



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 that are clearly characteristic.

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; 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 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: Mr. Z
Number: _____
Program/Location: _____

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 good self-management skills and the ability to work 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 _____.



BRACE™ Work Adjustment Profile Worksheet

Name: Mr. Z Number: _____ Date: _____
 Dates covered by profile: _____ Completed by: _____
 Context: _____ Title: _____

GENERAL ADJUSTMENT INDEX: -10
VOCATIONAL PERFORMANCE SCORE: 2.1 Satisfactory

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

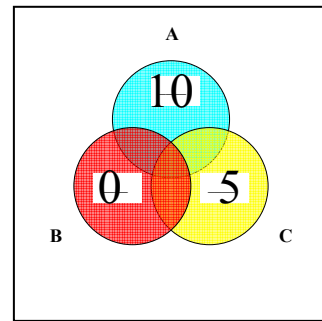
	<u>Unsatisfactory</u>	<u>Marginal</u>	<u>Satisfactory</u>	<u>Above Average</u>	<u>Outstanding</u>
I. Motivation & Effort:	a b c	a b c	a b c	a b c	a b c
II. Time Management:	a b c	a b c	a b c	a b c	a b c
III. Response To Supervision:	a b c	a b c	a b c	a b c	a b c
IV. Relationship With Peers:	a b c	a b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

Add examples circled:

<u>Unsatisfactory</u>	<u>Marginal</u>
a = <u>0</u>	a = <u>2</u>
b = <u>0</u>	b = <u>0</u>
c = <u>0</u>	c = <u>1</u>

SUBTYPE TOTALS



SUBTYPE TOTALS

Multiply Unsatisfactory by -15. Multiply Marginal by -5

$$\begin{array}{rcl}
 a & \frac{0}{-15} & + \quad a \frac{-10}{-5} = \underline{-10} \\
 b & \frac{0}{-15} & + \quad b \frac{0}{-5} = \underline{0} \\
 c & \frac{0}{-15} & + \quad c \frac{-5}{-5} = \underline{-5}
 \end{array}$$

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.

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. Z will improve **Time Management** skills from 1.2 to 1.5 by working on a one hour task, without distracting others, by 09/27/02.) The **General Adjustment Index** and the **Vocational Performance Score** can be used for more global, long-term goals.

Mr. Z's **General Adjustment Index** of -10 and **Vocational Performance Score** of 2.1 (Satisfactory) indicate some areas that need improvement. An overview of his Work Adjustment Profile reveals relative strengths in **Safety and Security**, **Response to Supervision**, and **Motivation and Effort**. All good indications for habilitation or rehabilitation. Relative weaknesses are noted in **Time Management** and **Relationship with Peers**.

Type A (Cognitive) stands out as a primary influence related to weaknesses, and Mr. Z would be subject to manipulation and exploitation, attracting negative attention from more antisocial peers. His high concern for matters of safety and security suggests both a history of being cared for and of being actively instructed in such matters. His positive motivation and relationship with authority figures suggests the same. Note that Mr. Z is both easily distracted and he actively distracts others, yet is very careful and safety conscious. The fact that he demonstrates good self-control related to his peers, but is naive and gullible and easily influenced, suggests that he passively accepts social abuses by his peers or endorses his peers using him as an agent of distraction, the class clown or scapegoat, perhaps as a means of being accepted.

Mr. Z's profile suggests he needs a combination of assertiveness training, adaptive social skills, and self-discipline. These three could be combined by gradually and systematically increasing Mr. Z's responsibilities related to safety. His profile suggests he would take such responsibilities seriously and he would be less likely to allow his peer to influence him negatively in such matters. For example, in many work environments he could be given responsibility for cleaning tools, then counting tools, then issuing tools, then completing safety checklists related to tools. In time, with gradual and systematic structure, Mr. Z might be in charge of tools.

There are many other ways to provide active treatment for Mr. Z. He is an ideal candidate for success. Eager to please, sensitive to the needs of others, not turned off to adults, not oppositional, not noncompliant ... many of Mr. Z's NOTs are good. Yet, he might be at risk for anxiety based disorders and his safety/security concerns should be channeled in a positive direction.

SUMMARY OF ADVANTAGES AND USES OF 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.