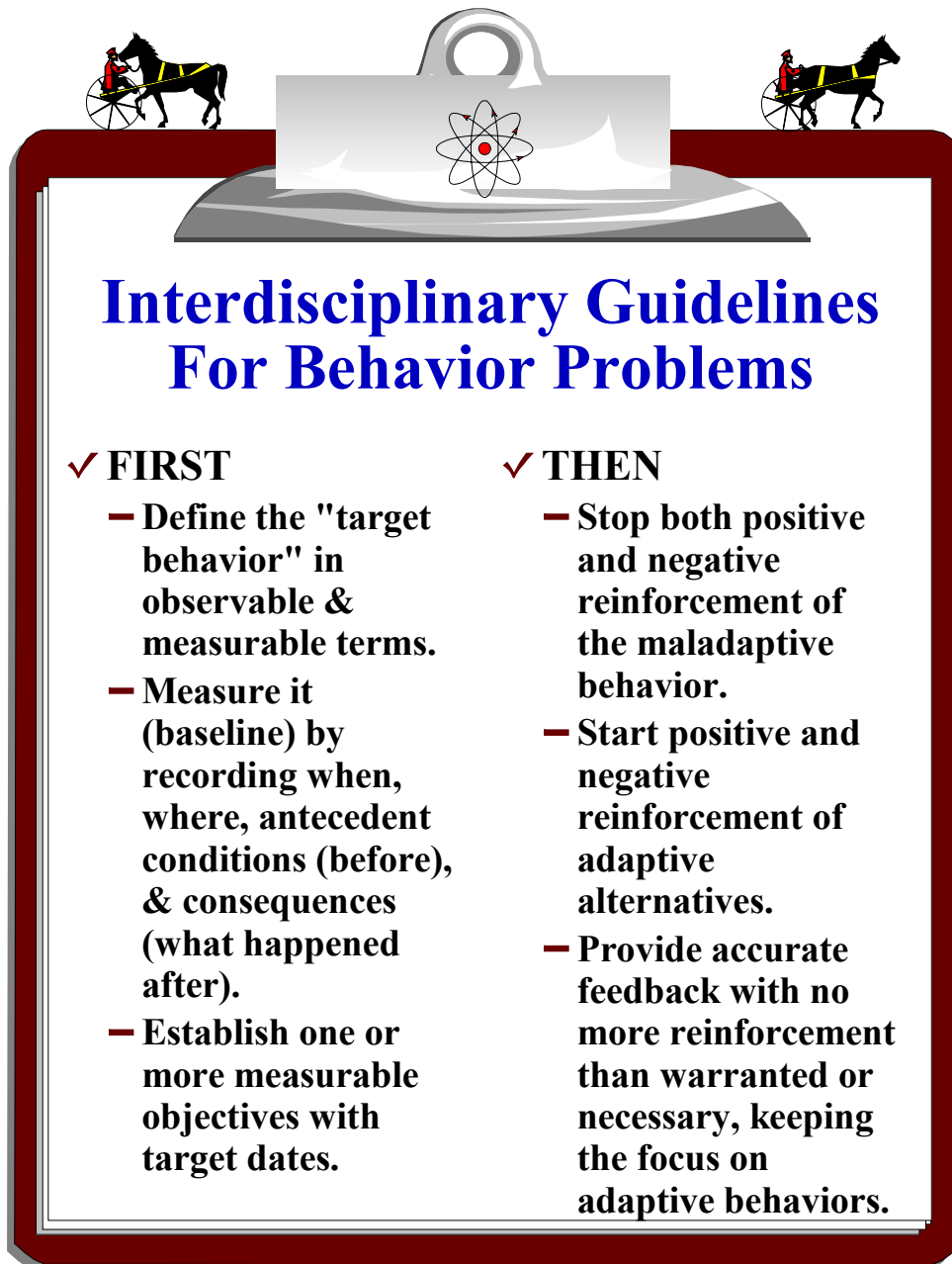
3. Who is qualified to use the *BRACE*TM Work Adjustment Profile?

The *BRACE*TM Work Adjustment Profile is designed for use by any care or service provider. It is a valuable tool for use by both professionals and paraprofessionals in any type of structured vocational, therapeutic, developmental, or rehabilitation program. The *BRACE*TM Work Adjustment Profile facilitates both management and treatment decisions, making it ideal for interdisciplinary program planning, vocational and behavior problem solving --- and prevention. It is designed for use by parents, teachers, counselors, therapists, job coaches, supervisors, group homes, work activity centers, vocational training programs, therapeutic horticulture, occupational therapy, etc. The *BRACE*TM Work Adjustment Profile can be used by anyone with knowledge of the client, basic reading and writing skills, and the ability to reason and think logically and objectively about behavior.



4. How long does it take to complete a *BRACE*TM Work Adjustment Profile?

Someone who uses it routinely can complete the *BRACE*TM Work Adjustment Profile in less than five (5) minutes. However, the person or persons completing it must have extensive knowledge of the person being assessed. A completed *BRACE*TM Work Adjustment Profile may be used as a stand-alone profile or report of current functioning, or it may be the basis of further interpretation, analysis, program planning or evaluation.

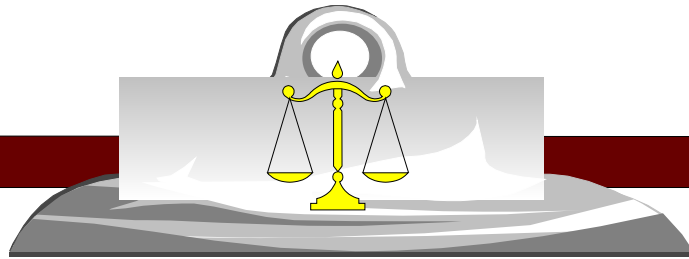


Interdisciplinary Guidelines For Behavior Problems

- ✓ **FIRST**
 - Define the "target behavior" in observable & measurable terms.
 - Measure it (baseline) by recording when, where, antecedent conditions (before), & consequences (what happened after).
 - Establish one or more measurable objectives with target dates.
- ✓ **THEN**
 - Stop both positive and negative reinforcement of the maladaptive behavior.
 - Start positive and negative reinforcement of adaptive alternatives.
 - Provide accurate feedback with no more reinforcement than warranted or necessary, keeping the focus on adaptive behaviors.

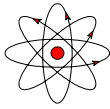
5. What Are The Advantages Of Using The BRACE™ Work Adjustment Profile?

- ☑ It provides a one page **visual display** of job performance, general adjustment, and relative strengths and weaknesses, allowing for easy analysis of trends and patterns.
- ☑ It is an **assessment device** which allows for objective measurement of current functioning and performance (baseline) and ongoing measurement of response to treatment (progress or regression).
- ☑ It is a **treatment tool** that establishes a range of potential treatment objectives within each of five performance rating categories.
- ☑ It is an effective **communication tool**, providing all concerned (service providers, treatment team, client) with a common format and frame of reference for discussing current functioning, goals and objectives, and progress or regression.
- ☑ It is a **counseling tool** for providing ongoing feedback to each client as to current functioning, evident patterns in their behavior, particular strengths and areas of concern, and establishing clear vocational and behavioral expectations.
- ☑ It is a **planning device** which provides both management and treatment staff with essential information for effective, data-based decision-making.
- ☑ It allows for the establishment of clear, fair, consistent and justifiable **objective performance standards and criteria** (which may be absolute/fixed or relative to each individual's assessed abilities, motivation and performance) for treatment activities, graduation, incentives, merit consideration, treatment plans, behavioral contracts....
- ☑ It is a **behavior problem solving device**, allowing for the measurement of behavior problems, the analysis of maladaptive patterns of behavior, and the monitoring of changes in behavior across time and circumstance.
- ☑ It is an ongoing **staff development tool** which facilitates critical thinking skills and focuses staff efforts and attention on teaching progressively more independent and responsible behavior.
- ☑ It is a **reporting device** which allows for presenting summary data in a condensed form, encouraging further development and research.
- ☑ It is an **organizational tool for continuity of care**, which continues effective across placements and services in the absence of any particular staff.
- ☑ It is an effective **self-measurement and monitoring tool** for staff and clients.

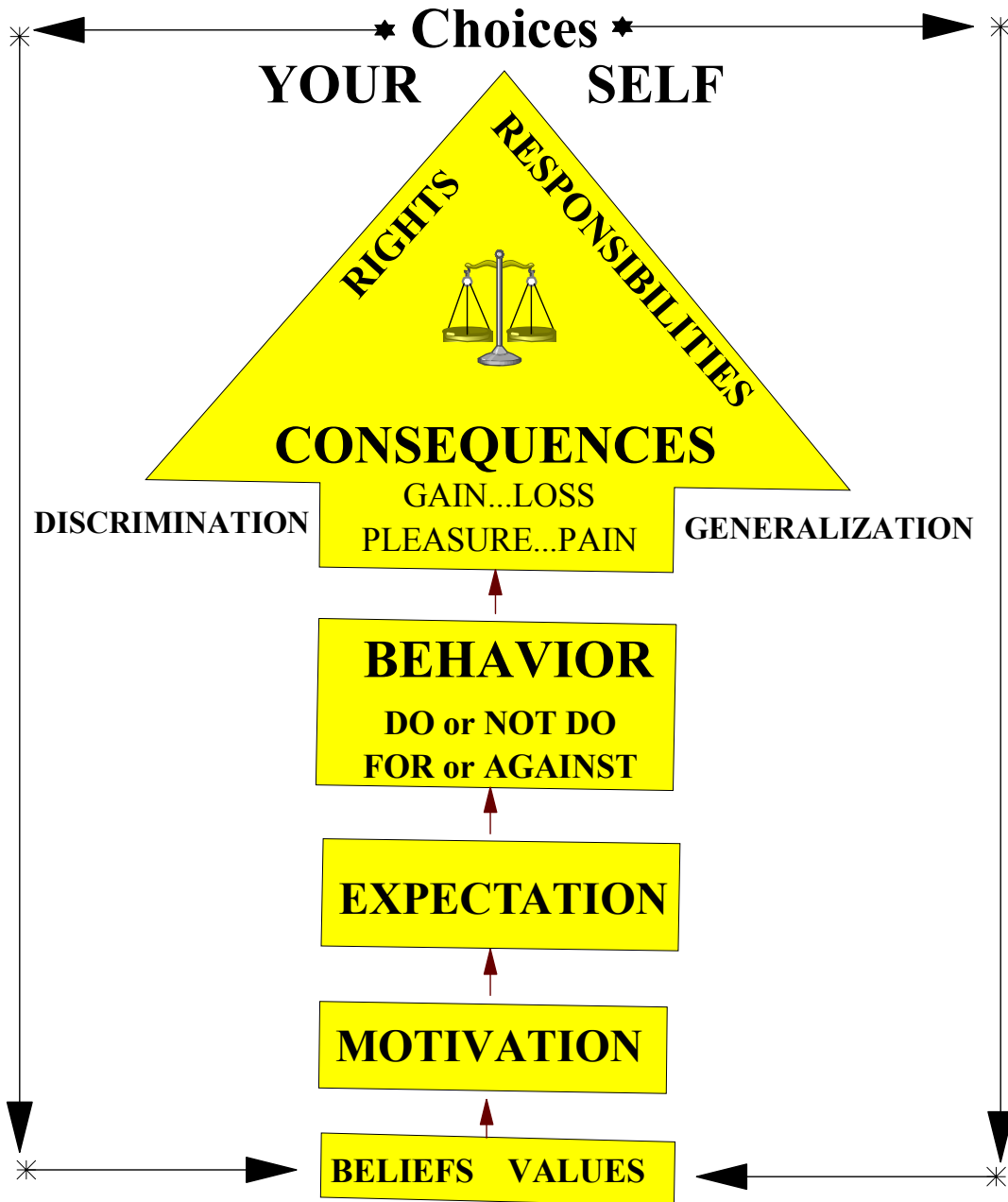


Rights & Responsibilities

- ✓ **In a social environment INDIVIDUAL rights and responsibilities are interrelated.**
- ✓ **Each INDIVIDUAL'S rights and responsibilities are restricted and/or expanded depending on their various social roles and the contexts in which they are exercised.**
- ✓ **Each CLIENT right establishes a directly related EMPLOYEE responsibilities to teach and actively reinforce.**
- ✓ **Each INDIVIDUAL right is paired with its corresponding responsibilities & every responsibility has corresponding rights.**
- ✓ **IN GENERAL, rights related to personal safety and well-being take priority over rights related to property and habilitation or rehabilitation.**



RISK AND OPPORTUNITY MANAGEMENT

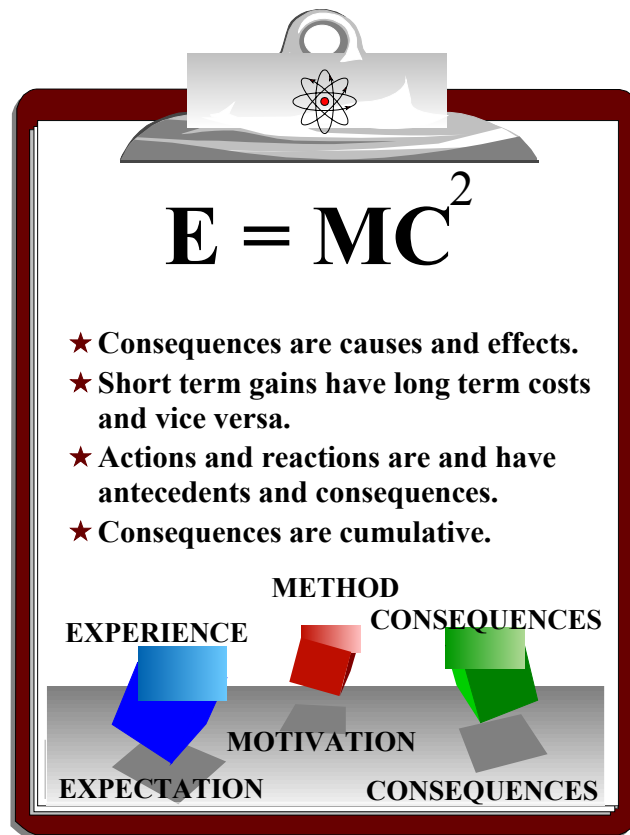


6. How can I learn more about the BRACE™ Work Adjustment Profile?



visit
www.BRACEanalysis.com

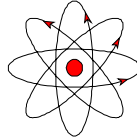
OR WRITE TO
BRACE Analysis
2840 South College Road, PMB 435
Wilmington, NC 28412



TO BE OR NOT

✓ **ADAPTIVE (B+)**

- R+ of B+
- R- of B+
- P+ of B-
- P- of B-
- R+ of not B-
- R- of not B-
- P+ of not B+
- P- of not B+



✗ **MALADAPTIVE (B-)**

- R+ of B-
- R- of B-
- P+ of B+
- P- of B+
- R+ of not B+
- R- of not B+
- P+ of not B-
- P- of not B-

