

SUPPORTED EMPLOYMENT

For People with Disabilities

Mississippi Job Skills Trainer Manual

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GUIDE TO EMPLOYMENT FOR PEOPLE WITH DISABILITIES

Mississippi Job Skills Trainer Manual

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TABLE OF CONTENTS

1. Job Skills Trainer Overview	3
2. Definitions	7
3. Characteristics of Disability	11
4. The Benefits of Supported Employment - Why Work?	15
5. The Evolution of Supported Employment	19
6. Job Skills Training Strategies and Workplace Supports	23
7. Characteristics of a Successful Job Skills Trainer	55
8. What You Need to Know to Do This Job	60
9. The Non-Task Aspects of the Job	64
10. Do's and Don'ts	67
11. People First	73
12. Examples: Successful and Unsuccessful	77
13. Works Consulted	85
14. Forms	93

Chapter

1

Job Skills Trainer Overview

Working is one of the most fundamental functions in a person's life. It is the means of financial stability, self-sufficiency, and development. It provides purpose and structure to our day and fulfills us with a sense of accomplishment, personal satisfaction, and self-respect. It enhances our communication, socialization, and community living skills. (Author Unknown)

Supported Employment is the means by which many people with disabilities search and find employment of their choice in the community; earning wages that are at least equivalent to workers without disabilities who are in the same or similar positions. Some of the most important guiding principles of Supported Employment include the following:

- Given the proper supports, work environment, and the desire to work, all people with disabilities can work.

- The primary goal of Supported Employment is to help people find employment that offers competitive wages in typical work settings regardless of disability.
- People’s strengths, abilities, resources, priorities, concerns, informed choice, career interests, and capabilities help guide the job search and ultimate work selection.
- Developing a career path that includes future planning, skill building, and ongoing career exploration will help people go beyond entry-level positions.

Supported Employment has been shown to be an effective way for persons with disabilities to get and keep a job in the open labor market. Supported Employment does this by its focus on ability and not disability, and by its provision of individualized support to the person and advice to employers.

Supported Employment has brought about improvements in the quality of life of women and men with disabilities by enabling them to become active participants in society. It has a positive impact on families and on employers who benefit from the contributions, people with disabilities can make at work and in society in general. The strength of Supported Employment is that it enables people with disabilities to enter the real world of work by focusing on individual abilities and by providing varying levels of individualized support, based on identified challenges.

Yet for people with disabilities, employment has not always been a part of their lives. In the early 1990's, Supported Employment was developed as a way to help people with disabilities obtain employment.

Some people only need enough support to learn the job and the necessary job skills and job culture and then the Job Skills Trainer can fade his/her support. However, some people, because of the nature and severity of their disability, may need more intensive long-term employment supports to work successfully.

Providing quality and effective job supports is one of the more rewarding work activities a person can offer or perform. The role is varied and includes providing support and training to the person as well as helping him/her to learn to communicate, interpret, and negotiate. These materials will teach Job Skills Trainers how to provide quality supports.

The Job Skills Trainer role can occasionally be unclear. The supports are provided in someone's business and Job Skills Trainers can be viewed as "outsiders" by current employees, supervisors, and even customers wondering who this new person is and what is his/her role in the business.

This manual is designed to answer some of those questions and to clarify any uncertainties so you will be comfortable and effective in your duties. **Most importantly**, the person employed will be successful in his/her job.

Chapter

2

Definitions

Accessibility – People with disabilities have access to all services, facilities and information to the same extent as people without disabilities.

Adaptation – A slight change or alteration to improve something or make it more suitable.

Confidentiality – Keeping information given to you about a person confidential (meaning it is not shared with others). You will learn personal things about someone you support on the job. Those issues cannot be shared with anyone without a signed release from the person receiving services.

Discovery – A person-centered planning process that is used to determine a person’s interests, skills, preferences and ideal employment conditions.

Employment Outcomes – A person entering or retaining full-time, or, if appropriate, part-time competitive integrated employment.

Empowerment – People are encouraged and supported to make decisions about their life. They must be at the center of planning, evaluation and development of services.

Fading – The gradual reduction in supervision and support on the job as the person gains skills and independence. Fading begins once the person has mastered parts of his or her job.

Flexibility – Staff are able to change according to the needs of the person or the job.

Functional Limitation – A measurable barrier directly related to achieving employment. Barriers in areas such as communication, getting along with others, mobility, self-care, self-direction, work tolerance, or work skills can be overcome by teaching, adapting, and supporting the person based upon individualized needs.

Informed Choice – Providing information to a person along with an explanation of the consequences of each choice.

Integrated Setting/ Integrated Work Site – A place where people without disabilities work.

Job Skills Trainer – (Sometimes called a job coach) A staff person who provides typically one-to-one support in the workplace to assist the employee in understanding/completing all parts of his/her job and in all other areas of the work environment. Developing natural supports to strengthen inclusion in the workplace is also an important part of the Job Skills Trainer's role.

Natural Supports – Support from supervisors and co-workers to assist employees with disabilities to perform their jobs. These include supports provided by employers for all employees. Natural supports include mentoring, supervision (ongoing feedback on job performance), training (learning a new job skill with a co-worker) and socializing with co-workers at breaks or after work. Natural supports are particularly effective because they enhance the social participation and acceptance of an employee with a disability in the workplace. Natural supports tend to be more permanent, consistent and readily available than paid supports, thereby, helping the person keep the job.

Ongoing Support – Support that is provided after the person has learned the job skills to the greatest degree of independence possible.

Person-Centered Planning - A process, directed by the person and family (if appropriate), which is intended to identify his/her strengths, abilities, resources, priorities, concerns, informed choice, career interest, capacities, and desired outcomes. The process is directed by the person. It includes others freely chosen by the person or family who serve as important members of the person's team. The team members involved in the person-centered planning process enable and assist the person to identify and access a personalized mix of paid and non-paid services and supports that will assist him/her to achieve personally-defined outcomes in the most inclusive community

settings possible. The outcomes, supports and services become parts of the person's plan, which guides delivery of services and supports.

Respect – Providing activities and engagement that are age appropriate, dignifying and enhancing.

Self-determination – When a person expands his/her interests and preferences, expressing his/her choices and defining his/her employment/life plan according to his/her wishes, not those of paid staff.

Stabilization – When the person is able to complete the job independently and the Job Skills Trainer's services are no longer needed.

Supported Employment – Varying levels of support to people with disabilities who; need assistance to obtain and maintain a job in competitive or self-employment. This assistance provides individualized supports that enable them to choose the kind of job they want and to become successful members of the workforce.

Task Analysis – A process which organizes an activity or job into teachable steps and strategies for instruction.

Chapter

3

Characteristics of Disability

What is your idea of disability? It is likely that you have heard of many of the various labels associated with having a disability – intellectual disability, bi-polar disorder, autism, cerebral palsy, schizophrenia and a host of other terms that indicate a person is somehow different from other people. This assumed difference has caused many people in our society to be cautious or even fearful of anyone with a disability.

Instead of focusing on a particular label or cause of disability, consider the impact the disability has on the person's life. For example, a person labeled with an intellectual or developmental disability might require more time to learn tasks than others. A person with cerebral palsy might use a wheelchair for mobility around the workplace. An employee with an anxiety disorder might need a break to gather their emotions before returning to work.

It's possible for others to understand the things we share instead of the things that are different.

When we look for ways to explain in simple, human terms the impact of disability rather than the label, it is possible for others to understand the things we share instead of the things that are different.

Suggestions for respectful interactions:

1. People with disabilities are people first. Therefore use “people first” language when referring to someone with a disability. For example, say “This project is for people with disabilities” instead of “This project helps the disabled to work.” (See Chapter 11 for examples.)
2. If asked about a person’s “label,” say, for example, “She uses hearing aids to better hear what is said to her” instead of “She’s deaf.”
3. Speak in an age appropriate, respectful tone to the person. Do not raise your voice or use a “sing-song”, child-like voice when talking to the person. Do not use terms such as “baby” or “sweetheart” when addressing the employee.
4. Do not hold hands for support. Offer assistance, if needed, by having the person grasp your elbow or forearm.
5. Ask the person before offering any support. Do not assume that they will or will not want to be assisted. Ask each time you feel a support need arises.

6. Avoid speaking for the person. When a supervisor or co-worker is speaking to or about a person, look at that person and wait a moment for him or her to respond. If the person does not respond, encourage him or her to do so rather than answering for the person.
7. If you are uncertain about any question or circumstance, let the other party know that you are not sure how to correctly answer and then call your supervisor for direction.
8. Spend some time getting to know the person outside the workplace. If possible, visit the participant's home or another familiar place.
9. Talk about what the person does for recreation, what they do during the day, or other interests.
10. If the person asks you to do a job task you feel he/she can do, gently let him/her know you believe he/she can do the task. However, if a person is confused or fatigued, consider offering either support or a break to resolve a situation.

A positive attitude is contagious.

A good day always starts with a good attitude.

The Benefits of Supported Employment – Why Work?

What motivates people to work?

- The need to earn an income to pay bills and other expenses
- The desire to do as his/her peers do
- To have something to do: most people do not want to sit around all day
- To meet new people and form new relationships
- To meet society's expectations: society expects adults to work and assigns value to people who work

- Professional and social interests: meeting new people for job advancement or social activities enlarges the world you live in
- Personal pride and satisfaction: to feel a sense of accomplishment, to receive positive feedback, and to be a contributing member of the workforce

More than 25 years ago, there was a movement in the disability community to help people with disabilities find employment, for all of the reasons listed above. Just because someone has an intellectual or developmental disability does not change the basic reasons people want to work.

As stated in Chapter 1, the most important guiding principles of Supported Employment include:

- ✓ Given the proper supports, work environment, and the desire to work, all people with disabilities can work.
- ✓ People should be assisted in finding employment that offers competitive wages in typical work settings regardless of disability.
- ✓ Identifying strengths, abilities, resources, priorities, concerns, informed choice, career interest, and capacities help guide the job search and ultimate work selection.
- ✓ The development of a career path that includes future planning, skill building, and ongoing career exploration helps people go beyond entry-level positions.

- ✓ Supported Employment activities provide wide ranging benefits to persons with disabilities, their families, employers and society as a whole.

What are the Benefits of Supported Employment?

Benefits for the person with a disability – Supported employment makes paid work possible for persons with disabilities. It enables them to develop their skills and learn to recognize their abilities. The person is able to earn an income and have the resources to live more independently. The ability to make choices is something that is often taken for granted. Sometimes, people with disabilities have choices made for them because others underestimate their ability to make decisions about their life.

Employment allows people to gain the respect of others for a job well done and provides them a place in society. Often, when meeting someone new, one of the first topics is what the person does for a living. A person with a disability wants to be able to be join that conversation; Supported Employment makes that possible. Relationships with other people are a fundamental need for all people. Having a job allows relationships with co-workers to become a reality. Learning job tasks can also promote the learning of other new skills, making the person more independent and self-sufficient.

Benefits for the parents/family – Parents can provide unique information about their adult child's skills, abilities and challenges. This information can be used to help find a good

job fit. The more families feel included in the employment process, the more likely the person is to succeed. Their participation should not begin at the moment when final decisions have to be made. Parents and family members should be a part of the ongoing employment process.

Benefits for the employer – Employers are coming to realize that people with disabilities perform effectively, efficiently, and accurately and that supports are available to help them learn and keep their jobs. People with disabilities usually have low absenteeism and tend to remain on the job for a longer period of time because they place such high value on employment; something many people take for granted.

With Supported Employment’s strong focus on practical training on the job and worker performance, necessary support and advice is given both to the employer and the employee. People with disabilities are well prepared and supported to work. This ensures that all stakeholders get the outcomes they desire.

Benefits for the public – The public has a role in supporting people with disabilities in meaningful ways and Supported Employment is one of those ways. It promotes individual rights, inclusion and participation in the workplace and in the community. By including, rather than excluding people with disabilities, the public learns mutual respect and understanding for people who may not learn, look, or act as they do. **Including everyone from all walks of life makes society more diverse.**

The Evolution of Supported Employment

The concept of Supported Employment began over 25 years ago. The Job Skills Trainer position was created to assist both employers and people with disabilities to experience success in the job setting.

Until the mid-1980s, many Americans and policy makers believed that sheltered workshops were the ideal mechanism for the employment of people with developmental and other disabilities. These sheltered experiences were the intended training grounds for competitive work experiences.

Unfortunately, sheltered workshops ended up promoting segregation while limiting community-based opportunities. The Supported Employment model supports community employment and integration for everyone.

People diagnosed with mental illness were also often placed in segregated day treatment programs. Heavily grounded in medical treatment models (treating and/or curing an illness), day treatment frequently consisted of simulated activities along with therapy. These programs, not unlike sheltered work, minimized daily living options, choice, and community exposure.

Newer developments in day treatment programs for people with mental illness include Community Support Services, Psychosocial Rehabilitation, and Assertive Community Treatment teams.

The employment rate of people with disabilities who would like to have a job is only about 25%. This is because of discrimination, lack of opportunity, stereotyping negative attitudes and a lack of awareness of and/or the availability to access Supported Employment. Supported Employment recognizes that the approach to solving the problem of unemployment and underemployment of people with disabilities needs to be approached from many different directions and be geared to the needs of employers.

Service providers, by using Job Skills Trainers and other Supported Employment staff and activities can support the person; however employer needs are the primary basis for a decision to hire a person with a disability. There is also a growing societal opinion that a firm's employees should be representative of all groups in society, as all groups of people are consumers of their products and services.

SHIFTS IN VALUES AND ASSUMPTIONS

Since the early 1990's, Supported Employment services have been evolving. This evolution has been influenced by the civil rights and self-determination movements, research, and litigation. Some of the major shifts in attitude include:

FROM focusing on pre-requisites, readiness, and a continuum of services

TO providing individualized and customized supports so people can live, work, and contribute to their community.

FROM a focus on disabilities and trying to correct “deficits”

TO recognizing and encouraging capacities and gifts.

FROM a belief that the community is rejecting, hostile, and unsafe for people with disabilities

TO believing in the capacity of natural supports to accept and include people with disabilities.

FROM an assumption that professionals know best and that they have the power

TO taking direction from the people with disabilities and the people who know them best.

Job Skills Training Strategies and Workplace Supports

Successful Job Skills Training

Job Skills Trainers will be responsible for assisting a person with a disability in maintaining a job through on-site assistance and other workplace supports. The goal is to advance the person's career. In many cases the Job Skills Trainer will first spend time at the workplace to learn the job duties and industry standard before assisting the new employee as he/she begins the new job.

The primary role of a Job Skills Trainer is to ensure the person's success.

Job Skills Trainers must have the ability and skills to assist in developing individualized plans for learning the job. They must also have an awareness of workplace risks for the person as well as know the workplace health safety guidelines. They provide initial and ongoing training about not only vocational skills, but also about appropriate dress, hygiene, and job culture.

As we have seen throughout this manual, a Job Skills Trainer is usually the key to whether or not a person is successful on the job. Depending on the situation, a Job Skills Trainer may fulfill one or more of the following roles:

- Job Trainer
- Technician
- Consultant
- Advocate

Having the right attitude is the most important attribute of a Job Skills Trainer

Each of these roles requires its own set of unique skills and abilities. For example, the *Job Skills Trainer* as a trainer should be skilled at designing the way the person will be taught the job, teaching the necessary job skills, and understanding the basic principles of learning.

As a *technician*, the Job Skills Trainer may need to determine the appropriate use of assistive technology for the person or adaptations (changes) that may need to be made in the work area to ensure the person is successful. For example if a job requires standing, but the person cannot stand for a long length of time, determine if there can be a modification such as using a stool or chair of the correct height to do the job.

In the role of the *consultant*, the Job Skills Trainer should have knowledge of resources, contacts, and information, which can be beneficial to both the employee and the employer for purposes of job training and possible job accommodations.

***Have
patience in
knowing
that
growth and
change
take time.***

As an *advocate*, the Job Skills Trainer may need to negotiate specific work place accommodations or supports on behalf of the person.

Some examples of workplace support and the job skills necessary to address them may include the following:

- Providing assistance when completing pre-employment forms and documentation
- Teaching the employee how to do the job
- Helping the employee understand and learn the concept of workplace culture and informal policies
- Showing the employee how to follow or read work schedules and shifts
- Explaining the importance of taking timely lunches and breaks
- Discussing the importance of contacting the employer when either of you are sick or late
- Addressing the issue of handling workplace conflicts and problems
- Helping the employee learn the workplace environment and layout
- Encouraging the development of workplace friendships and social interactions

- Providing assistance with finding suitable transportation to get to and from work (the ID/DD Waiver and IDD Community Support Program provide transportation)

Jobs skills trainers must demonstrate a passion for their role and be creative

- Discussing the importance of appropriate communication with co-workers, customers, managers, and others
- Explaining the concept of workplace “chain of command”
- Reviewing the appropriate response to workplace emergencies and potential community disasters
- Talking to the employee about when and how to ask for a raise
- Helping the employee understand the purpose of a work performance evaluation
- Providing the employee with assistance if a reasonable accommodation is needed

It is also important for the Job Skills Trainer to realize that each person and his or her job are unique. Approaching each situation with this in mind helps the Job Skills Trainer to be more open-minded and creative, especially when it

comes to developing and implementing individual workplace supports

Systematic Instruction

Have you ever thought that someone you are supporting is not “ready” to work? If you are not familiar with systematic instruction, it may seem that they cannot. However, anyone with a significant disability should be able to work if provided the needed supports.

Supported Employment is a “place” and “train” approach that does not require the person to be “job ready” or know all the skills prior to becoming employed. The person who wants to work is not required to have all the skills needed to become employed. With the assistance of a Job Skills Trainer, the person learns to perform the job duties from the first day of employment.

When providing Supported Employment services, the Job Skills Trainer does not train the person prior to beginning job development. Instead, learning the person’s skills and interests should be the first step. Next, the person’s skills and interests are compared to the needs of an employer; this is how a good match is made.

Depending on the job match, the person may already know some of the job skills but need assistance learning others. Initially, the Job Skills Trainer may be on the job site for 100% or the majority of the work day providing training and support. This presence will fade gradually as the employee learns the job. Eventually, the person will be independent and only require ongoing follow-up visits.

Marc Gold, whose beliefs and philosophies paved the way for Supported Employment, believed that the responsibility for success lies with the person providing the instruction. The Job Skills Trainer needs to realize that some of the reasons a person does not learn the job duties are related to the instruction he/she receives and not the person's disability.

“Some of the reasons that the person doesn’t learn the job duty are related to the instruction and not the person’s disability”

- Marc Gold

Perhaps the best approach to teaching the skills has not been used or considered, or the person's support needs have not been assessed adequately. The work environment may need to be re-assessed. The situation must be analyzed to set the stage for this person to be successful in this particular work environment.

Systematic Instruction uses step-by-step instructions to help in learning and task retention. It relies on a prompting hierarchy of instructional methods usually beginning with a least-to-most prompting process.

Prompting Hierarchy

A prompt is an action designed to cause a person to give a correct response. A prompting hierarchy is different levels of support and methods used by the Job Skills Trainer to help the person complete each task correctly. It relies on a variety of verbal and physical interventions from least-to-most intrusive. A Job Skills Trainer must choose prompts that best suit the employee and the level of support he/she needs to complete the required task(s).

The prompting Hierarchy is as follows, from least to most support:

1. Visual Prompts – Pictures, words, photos, videos; show the person a visual of someone else doing the job or write the steps of the task for the person to follow.
2. Verbal Prompts – These can be direct and indirect. Direct verbal prompts help the employee complete the task correctly while indirect verbal prompts give the person a hint, but not all of the answer. An indirect

verbal prompt may be saying something like “what’s next” while a direct verbal prompt is “put the paper in the bin.”

3. Gestural Prompts – Gestural prompts are gestures or actions to show the employee what to do. This can be nodding, pointing, even a ‘look’ to give the employee a reminder to do part of the task he/she may have forgotten.
4. Modeling – Modeling is showing the employee exactly what to do in order for him/her to respond or perform a task correctly. This can be saying “put the plate in the dishwasher” and then putting the plate in the dishwasher yourself to show the person how to do it.
5. Partial Physical Prompts – This is where prompting becomes more intrusive. Partial physical prompts involve touching the employee but only in a manner to guide them; he/she would still be doing the work. An example is to ask the person to put the paper in the wastebasket and then guiding the person’s elbow toward the wastebasket.
6. Physical Prompts – This is also called hand-over-hand assistance. This is the least independent and most

intrusive of the prompting options in the Prompting Hierarchy. While the word intrusive sounds harsh it really is not. Sometimes this type of prompting is needed if other prompts have not been successful. For example, if the person has not been successful with putting the paper in the wastebasket after all other prompts have been tried, it may be necessary for the Job Skills Trainer to put his/her hand over the employee's to pick up the paper and then put it in the wastebasket. All levels of prompts can include a verbal prompt.

How does the Job Skills Trainer make sure he/she is using the right prompt? Start with the visual prompt and work through the prompts from there. One thing to keep in mind is to give enough time in between the types of prompts to allow the person a chance to complete the task correctly. Do not be "prompt happy," meaning to change the prompt right away if the person does not respond correctly. Allow time for a response; we all process information at different speeds. If you don't wait for response you will never know if learning is taking place. Silently count to 10 before giving another level of prompt. This helps the Job Skills Trainer to remember to give the employee enough time to think about what is being asked of them.

If the employee performs the step incorrectly, it is important to step in quickly. Once something is learned incorrectly, it has to be “unlearned”, and then taught again. First offer a verbal prompt such as “pick up the paper”. Then count to 10. If the person still has not picked up the paper, provide a modeling prompt, such as, “pick up the paper like this” and count to 10. The next prompt would be to tap the employee’s wrist and ask them to pick up the paper. The last step would be for the Job Skills Trainer to put his/her hand on the employee’s hand, reach for the paper, and pick it up and then guide them to the wastebasket. A verbal prompt such as “pick up the paper” can be used in conjunction with other types of prompts.

Know how to cope - many issues are anticipated but often problems arise unexpectedly.

When an employee completes a task independently, provide some type of reinforcement. Reinforcement is anything that increases the chances that the person will respond in the same way again. For example, reinforcement might involve praising someone immediately after they put the paper in the wastebasket. By reinforcing the desired behavior with praise, the person will be more likely to complete the same actions again.

Reinforcement can include anything that strengthens or increases a behavior. For example, types of reinforcement

might include verbal praise, rewards, candy, extra break time, a high-five, or a pat on the back or shoulder. During the early stages of learning, continuous reinforcement is often used. However, as learning progresses, reinforcement from the Job Skills Trainer should be reduced.

The goal is for the person to learn self-reinforcement. For example, “For every 20 mailboxes that I assemble, I get to have a Coke.” The need for constant reinforcement should decrease as the person becomes more independent. The Job Skills Trainer has to be careful to ensure that the situation does not become such that the person will only do the task if he/she gets immediate reinforcement.

The length of time it takes to fade outside reinforcement varies widely from person to person. There is no set length of time. It depends on the person and combination of the level of prompting he/she needs and the level of reinforcement he/she receives in order to be successful.

Least Intrusive Methods of Intervention

When Job Skills Trainers decide on a method of training or instruction they should start with an approach that relies less on them and more on the employer and the employee. One mistake new Job Skills Trainers tend to make is to provide too much assistance to a person at his or her job, thereby, not allowing the employee enough opportunity to

work independently. It is important to allow new employees to initiate and complete work tasks as independently as possible.

The majority of the literature on teaching tasks to people with significant disabilities uses the prompting system discussed earlier. Job Skills Trainers should be encouraged to look at a variety of different prompts. Choose a prompt hierarchy that best suits the employee. What kind of prompts does he/she respond to best? For example, if the employee is sensitive to touch, do not touch them. The prompt hierarchy allows the Job Skills Trainer to use a system of least-to-most prompting for the employee to be successful.

Allow for the Natural Learning Curve

Everyone learns at their own pace; therefore, give the employee adequate time and space to learn, adapt, and adjust to each new learning situation or skill. In addition, the Job Skills Trainer should allow the employer to initiate and conduct job training for the employee just as they would for any other new hire. This should be arranged and negotiated before the person starts the job. Strategies for developing workplace supports that rely less on the Job Skills Trainer and more on the employer and the employee include the following:

- Natural Supports
- Self-Management
- Compensatory Aides
- Assistive Technology

Although the Job Skills Trainer may initially assist with the development and implementation of these strategies, the long-term goal is for self-reliance and employer-initiated job training and support.

Developing Natural Supports in the Workplace

“Natural support approaches emphasize integrating individuals into the workplace culture in ways that are natural and typical, rather than accentuating limitations of individuals and supporting individuals with specialized assistance from a professional.” Banks, B., Charleston, S., Grossi, T., & Mank, D. 2001

Natural Support is the use of existing supports that serve to support employment or community integration for the person. Some common natural supports include co-workers, supervisors, family members, friends, and community members. One of the primary roles of the Job Skills Trainer is to facilitate the development of natural supports in the workplace. The Job Skills Trainer should not expect management and co-workers to automatically

assume the role of a natural support. In some cases, the Job Skills Trainer may have to help guide this process.

Whenever considering the use of natural support for someone, whether at work, home or in the community, keep in mind the following:

- Discuss the idea of natural support with the employee.
- Ask the employee if he/she is comfortable using natural supports on the job.
- Do not disclose the employee's disability to the natural support.
- Explain to the natural support his or her particular role, which is an emphasis on guiding or assisting; not doing and/or completing tasks that are expected of the employee.

Some ways the Job Skills Trainer can foster natural support in and outside of the workplace include the following:

- Have co-workers direct questions and inquiries to the employee and not to the Job Skills Trainer.
- Encourage the employee to interact with co-workers and customers. For example, instead of letting the employee ask the Job Skills Trainer

about job related matters have the employee ask co-workers and managers directly.

- The Job Skills Trainer can model appropriate social interactions and training techniques to co-workers so they can work more effectively with the employee.

Teaching Self-Management Skills

Self-management strategies are ways that a person can control and monitor his/her work performance and job-related behavior. A Job Skills Trainer may initially help a person develop certain self-management strategies but it is the employee who will identify when and where to use these skills. Listed below are some common self-management **strategies**.

Self-reinforcement - A reinforcement the person chooses for him/herself that is not given to him/her, but which he/she does for him/herself. A reinforcement also can be self-selected, meaning that the person can choose the reinforcer. For example, someone may choose to reward him or herself for a job well done by going to dinner with friends or renting a movie.

Self-monitoring - Monitoring one's own job-related behaviors by recording them. For example, a person doing an assembly task might use a checklist or chart to record the completion of each task and monitor him or herself for improvement/work performance.

Self-Instruction - A person can teach him or herself to do a job. The person can watch someone else do the task, look at a completed example of a job, or use typical training materials such as manuals or videotapes.

Self-Elicited feedback - A person asks a coworker or supervisor for feedback regarding his or her work.

Self-Prompting - The person uses an aide, also referred to as a compensatory aide, to remind himself/herself to complete job tasks and work related functions. These self-prompting strategies facilitate and enhance the learning process, task retention, job understanding, and work independence. The only limit to the use of compensatory aides is a person's imagination and creativity.

Here is a list of useful, easy to find tools that may assist with self-prompting strategies:

- To-do list
- Daily planner

- Assignment board
- Picture board
- Flow chart
- Color-coded tags
- Word reminders or cues

Assistive Technology

Assistive Technology (AT) refers to devices or equipment that are used to increase, maintain, or improve people's ability to be more independent at work, home and in the community.

Assistive Technology can range from something as simple as a hearing aid or iPad to much more complex electronic communication devices to electric wheelchairs. The goal for all assistive technology is to assist people with disabilities to conduct common daily activities such as managing personal care needs, getting dressed, preparing and eating meals, communication, transportation and mobility, and a host of many other activities.

Using Direct Instruction for Teaching Job Skills

Depending on the job, the employee, and the employer, the Job Skills Trainer may find it necessary to provide work support in the form of direct training, which is tailored toward the person's specific support needs and learning style. A couple of training methods are:

- Direct Instruction
- Systematic Instruction

Direct Instruction is a model for teaching that emphasizes well-developed and carefully planned teaching designed around learning a series of small tasks with clearly defined teaching methods. Clear, precise instruction eliminates any confusion, thereby greatly improving and speeding up learning and task retention.

The Five Steps of Direct Instruction:

1. Statement of Learning Objective:

Before beginning instruction, tell the person what it is that you are going to teach them. For examples: "Let's go through how to use the time clock to start and end your shift."

2. Modeling:

The Job Skills Trainer performs the task and may identify each step of the task using verbal, visual, and gestural cues.

3. Lead:

The employee now does the task with the Job Skills Trainer. The Job Skills Trainer provides corrective feedback as needed.

4. Assessment:

The employee now does the task without the Job Skills Trainer's assistance. This training phase should not be used as formal testing but as a helpful learning opportunity with appropriate corrective and positive feedback, using prompts as needed and reinforcement to the degree needed.

5. Practice:

This gives aid in helping the person learn or "internalize" the task.

An important aspect of direct instruction has to do with **constructive feedback and error correction**. If the employee makes a mistake when performing a task while receiving direct instruction, it is important for the trainer to spot the error, stop the task, and make the necessary correction in a manner that does not stop or delay learning

and that is respectful to the person. The following are some basic guidelines to follow when providing constructive feedback and error correction:

- ✓ Stop the person quickly (politely and gently)
- ✓ Provide a brief explanation of why you intervened. For example, “the reason why I stopped you is because you pressed the ready-to-scan button instead of the ready-to-fax button.”
- ✓ Go back one-step in the task and, if necessary, provide instruction that is more detailed.
- ✓ Consider the person’s individual learning style and preferences when giving instructions. For instance, does the person learn better by hearing instructions, by first observing someone else completing the task, or by performing the task with a Job Skills Trainer?

The idea behind least intrusive prompts is that the Job Skills Trainer is providing instruction right next to the employee. As he/she starts to perform the task more independently, the Job Skills Trainer can back away (maybe three feet) from him/her and observe. The Job Skills trainer will still be watching to see if the employee needs assistance and step in if they do, but the objective of fading support has begun. As the employee becomes more accurate and

independent, the Job Skills Trainer can fade a little further. This is how fading begins. Once the person is able to do the task(s), the Jobs Skills Trainer can begin observing from a distance. The goal is for the Job Skills Trainer to fade from the job site, checking on the person periodically or in response to an employer's request.

Challenging Behaviors in the Workplace

A Job Skills Trainer can use direct instruction or a task analysis to teach an employee how to perform a certain task, (e.g., how to use a time card to punch in and out of work). However, when an employee engages in workplace behavior described as problematic, disruptive, or inappropriate, the Job Skills Trainer may need to consider behavioral workplace support strategies, instead of just teaching just work tasks. When addressing challenging workplace behaviors, the Job Skills Trainer needs to first define the behavior.

The Job Skills Trainer needs to assess the problem behavior from the employer's perspective. When engaging in this process, the Job Skills Trainer should consider the following:

- What workplace policy or procedure has the behavior violated?

- What is the employer's usual course of action for handling such issues?
- Has the employer already addressed this issue with the employee?
- Is this the first time the behavior has occurred?
- How does the employer wish to handle the situation?
- As the Job Skills Trainer, what specifically does the employer want you to do?
- Is the employer open to suggestions, interventions, and assistance in the matter?

An employer is not obligated to employ any person, regardless of his or her disability status, if the employee engages in behavior that is in direct violation of company policy and procedure.

However, even if the person poses a significant risk or substantial harm, part of the reasonable accommodation determination is an analysis of whether an accommodation, such as working in a quiet space while still completing job tasks, can eliminate the behavior or reduce it to an acceptable level.

Another important factor for the Job Skills Trainer to consider is the job itself. Is the person working in an environment that is contributing to or causing the person's

problem behavior? If this is the case, the Job Skills Trainer should discuss suitable workplace interventions or alternative employment options with the person, perhaps finding a position that better suits the person's work skills, interests, preferences, and temperament.

For many years, professionals and employment programs sought to “fix” a person's problem behavior before a job was even considered. A person working in a sheltered workshop may engage in socially inappropriate behaviors; however, the same person may excel in the right community-based work environment because it addresses and meets the person's desire for employment.

Positive Behavior Supports

Environmental strategies can be one approach toward addressing a problem behavior. Depending on the person and the behavior, other interventions may include professional therapy, medication, and/or behavioral modification. Positive Behavior Support (PBS) is one philosophy of intervention that includes all of these strategies.

What is Positive Behavior Support?

Positive Behavior Support (PBS) is an evidence-based practice for addressing problem behavior among persons

with intellectual or developmental disabilities. PBS is a problem-solving approach that focuses on improving the quality of life for people with challenging behaviors. The term is often associated with techniques based on a systematic approach to understanding why the behavior makes sense to the person, and the use of interventions that focus on changing what happens BEFORE the behavior in order to prevent problematic situations.

Developing a Fading and Ongoing Support Plan

Whether a Job Skills Trainer is using direct instruction, teaching self-management strategies, or establishing natural workplace supports, the goal of any job training is to promote a person's independence on the job and ability to become a valued and contributing member of the workplace.

An important component of any job training plan is to develop a timeline for fading supports. The fading support plan should be developed with input from the employee, employer, the Job Skills Trainer and his/her supervisor. Job Skills Trainers know the most about the person and his/her job performance. A number of factors must be considered when creating a fading support plan. For instance, is the employee performing his or her essential job functions independently? Does he or she know where to go when in need of help? Does the employee initiate work tasks? Does

the employee know his or her co-workers and managers?
Other important considerations and guidelines to consider when developing a fading support are:

- **Begin fading from day one!**

It is important that employers understand the Job Skills Trainer's role and that the Job Skills Trainer's duties are expected to end when the person is independent on the job. The Job Skills Trainer (and his/her supervisor) should explain to the employer that he/she is there to support the person to learn his/her job and how to be independent in the workplace.

The Job Skills Trainer's role is not to do the job for the person, unless it involves direct instruction such as modeling a task.

- **Discuss a fading timeline with the employee and the employer.**

As the employee develops work skills and job independence, the Job Skills Trainer and employee should discuss a gradual reduction in the Job Skills Trainer's presence at the job site. The employer should also be involved in this discussion. The

employer needs to know from the beginning, that the Job Skills Trainer's role will end. They also need to know that the Job Skills Trainer is not there to perform the job, but to support the employee in learning the job and becoming as independent as possible.

- **Make certain that natural Supports are in place before fading begins.**

It is important that the employee understands who to ask for assistance. The employee should know his or her co-workers, and supervisors, and how to reach them. The Job Skills Trainer should discuss the concept of workplace chain of command in situations where the employee encounters a workplace conflict or problem that requires supervision.

- **The employee and employer should have the Job Skills Trainer's contact information.**

The Job Skills Trainer should provide the employee and the employer with contact information for the Supported Employment agency in case the employee requires assistance after the Job Skills Trainer has faded his/her support.

- **Fade incrementally** (e.g., minutes, hours, days, weeks).

When the Job Skills Trainer, employee, and employer have agreed that it is time for fading to begin, the process should be discussed and outlined so everyone understands how it will occur. A good fading support plan will begin without actually fading out of the employee's "sight." For example, a Job Skills Trainer will move to an area to observe the person doing the job independently. Then, the Job Skills Trainer may leave the area and come back after a certain amount of time has passed (e.g., 5 minutes, 30 minutes, 1 hour). Eventually, these "on-site" but "out-of-sight" moments will progress to the point that the Job Skills Trainer is no longer needed at the job site.

- **Engage in "what if" and role-play scenarios with the employee.**
 - What will you do if you are sick and cannot go to work?
 - What will you do if you are going to be late for work?
 - What will you do if there is an emergency at work? (e.g., medical emergency, fire alarm, power outage, weather-related problem)
 - What will you do if a co-worker, customer, or stranger is bothering you at work?

- What will you do if you are not feeling well while at work?
- What will you do if you are unsure of how to complete a job task?

Ongoing Supports

Another important phase of Supported Employment is deciding if long-term or ongoing supports are needed and that fading support entirely may not be possible because of the person's individual situation. Ongoing support can take the form of 1) the Job Skills Trainer remains on site or 2) the Job Skills Trainer can be called upon in specific situations when the person may require assistance (job productivity has declined, the person has been given additional responsibilities, etc.)

It also is important for the Job Skills Trainer to be aware of and prepared for potential job changes. It is rare, especially in today's ever-changing workplace, for someone to remain in the same job until retirement. The Job Skills Trainer should be available to provide the necessary support recommendations in the event that a person decides to change jobs. Employment is an ongoing journey that will present many twists and turns for both the employee and the Job Skills Trainer; therefore, plan, prepare and proceed accordingly.

Effective Record Keeping & Documentation

Throughout this manual, we have addressed the many roles and responsibilities of the Job Skills Trainer including necessary skills and abilities, such as effective communication. Good written communication skills, in particular, are essential for effective record keeping and documentation.

Documentation allows Supported Employment providers, state-funding agencies, outside organizations, the person receiving services and his/her families the ability to track, confirm, and review employment-related activities. Documentation holds Job Skills Trainers accountable for the time they spend with and for people receiving Supported Employment.

Therefore, it is imperative that the Job Skills Trainer understands the basic aspects of effective record keeping, especially clear and concise writing. This means that the information submitted should be legible, easy to understand, and straightforward.

Daily training notes or records **must** be thorough, accurate (e.g., correct dates, times, names, number of billable hours, etc.) and written in a timely manner (the day services are provided.)

The Daily Training Record is used to record daily events that happen at work. Write anything that the employee and Job Skills Trainer do each day. Events could range from job duties, how the employee is responding to instruction, or interactions with co-workers and supervisors. This must be completed every day along with the Job Task Analysis documentation. Examples are located at the back of this manual.

Chapter

7

Characteristics of a Successful Job Skills Trainer

Job Skills Trainers are known by several titles such as employment specialist, job trainer, job consultant, job coach, staffing specialist, etc. He or she may come from a variety of backgrounds and educational levels. In many cases the Job Skills Trainer will spend time at the workplace to learn the job duties and industry standards and then assist the new employee to learn the job tasks and responsibilities.

Job Skills Trainers must have the ability and skills to assist agency supervisors in developing personalized plans for teaching the job to the employee. They must also have an awareness of workplace risks for the person as well as and workplace health and safety guidelines. They provide initial and ongoing training around both personal and vocational skills such as dress, hygiene, job tasks and job culture.

Having the right attitude is the most important attribute of a Job Skills Trainer. Knowledge of disability issues can be acquired whereas attitude cannot easily be taught.

The ability to build relationships is a key component to success for the employee and it is crucial that Job Skills Trainers have the communication and interpersonal skills needed to initiate and maintain relationships with a wide variety of people from company supervisors and staff, to job seekers and their family members.

A Job Skills Trainer has to interact with the person they support, employers, co-workers and possibly other entities providing services to the person. They have to earn the trust of others in order to achieve positive outcomes for the employee and this is often dependent on the quality of relationships that are built and maintained. They may have to deal with sensitive issues; so being approachable, tactful, and believable is essential to developing relationships.

The social acceptance of supported employees in the workplace is critical to successful employment outcomes. An effective Job Skills Trainer will have the skills to help the employee foster relationships in the workplace without making themselves the center of attention.

Have a good self-concept and confidence in your abilities; help one another fit in and feel good about themselves

A Job Skills Trainer may have to manage the different perspectives and expectations of the employee, employer, and family members; therefore, they must be able to negotiate and resolve conflict to everyone's satisfaction. In addition a Job Skills Trainer must have the:

- Ability to offer information, advice and guidance
- Ability to collect data and record activities
- Ability to attend and contribute to person-centered planning meetings.

The Job Skills Trainer supports both the individual with a disability as well as the employer

Job Skills Trainers are responsible for mentoring the people they support and employers. They must be able to demonstrate a passion for their role and be creative as they seek to work in partnership with others to overcome barriers.

Job skills trainers must demonstrate a passion for their role and be creative

A successful Job Skills Trainer will seek to empower the person; treating him/her with respect and dignity by encouraging his/her maximum involvement in developing and learning the job. Stereotypes can be avoided by using person-centered planning to build on each person's individual strengths, abilities, and challenges.

Customer service is vital. It may take months for a Job Skills Trainer to gain the trust of an employer, but this can quickly be undone by being inattentive, distracted, or basically failing to support the person. Employer dissatisfaction can lead to the employee losing his/her job, even if they can do it correctly. The Job Skills Trainer and his/her actions or inactions

Job skills trainers must understand how their actions contribute to the success of the person they support

have a direct effect on whether a person is successful and learns and maintains the job. Going the extra mile in terms of customer service helps develop relationships.

Successful Job Skills Trainers will be able to inspire confidence and have the skills to develop additional opportunities for the people they support. They can only do this if they have a strong belief that success is only a matter of raising expectations, overcoming barriers and identifying solutions. They must be able to encourage, inspire, and reinforce the people receiving services while on the job site.

It is impossible to be an expert in every vocational area yet people seeking jobs and work experience opportunities find them across all vocational sectors. The Job Skills Trainer must be able to quickly identify the essential and critical components of each job task so that they can offer additional training or supplement the training offered by employers.

Good observation and analysis skills can help with the early resolution of difficulties in the workplace. These skills are vital to the success of the person being supported. Having a detailed knowledge of the task analysis for the job, being able to provide instruction and understanding relevant practical issues is essential. This contributes to everyone's success and satisfaction.

***Success is a matter of raising expectations,
overcoming barriers and identifying solutions***

Chapter

8

What you Need to Know to Do this Job

The primary job of a Job Skills Trainer is to ensure the person's success.

One of the most important things to remember is that Job Skills Trainers support adults, just like themselves. Therefore, treat people as you would like to be treated.

It is never acceptable to act as if the people receiving support are children. Remember, the Job Skills Trainer is a role model; set the standard on how others will treat this employee.

Being an example is sometimes the best training to provide.

When teaching children, the teacher is the center of attention. Not so with adult learning. The adult learning instructor (Job Skills Trainer) assists the employee in gaining the skills necessary to be successful on the job. The responsibility of learning falls on the person with the new job. He/she has to be motivated and want to learn the job.

Paul Wehman, an expert in Employment Supports, says there are four (4) basic principles to remember when teaching adults:

1. Adults need to be involved in the planning and evaluation of what they learn. They generally do not automatically trust that what another adult says is true.
2. Experience provides the basis for learning activities. We learn more from bad experiences than we do from good ones. All experience counts as people learn to make good decisions.
3. Adults are most interested in learning about topics that have an immediate impact on their jobs and personal lives. Adults want to know how this will apply to their life; they have plenty of other things to do and want to know what they need to know.
4. Adult learning should be focused on learning tasks rather than just being given information. Make it applicable. They do not want theory.

Job Skills Trainers need know the following basics about supporting someone to learn a new job:

- ✓ Arrange transportation in advance for both yourself and the employee; do not wait until the last minute to leave for the job site.

- ✓ Get the employee's work schedule, in writing, before the first day of work, as well as the supervisor's phone number and work schedule.
- ✓ Dress in a manner consistent with the setting, including wearing a uniform, vest or smock, if asked by the employer.
- ✓ Keep your cell phone turned off while providing support to the employee and avoid other personal interruptions. DO NOT USE YOUR PHONE FOR PERSONAL CALLS/SOCIAL MEDIA WHILE YOU ARE WORKING. Have the employee turn off his/her phone as well.
- ✓ Avoid doing the job yourself; encourage the employee to do the job.
- ✓ Encourage/assist the employer and employee to work together to achieve/promote employee independence on the job.
- ✓ If the Job Skills Trainer is not responsible for initially providing supports to the employee because staff at the company is doing so, he/she should find an observation position close enough to hear what is being said but far enough away to not be a distraction. Use this time to learn more about what is expected of the employee.
- ✓ While observing, take notes about issues or ideas that can be discussed later to help the employee improve.

- ✓ Offer suggestions and comments to both the employer and the participant individually, whenever it is possible.
- ✓ If the need to offer assistance to the employee arises, do it as quickly and as discreetly as possible. Step back to an observation position as soon as possible.
- ✓ Contact the supervisor at the Supported Employment agency as soon as possible if something of a troubling or concerning nature arises.
- ✓ Have the employee let the supervisor/employer know he/she is leaving at the end of the shift. Try to find a convenient time to ask the employer or supervisor for their feedback on the employee's performance for that day. Note any concerns and let the Supported Employment agency supervisor know if the concerns were not easily addressed.

To be a successful Job Skills Trainer, attention to detail, problem solving and balancing what to do with and for a person are essential. Job Skills Trainers are also role models for people receiving Supported Employment, both in doing the job tasks and in interacting with other employees. The ultimate goal is for the person to work as independently as possible.

Chapter

9

The Non-Task Aspects of the Job

Job skills training involves on-the-job training for to learn practical and social skills necessary to enhance a person's ability to complete employment tasks and to increase his/her independence. Job skills training also focuses on guidance for seeking support from co-workers to attempt to promote not just job inclusion, but a wider social network.

The Job Skills Trainer is also intended to be a resource for employers and co-workers. The employer may consult the Job Skills Trainer if there are changes in workplace equipment, for example, to determine whether the supported employee needs specific additional training enable him/her to use new

Current employees, supervisors and even customers will wonder who you are and what your role is

to

equipment. The Job Skills Trainer may also be consulted when problems arise at the workplace and the employer or co-worker is unsure what to do. Lack of communication can affect on-the-job performance and behavior. The Job Skills Trainer may be asked to attend to these problems and help the employee resolve workplace issues.

The Job Skills Trainer provides training in the required skills, as well as supporting the person in many other ways. Initially, some of the job tasks may be completed by the Job Skills Trainer. The balance changes as the employee gradually adjusts to the job and assumes responsibility for the job.

Always remember that Supported Employment is a joint venture; the Job Skills Trainer and the employee act as a team to meet the commitment to the employer that the job will be done in an acceptable manner. Not only are you involved in teaching the tasks to complete the job, but also in other job-related activities such as ensuring the employees is dressed appropriately. Also important is break time, if allowed. Does the employee know how to talk to other workers at break time or does he/she isolate themselves in a corner of the break area? Encourage him/her to talk to/interact with others to become a part of the business's environment and culture.

Not everyone can be a Job Skills Trainer. It takes a person with certain personality traits to be an effective Job Skills Trainer. Listed below are a few examples of what is expected of a successful Job Skills Trainer:

1. A good self-concept and a confidence in your abilities. If a Job Skills Trainer does not feel good about him/herself and his/her abilities, it will be difficult to teach others to feel good about themselves and to “fit in” their work environment.
2. Good coping abilities. There will be anticipated problems the Job Skills Trainer has been trained to handle; however, problems will arise unexpectedly and the Job Skills Trainer must be able to cope, act, and adapt quickly.
3. A positive attitude. If the Job Skills Trainer has a positive attitude, it is more likely that the person and his/her co-workers will also.
4. A good sense of humor. Being able to laugh at one’s own mistakes makes others feel comfortable if they make mistakes.
5. Patience. Know that growth and change take time.
6. The ability to learn the job. The Job Skills Trainer must learn how to do the job exactly to the specifications that the employer sets in order to help the employee be successful.

Chapter

10

DO'S AND DON'TS

One of the most important aspects of supported employment is on-the-job training. Most of the training is provided by the Job Skills Trainer and takes place in the actual work place. This involves instruction on all required tasks in order to assist the employee to attain independence and to strengthen his/her ability to complete the job successfully. These “Do’s and Don’ts” will assist the Job Skills Trainer in providing effective Supported Employment.

Don’t say what the person cannot do.

Do say what a person *can* do. From the first day of employment, be positive about the abilities of the person.

Don’t go into the workplace and not speak to anyone.

Do introduce yourself; ask the employee to do the same, and if he/she is ready, explain what he/she is there to do.

Don’t assume the person you are supporting cannot communicate.

Do learn the person you support's communication style.

Don't dress differently than the person.

Do wear what the business owner/manager instructs the employee to wear. If the job entails wearing khaki pants and collared shirts, wear that, not blue jeans and t-shirts. Both you and the employee should be dressed appropriately for the job.

Don't request employers and fellow employees to only give directions about how to complete the job to you.

Do ask them to speak directly to the employee and you will assist him/her with the details, if needed. Allow him/her time to answer questions. The person is the employee.

Don't use technical jargon.

Do use plain language for the sake of the employee and employer. Do not try to show how smart you are by using a lot of big words or acronyms (initials for words). Make people feel comfortable communicating with you and the employee.

Don't over-prompt.

Do allow the employee time to process what is being asked. (Remember the prompting hierarchy.) In the beginning, the employee will be learning much new information. Use the Task Analysis and prompting hierarchy to ensure

information is given in portions the employee understands and can complete.

Don't overwhelm. People are taking in a great deal of new information. Constant prompting will overwhelm the person.

DO provide support as needed.

Don't be silent. On the opposite side of training too much, there's the issue of coaching too little.

Do be there to support the person, when needed. If you do not have tasks to provide training on, still give the person feedback or help motivate him/her throughout the scheduled work period.

Don't talk too much.

Do listen to the employee and employer to ensure you understand what each of them needs. During work sessions, there's give-and-take in communication. A good rule to follow is that the person and employer talk 2/3 of the time and you talk 1/3.

Don't wait until something goes wrong to begin coaching.

Do monitor and observe closely to ensure success. Job training begins the minute you are with the person.

Don't discuss the person's disability.

Do discuss what the person can do and his/her abilities. If an employer or coworker asks about a person's disability, do not discuss anything about the person in detail without his/her permission. You can share with them the impact of disabilities in general and your role as a Job Skills Trainer, but avoid saying anything that could be a violation of the person's confidentiality.

Don't expect every day to be the same.

Do expect to solve problems. Be ready to adapt and modify the job or situations arising on the job. Each person is unique and there will be unique circumstances that arise with each job and each employee you support.

Don't have the employee take breaks separately from other employees or promote segregated activities.

Do encourage the employee to socialize with coworkers during appropriate times. Try to arrange with management for the person to be on the same break schedules as other employees.

Don't get frustrated when someone makes a mistake or expect perfection.

Do have high expectations. There will be instances when the person will make mistakes, but a mistake should be used as a learning experience.

Don't go to a job not knowing anything about a person.

Do be familiar with his/her employment goals and with his/her employment profile. Try to arrange at least one meeting with the person before the job begins.

Don't hover over the person.

Do provide needed support but also take into account what the employee can do independently and allow him/her the space to do so. Remember the prompting hierarchy.

Don't isolate yourself at the job.

Do be a team player; you are an important! Much of the success of the employee is in your hands.

Don't think of yourself as “just.”

Do consider yourselves a Job Skills Trainer. Be excited. You get the privilege of helping people become successful.

Chapter

11

PEOPLE FIRST!

USING PERSON FIRST LANGUAGE

Person-first language emphasizes the person, not the intellectual/developmental disability. By placing the person first, the intellectual/developmental disability is no longer the primary, defining characteristic of the person, but one of several aspects of the whole person.

YOU SHOULD SAY:

A person, people

She has an intellectual/cognitive disability

She has a disability

A person without a disability

A person who has (or who has been diagnosed with)...

She has Down Syndrome

He has autism

A person with a physical disability

A person who is visually impaired

A person with a learning disability

She can walk by herself

She is distracted

He pays attention

YOU SHOULD NOT SAY:

consumer, client, individual, resident, recipient, patient, loved one, patron

She is retarded, a moron, an idiot

She is handicapped, disabled, crippled

She's normal

person afflicted with, suffers from, a victim of...

She's a Downs, mongoloid

He's an autistic,

A cripple

He's blind

She's learning disabled

She ambulates, is ambulatory

She's off task, non-compliant

He is on task, compliant

Accessible parking, bathrooms, etc.	Handicapped parking, bathroom, etc.
Direct support professional	Caretaker
A person who is successful, productive	She met the goals on her plan
A person who has an addiction	Drunk, alcoholic, druggie
A person with quadriplegia paraplegia	A quadriplegic, a paraplegic, a spastic
A person who is unable to speak using words, uses a communication device, communicates with her eyes or gestures	She's non-verbal , dumb, mute
A person who uses a wheelchair	She's confined to a wheelchair, wheelchair-bound, non-ambulatory
A person who has a hearing impairment	He's deaf as a rock, deaf and dumb, mute
Remind her by saying...	Use verbal cues or prompts to get her to perform
A person diagnosed with a mental health condition or someone who has a mental illness	He's crazy, insane, psycho demented, a mental patient

Other Person-First Tips

Some of these tips are previously mentioned but worth repeating:

Speak in an age appropriate, respectful tone to the person. Do not raise your voice or use a “sing-song,” or child-like tone when talking to him/her.

Do not hold hands with the person to support him/her or hold the back of his/her elbow or put your arm around their waist. Offer assistance, if needed, by having the person grasp your elbow or forearm.

Ask the participant before offering any support. Do not assume that he/she will or will not want to be assisted. And ask each time you feel a support need arises.

Avoid speaking for the person. When someone (supervisor, co-worker, friend, etc.) speaks to the person, look at him/her and wait a moment for him/her to respond. If the person does not respond, encourage him/her to do so rather than answering for him/her.

If someone is talking about the person to you with the person there, keep your eyes on the person and wait for/encourage him/her to respond on his/her behalf.

If you must assist someone with a task or personal need, tell him/her what you are about to do and see if it is ok with him/her. Wait for the response.

Chapter

12

EXAMPLES:

**Successful and
Unsuccessful**

Example of a Successful Interaction with Co-Workers

Rhonda

Rhonda was recently hired to open mail and file forms for a mid-size insurance firm. She is currently receiving some job skills training services. One workday, while entering the employee break room with her Job Skills Trainer, Rhonda encountered some difficulty maneuvering her motorized wheelchair through the double doors. Her Job Skills Trainer was standing off to the side and ready to assist her if she asked. There were about 12 co-workers having lunch in the break room when this occurred.

When Rhonda was first hired, she made it clear to her Job Skills Trainer that she wanted to do everything on her own unless she requested assistance. This included entering and exiting rooms, carrying items, operating office equipment, and other work related tasks. As Rhonda continued to figure out the best way to navigate through the entryway, two co-workers got up and went over to assist her. One of the employees glanced over to the Job Skills Trainer and sarcastically stated, “And why are you here?” To which the Job Skills Trainer replied, “Why do you ask?” The employee responded, “Well I assume you’re here

to assist Rhonda but apparently that does not include opening doors.”

Feeling a bit awkward, Rhonda quickly replied, “ My Job Skills Trainer is here to help me if I ask for assistance, but I have to learn how to do my job and get around by myself so that I don’t need a Job Skills Trainer; that means I have to open doors on my own, too.” Rhonda went on to thank them for offering assistance but told them next time she will ask them if she needs their help. The co-workers were somewhat surprised but quickly realized Rhonda’s point and apologized to Rhonda and her Job Skills Trainer for intervening.

Example of Unsuccessful Job Skills Training

Fred

Fred's first job coach, Agnes, had a problem dealing with Fred from the beginning. She wanted very much to help him learn job duties and tended to "mother" him by doing things for him that he could do for himself, given enough time to accomplish them. Eventually, Fred would stand back and let Agnes take care of things. Agnes interpreted his lack of involvement in the learning process as laziness. To compound problems, when Agnes was trying to fade and allow Fred to take over the total task of window washing, Fred began to have a serious performance problem. He began to skip windows, leaving several unwashed.

The supervisor called Agnes' attention to the problem. Agnes' reaction was that Fred, being a very dependent person, was purposely skipping windows so that she would come to his rescue and resume working with him. She interpreted this in somewhat different terms to the supervisor, saying that Fred was having motivational problems and needed artificial reinforcement for washing windows correctly. Agnes decided to treat Fred to a soda after work each day that he did not skip any windows.

She resumed training with soda as reinforcement and eventually began fading the training. Much to her surprise,

Fred began skipping windows again. In exasperation, Agnes asked to be relieved of working with Fred, claiming that he had become so dependent that she could not fade training.

The relationship between Agnes and Fred was marred from the beginning because Agnes unknowingly cued Fred that he was incompetent by doing things for him that he should have done for himself. Also, Agnes regarded herself as Fred's caregiver and not as his job trainer. The consequences were that Fred did not assume responsibility for each step in the window washing task as he learned to perform it independently. He would not do segments of the task, sit back, and to "please" Agnes, let her finish the work. Fred probably felt that he was doing what Agnes wanted and perhaps, at a deeper level, he was.

Example of Successful Job Skills Training

Susan

Susan was the new trainer assigned to work with Fred. Having reviewed all of the reports and records of Fred, she met him and discussed the fact that he was doing a good job on the windows that he was washing, but that he was skipping windows. Susan consulted with Fred's line supervisor and co-workers and found that he was a very conscientious worker. They felt that Fred was trying his best at his job. At this point, Susan had grave misgivings about the theory that Fred had motivational problems and that he was purposely skipping windows.

Susan reviewed the task analysis, practiced washing windows, and resumed training Fred. She discovered that Fred worked with 100% accuracy with minimum social reinforcement while she was moving with him from window to window, but that he began skipping windows when she remained stationary and he moved alone. This indicated to Susan that Fred was having a problem perceiving that next window in the sequence of windows.

To remedy the problem, Susan had Fred to place a red pen on the ledge of the window he was washing. As he moved along, he would move the pen with him to the next ledge. With this aid, he avoided skipping windows, won praise from

his supervisors and co-workers for solving his problems, and was eventually able to give up using a pen to mark his place.

The moral of this story is that faulty relationships between job trainers and workers can cloud very important issues and jumping to conclusions as to why the worker cannot do his/her job can lead to wrongly diagnosing what the problem is and what should be done about it.

Chapter

13

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Chapter

14

FORMS

Task Analysis Data Collection Form

The Task Analysis Data Collection form is used to, first, list the steps (tasks) to be completed to perform the job successfully. Then, it is to be used to record the level of prompting the person needed to complete each task.

Use the prompting level abbreviations to indicate the level of prompting needed for each task. If a certain task is not required one day, put “N/A” in the blank beside that task.

Task Analysis Data Collection

Employee: Sally Sue Smith

Job Skills Trainer John Johnson

Work Site: Joe's Grill

Position: Dishwasher

Week Beginning Date: 7/2/18

Visual	Verbal	Gesture	Modeling	Partial Physical	Physical	Independently	Not Addressed
VS	VB	G	M	PP	P	+	N/A
With Verbal Prompt, also							
VSV		GV	MV	PPV	PV		

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
Date	7/2/18		7/3/18		7/3/18		
Begin Time (am/pm)	10:15am		10:00am		10:00am		
End Time (am/pm)	3:00pm		3:15pm		3:00pm		
Job Task Steps							
Clocks in	P		PV		PV		
Empties clean dishes from washer	GM		GM		GM		
Put dishes away	+		+		+		
Rinses dirty dishes	+		+		+		
Loads dishwasher	GV		G		G		
Runs dishwasher	VBV		G		G		
Empties dishwasher	GV		GV		GV		
Inspects dishes	V		VB		VB		
Put dishes away	+		+		+		
Clocks out	P		P		P		