

# Supported Employment: Job Site Training

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**Employment Initiatives**

**LSU HSC Human Development Center**

**[www.hdc.lsuhscc.edu/employment](http://www.hdc.lsuhscc.edu/employment)**



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# Supported Employment Components

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- Assessment
- Job Development
- Job Placement

## ● *JOB SITE TRAINING*

- On-going Follow Along



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# Let's Talk About it!

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- Any experience with job site training/job coaching?
- If so, name one job site/position that you provided job site training for ?
- Comments?



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# “Readiness” Model

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- In the intellectual/developmental disabilities field...

**TRAIN**

Then

**PLACE**



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# Supported Employment Model

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•PLACE

•Then

•TRAIN

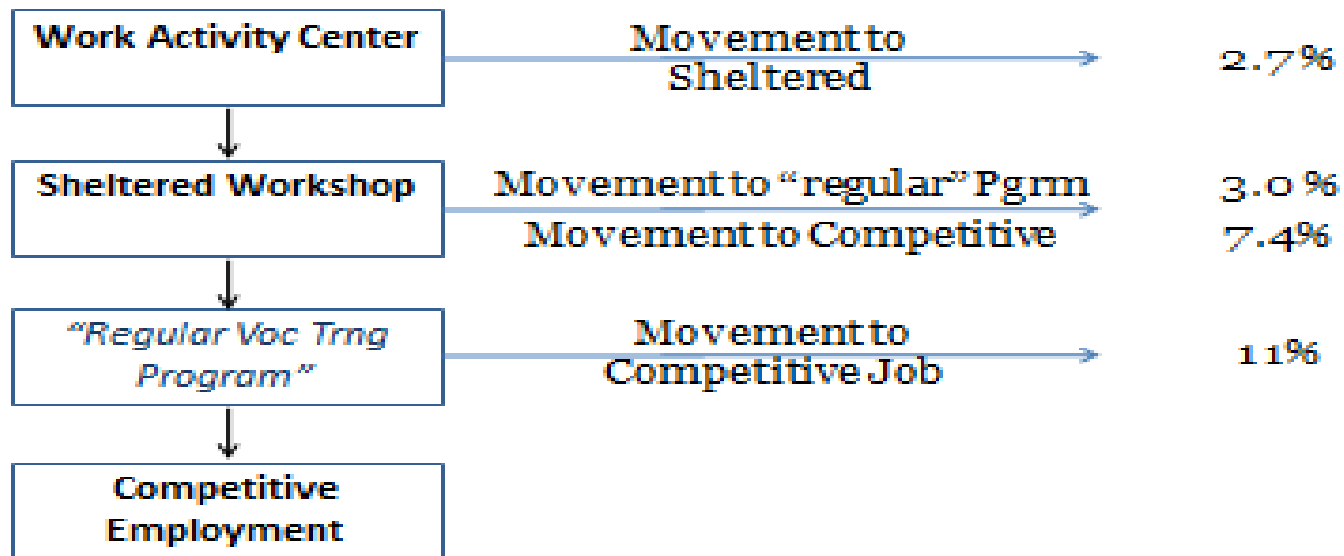


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# Readiness Model



adapted from <http://www.nmd.dc.state.md.us/parallels/four/index.htm>



# Marc Gold

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- *'A lack of learning in any particular situation should first be interpreted as an inappropriate or insufficient use of teaching strategy, rather than an inability on the part of the learner'*

(Gold, 1980, p. 3).



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# We Learned That...

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The ability to become successfully employed in a competitive job was not related to an individual's place in the continuum

Individuals would always need individualized support:

- ❖ Intensive support at first ...
- ❖ Then faded" for the individual job tenure





# Important SE Principles

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- ALL individuals are capable of working in competitive, community based integrated employment if they are provided
  1. “instruction/training-systematic
  2. The necessary on-going follow along supports



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# Skills Employers Want

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- Soft Skills
  - Attendance
  - Punctuality
  - Teamwork
  - Work Ethic
  - Ability to Follow directions



# Employers Will Train Hard Skills

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The specific physical and mental skills that an individual needs to perform his or her job.

- Performing the “essential functions” of the job (ADA)





# Job Analysis

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- Should be completed using:
  - a) interviews with employer and coworkers;
  - b) observation of the job; and
  - c) a summary review of the information collected during a and b.



# Job Coach Duties

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- ❖ Prepare Client for Job Entry
- ❖ On-The-Job Training and Instruction
- ❖ Identify Needed Accommodations
- ❖ Develop Compensatory Strategies
- ❖ Facilitate Appropriate Social Interactions
- ❖ Develop Fading Schedule
- ❖ Identify Natural On-going Supports
- ❖ Identify Contingency Plan



# Job Coaching

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- ❖ Individualized
- ❖ Diminishes over time
- ❖ Might that look like.....
  - ❖ First week- Job Coach present at the job site all the time
  - ❖ First month- Job Coach present at the job site nearly every day for some time
  - ❖ Second week/month - Job Coach present only on “difficult” tasks/days
  - ❖ Third week/month -Job Coach makes regular spot checks, active training and intervention has been successfully completed
  - ❖ Fourth Month - Extended Follow Along - Job Coach stops by work site two times per month

\*\*\*\*\*Please realize that for some individuals, - especially those who have a mental health diagnosis - the intervention may need to occur OFF and ON the employment site\*\*\*\*\*



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# Fading

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- Fade Gradually...over Time
- Caution when
  - Job Coach spends little to no time at the job site
  - There is no evidence of any “real” assistance
  - Strategies for employment related issues only involve “counseling” or “talking” to the supported employee





# Sequence of Job Duties

**Sequence of Job Duties Form**

Daily  
(Job duties remain the same from day-to-day)

Varies day-to-day  
(If checked here, complete a separate form for each different sequence)  
If above box is checked, indicate day for which this form is completed:

Mon    Tues    Wed    Thurs    Fri    Sat    Sun

<u>Approximate Time</u>	<u>Job Duty</u>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SIGNATURE/TITLE: \_\_\_\_\_      DATE: \_\_\_\_\_

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# Sequence of Job Duties Example

Sequence of Job Duties						
Employee: <u>Ronald McDonald</u>		Job Site: <u>Taco Bell</u>				
Job Title: <u>Lobby Attendant</u>		ESP: <u>Job Coach</u>				
<input checked="" type="checkbox"/> Daily, Job duties remain the same everyday		<input type="checkbox"/> Varies Day to Day, Job duties vary from day to day (if checked complete a separate form for each different sequence; circle day or days for which this form is completed)				
Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Approximate Times	Job Duty					
10-10:02	Clock in					
10:02-10:05	Consult with supervisor					
10:05-10:30	Clean glass doors and dirty windows					
10:30-11:00	Sweep and mop lobby					
11:00-11:30	Clean Bathrooms					
11:30-1:00*	Gather trays, wipe and return to tray pick up area					
11:30-1:00*	Clear tables of garbage and Wipe clean, neatly push in chairs					
11:30-1:00*	Clean drink dispenser area					
11:30-1:00*	Refill condiments trays, drink tops and straws as needed					
1:00-1:30	Clean and sweep outside entrance and sidewalk areas					
1:30-1:55	Clean Bathrooms					
1:55-2:00	Clock out					
Comments: Duties during the peak lunch period of 11:30 – 1:00 are completed in a continuous rotation.						

# Developing a Task Analysis

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- Identify all required materials, tools and equipment
- Each step is **one** observable behavior
  - resulting in a visible change towards completing the task
- Build in natural cues and compensatory strategies
  - resulting change in one step becomes the natural cue to begin the next step
- Steps are chronologically ordered
- Each step is in narrative form using least number of words: descriptive, precise and avoids ambiguities
  - Words can be used as verbal prompts
- Task is completed as efficiently as possible
- Simplify complex steps
- Try to eliminate discrimination (i.e., having to determine if a task was completed with good quality), instead build in quality.
  - Remove decisions so task steps are repeatable and standardized
  - For example, “clean entire area in a specific pattern to cover all areas” instead of “clean only dirty areas”.
- Test the task analysis and modify as needed

*Adapted from: Moon, S.M., Inge K.J., Wehman, P., Brooke, V., & Barcus, J.M. (1990). Helping persons with severe mental retardation get and keep employment: Supported employment issues and strategies. Baltimore: Paul H. Brookes Publishing*



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# Task Analysis Example

## Task Analysis Form

Trainer: John

Customer: Ronald McDonald

Environment: Restaurant

Work Cue: Clean Table

Obtain one soft cloth, one clean cloth, drying cloth; bucket with clean clear water filled half.	-	V																	
Fill the sink with warm water.	+	+																	
Add ½ - 1 cup of vinegar and/or a small amount of dish soap.	p	V																	
Agitate the water to mix well.	M	V																	
Moisten the soft cloth with the sudsy water or vinegar mixture.	p	V																	
Bring bucket, clean cloth and moisten cloth to table.	+	+																	
Use the moisten cloth to wipe the table. Pay special attention to edges and any designs that may hold dirt. The vinegar and/or soap will disinfect as it removes the daily grime from meals and children.	P	P																	
Rinse the cloth with bucket of clean water.	p	+																	
Wipe the table again with the rinsed clean cloth.	p	P																	
Dry the surface with a fry, soft cloth or allow it to air dry completely before allowing the table to be used again.	P	+																	

**Data Collection:** + independent correct response  
 - incorrect response  
 v verbal prompt

m model prompt  
 p physical prompt



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# Task Analysis Instruction

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- ❖ Identify all required materials, tools and equipment
- ❖ Determine most efficient procedure to complete task
- ❖ State and describe the steps in terms of observable behaviors
- ❖ Only one observable behavior per step
- ❖ Order the steps from the first step to the last step
- ❖ Write steps in adequate detail
- ❖ Simplify complex tasks
- ❖ Describe steps so that they are easy to understand
- ❖ Test the task analysis
- ❖ Select words for the steps that can be used as verbal cues
- ❖ Build natural cues and compensatory strategies into the task analysis

- ❖ **Build in Quality**

Try to eliminate discrimination (i.e., having to determine if a task was completed with good quality) For example, “clean entire area in a specific pattern to cover all areas” instead of “clean only dirty areas”.

# Systematic Instruction

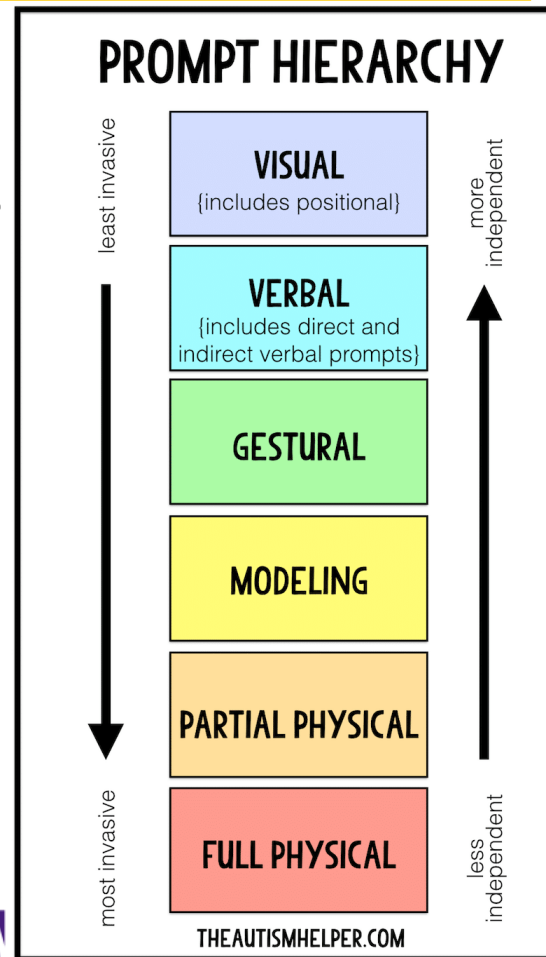
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- Systematic Instruction refers to any kind of instructional systems design model or method that: is carefully thought out and designed before activities and lessons are planned; builds upon prior knowledge; and is strategic building from simple to complex. Materials and instruction are organized to follow the logical order of the language. The sequence of the instruction proceeds methodically from the easiest and most basic elements to more difficult and complex material.
- Choose Individualized Instructional Strategies:
  - Prompts and Cues (e.g., Gestural, Verbal, Model, Physical)
  - Explanations and rationales to heighten awareness
  - Reinforcements
  - Compensatory Strategies (e.g., environment modifications, adaptive equipment)
  - Self-monitoring and self-reinforcement



# Systematic Instruction

- Training Plan
- Reinforcement Schedules
- System of Least Prompts
  - Verbal
  - Model
  - Gestural
  - Physical
  - Full Physical







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# Accommodations & Supports



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# Natural Supports

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- How to plan, identify and incorporate
  - Natural cues
  - Natural supports



# Natural Supports

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- Support from supervisors and co-workers occurring in the workplace to assist employees with disabilities to perform their jobs, including supports already provided by employers for all employees.
- May be both formal and informal, and include:
  - mentoring,
  - supervision (ongoing feedback on job performance),
  - training (learning a new job skill with a co-worker) and
  - socializing with employees at breaks or after work
- Natural Supports:
  - originate from within rather than from outside the workplace or community system
  - are consistent with the culture
  - are typically available and/or perceived as usual
  - can occur automatically in the workplace, or can be facilitated by job coach



# Typical Work Supports

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## *Support Is A Natural Feature Of The Workplace*

- Training & Supervision
- Friends
- Personal Support
- Finance
- Transportation
- Career Development
- Help In Fitting In
- Problem Solving
- Motivational Support

Demystifying Job Development: Field-Based Approaches to Job Development for People with Disabilities (Hoff, Gandolfo, Gold, & Jordan, ICI, 2001)



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# Work Place Natural Supports

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- Co-Worker Available for Questions
- Flexible Scheduling or Part-Time
- Allow More Frequent Breaks
- Adjust Job Description to Better Fit Strengths and Abilities of Person
- Introduce New Tasks Gradually
- Minimize Changes in Job and Supervision Over Time
- Allow for Time without Pay for Recovery Needs
- Change in Spatial Arrangements, Noise Level, Lighting

Demystifying Job Development: Field-Based Approaches to Job Development for People with Disabilities (Hoff, Gandolfo, Gold, & Jordan, ICI, 2001)

# Stabilization/closure

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- Resist the urge to close a case because the “time” period is completed if;
- The individual has continued to have difficulty in some aspect of his/her job.
- You are not clear how the individual will maintain employment after LRS’s funding is discontinued.



