



**Health Sciences Center
NEW ORLEANS**

School of Allied Health Professions
Human Development Center
University Center for Excellence in Developmental Disabilities

Supported Employment: Job Site Training

Sue Killam, M.Ed., CWIC, CESP

Laura Stazio, M.Sc., CESP

Employment Initiatives

LSU HSC Human Development Center

www.hdc.lsuhscc.edu/employment



“Readiness” model

In the intellectual/developmental disabilities field...

TRAIN

Then

PLACE

Supported employment model

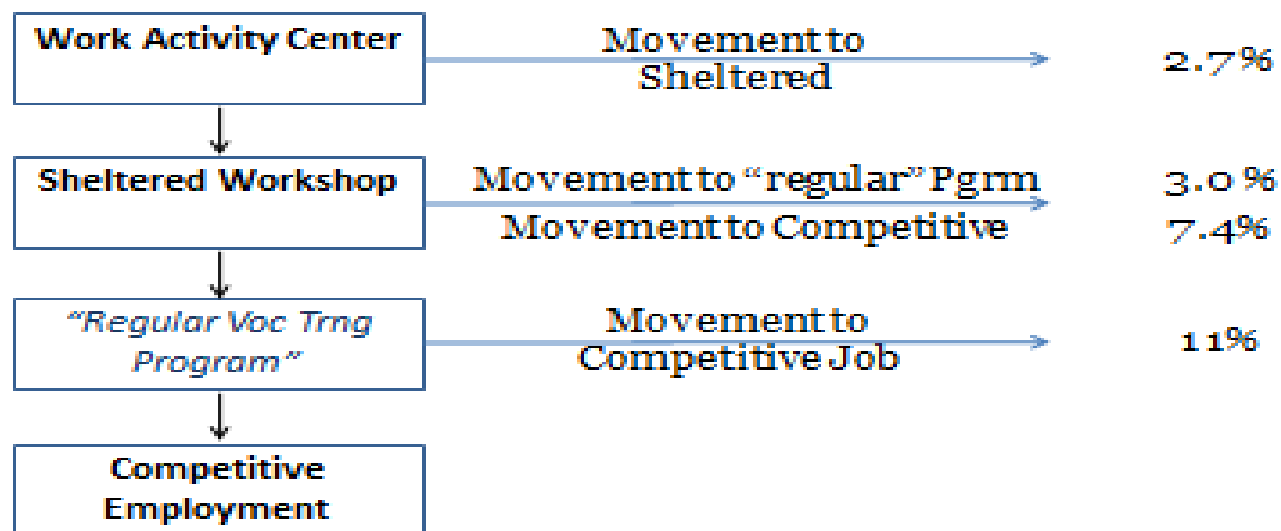
PLACE

Then

TRAIN



Readiness Model



adapted from <http://www.nvdc.state.nv.us/parallels/four/index.htm>

Marc Gold



'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).

We Learned that...

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

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



Supported Employment Components

- Assessment
- Job Development
- Job Placement

• *JOB SITE TRAINING*

- On-going Follow Along



Skills Employers Want:

Soft Skills

Attendance

Punctuality

Teamwork

Work Ethic

Ability to Follow directions



Skills Employers Want:

Hard Skills

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

Should be completed using:

- 1) interviews with employer and coworkers;
- 2) observation of the job; and
- 3) a summary review of the information collected during a and b.

Sequence of job duties

Sequence of Job Duties Form	
<input type="checkbox"/> Daily (Job duties remain the same from day-to-day)	<input type="checkbox"/> 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:
	<input type="checkbox"/> Mon <input type="checkbox"/> Tues <input type="checkbox"/> Wed <input type="checkbox"/> Thurs <input type="checkbox"/> Fri <input type="checkbox"/> Sat <input type="checkbox"/> Sun
<u>Approximate Time</u>	<u>Job Duty</u>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
Comments: <hr/>	
<hr/>	
<hr/>	
<hr/>	
SIGNATURE/TITLE: <hr/> DATE: <hr/>	
© Virginia Commonwealth University, Rehabilitation Research & Training Center on Supported Employment, 1997	

Task analysis

Task Analysis Form

Trainer: _____

Customer: _____

Environment: _____

Work Cue: _____

[illegible]

Data Collection:	+	independent correct response	m	model prompt
	-	incorrect response	p	physical prompt
	v	verbal prompt		

Systematic instruction

Training Plan

Reinforcement Schedules

System of Least Prompts

- Verbal

- Model

- Gestural

- Physical

- Full Physical

Natural supports

How to plan, identify and incorporate

Natural cues

Natural supports



Fade gradually...over time

Caution when the employment staff 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.

Stabilization/closure

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.