



Adapted from material developed by the Inclusion Coalition for Employment (ICE), sponsored by Maryville University, the Productive Living Board of St. Louis County, the St. Louis Office for Developmental Disability Resources, the Jefferson County Developmental Disability Resource Board, and the Developmental Disability Resource Board of St. Charles County. Some source material courtesy of Darla Wilkerson of the CSI Network.

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## Meet the Trainers

Richard Coleman – UCP Heartland



Jackie Royer – St. Louis Arc



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## Agenda

9:30-9:45am - Welcome Activity

9:45-10:45am - History & Foundations

**15 Minute Break**

11-12:15pm - D&E and Job Development

**12:15 – 1:15 Lunch**

1:15-2:15pm – Business Development

2:15-3:00 Learning Styles

**15 Minute Break**

3:15-5:00 Job Coaching

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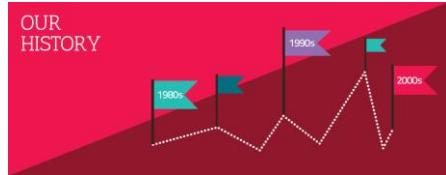


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## History

Why does the history of our field matter?




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### History: A Shift in Human Services Delivery

Categories	1950's 60's & 70's	1980's	1990's	2000 - 2013
Model	Medical	Developmental	Community based Person Centered	Person Driven Person Designed
Characteristics	Custodial Treatment Deprivation	Continuum Getting Ready Slots	Network Civil rights Relationships Natural Supports	Informed Choice Self-determination Economic power
Society role	Patient	Client	Consumer Customer	Name of Person Job Seeker Job Candidate
Employment	Isolation Sheltered	Segregation Supported Employment	Supported Competitive Community Inclusion	Self directed Customized Self-employment Resource Ownership
Residential	Institutional	Group living Supported living	Individualized Supported living Home ownership	Home ownership Landlords Neighbors

Adapted from Donaldson, G. (1993). *Managing the Paradigm Shift*. Revised 2013 dw.

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## Values & Ethics

Values are beliefs that a person or a social group holds in which they have an emotional investment either *for* or *against* something.

Ethics are...

A set of concepts and principles that guide us in determining what behavior helps or harms

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## Legislation: ADA

The ADA regulations that prevent discrimination are divided into 3 parts or "titles":

- Title I** focuses on employment
- Title II** focuses on public services
- Title III** focuses on public accommodations

<http://www.adaproject.org/individuals.html>

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## Legislation: ADAAA

### ADA Amendment Act (ADAAA)

- In 2011, EEOC began enforcing the new ADAAA
- Makes it easier to seek protection under the law
- Covers a broader scope of disability, including conditions that substantially limit or impact bodily functions (includes all major body systems, including endocrine & reproductive)
- Allows individuals to seek coverage more easily under the "regarded as" clause
- Requires that employers engage in an interactive process regarding accommodations

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## Legislation: ABLE Act

### ABLE Act

- REAL savings for people with disabilities!
- Minimal costs (under \$5 per month!)
- Can be used for a variety of purposes that are disability related... that's open ended
- Up to \$8,000 per year contributions (\$16,000 for joint filers)
- Does NOT impact SSI up to \$100,000

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## Language Choices

People first language – emphasized the person, not the disability

Instead of...	Say this instead:
Disabled person, autistic person	Person with a disability; person with autism
Crazy or "mental"	Person with a mental illness
Suffers from depression, bi-polar	Person has depression, bi-polar
Confined to a wheelchair	Uses a wheelchair
Retarded	Person with an intellectual disability
Crippled or handicapped	Person with a physical disability
Handicapped accessible	Accessible

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## Rehab to Business Language

Rehab Language	Business Language
Client or Consumer	Applicant or Candidate
CRP/Service Agency	Employment Agency
Employment Specialist/Job Coach	Recruiter or On Site Consultant
Community Based Assessment	Job Shadowing or Internship
Job Carving	Job Restructuring
Natural Supports	Co-Worker Support
Supported Employment Referral	Pool of Qualified Candidates
Assessment, Discovery, Exploration	Working Interview
Job Coaching	On-Site Job Training Services
Retention	On-Going Training Services
WOTC – Work Opportunity Tax Credits	Money Saving Opportunity, Tax Credit

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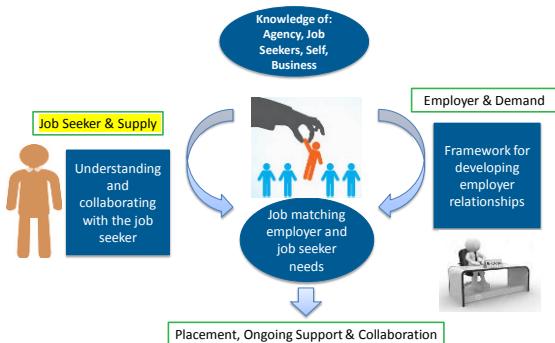
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## What's the Relationship?

Define the relationship between the Job Seeker and the Job Developer

- It's professional relationship.....not a personal relationship
- The Job Developer is NOT the job seekers 'buddy'
- No hugging.....use a good firm handshake
- Explain professional etiquette
- Share examples of good and bad etiquette
- When is ok for the client to call you
- Make sure the client/family know what to expect from participating in your employment program and what you expect from them.



Office Etiquette

For those employees who have been hired/selected:

- #1 No smoking
- #2 No littering
- #3 Use your "Indoor" voice
- #4 Never cross-lobby
- #5 Limit check-in
- #6 Use headphones

**Understand all the players**

Gaining an Understanding of Agency, Job Seeker, Self, and Business:

- **Agency**
  - Mission, services, Board (business leader perspective)
  - Know your structure
- **Job Seekers**
  - Strengths, weaknesses, capabilities, career goals, work experience (**D&E**)
- **Self**
  - Personal networks, time management, persistence
- **Business** (*Tip: Start recognizing and listening for business language*)
  - Local business market, employment trends, hidden job market (vendors), business journals, trade organizations, chambers




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**Getting to Know the Job Seeker**

Job Seekers - What do we need to know?

- ✓ Knowledge, Skills, Abilities, Career Goals, Volunteer Experience
- ✓ Education – Work Readiness Inventory (WRI), Vocational Skills Program (VSP), Community Based Vocational Instruction (CBVI), Work Keys any other education
- ✓ Likes and Dislikes
- ✓ Transportation plans
- ✓ Background and can they pass a drug test

**Discuss – Why it's important to have a transportation plan.**

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**How do we get the Information we need?**

**Discovery and Exploration** is the process of figuring out the Who, What and How about a client. Before we can help a client make a job choice, we need to learn about them and their interests, their learning style, how to best support them on a job, exploring what jobs they like, and figuring out how to go about getting the job(s) they've chosen.

**What is Discovery?**

- Learn about the client (Who)
- Figure what activities you're going to do

**What is Exploration?**

- Do (Explore) the activities (What and How)

*Tip: D&E is individualized.....Think outside the box.*




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## Discovery & Exploration

**Discovery ....figuring out the who**

Gather information and start putting together a plan



- Demographics (address, contact information, etc)
- Personal and employment goals
- Strengths and weaknesses (if known)
- Information about their disability any limitations
- Their support network (DMH)
- Transportation
- Current income/benefits
- Education/training
- Legal history (if any)
- Assistive technology/accommodations
- Health and Safety Risks
- Interviews with the client and family

**Tip:** Develop your Discovery Plan at the clients home!

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## Discovery & Exploration

**Exploration ....Do the activities - Explore, Explore, Explore!**

Start executing your Discovery Plan



- Discussing/observing hobbies/interests
- Shadowing their typical day
- Interest inventory/Vocational testing
- Labor market research
- Job shadowing
- Informational interviews
- Community Based Assessment "s" (more than 1)
- Exploring work readiness (attire, hygiene, work appropriate conversations)
- Observe at volunteer site
- Establish a MO Connections profile
- Discuss work preferences

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## Discovery and Exploration?

How do you go about finding sites to do Community Based Assessments?

- Look on job boards for openings in the area that client lives in
- Use businesses that you've placed people in before
- Use your own personal Network
- Other ideas.....



**Tip:** This approach to businesses will be different

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## Job Developing from the Supply Side.....

You know the client, you know specifically the jobs they're looking for, now it's time to find that job.

- Contacting Employers
  - A balance between utilizing our own Employer Network and looking for open positions that fit the vocational goals of your client.
- Facetime between the job seeker and an Employer
- Disclosure
  - Are you automatically disclosing without knowing?
    - Agency Name/Business Cards

*Discuss how to prepare a job seeker for facetime with an employer*

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## Disclosure Decisions

Every individual with a disability must choose whether to disclose (share) his or her disability with an employer.

Primary factors to consider include whether accommodations will be needed on the job and whether a disability is visible or hidden. Other aspects related to the employer or company may also influence your decision.

**Remember** - any decision to disclose is protected from discrimination by federal law.




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## Pros & Cons of Disclosure

### Pros

- Eliminates the stress of NOT disclosing
- Allows for necessary accommodations to be made
- Gives the person control in terms of responding to questions or concerns in them moment

### Cons

- Possibility of discrimination greater
- Too much emphasis placed on disability vs. abilities
- Lack of discretion could lead to workers knowing you differently



*Discuss – How do you help a client decide?*

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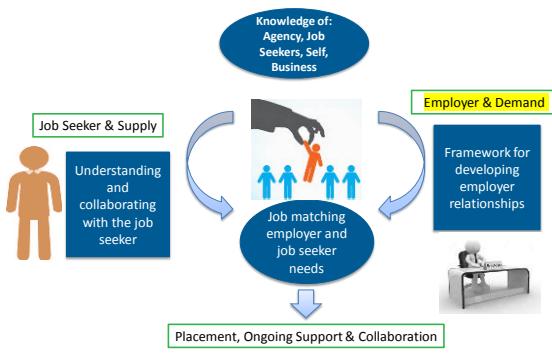
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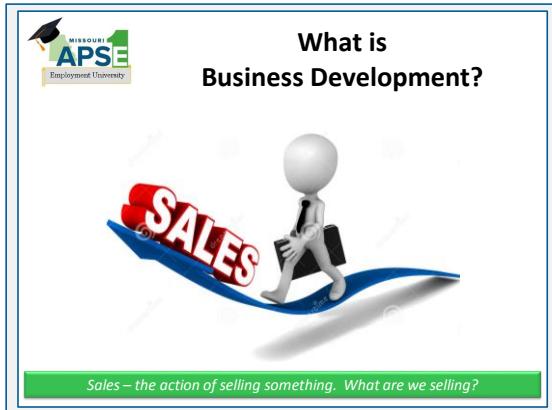
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**Framework for Developing Employer Relationships (one method)**

**Planning for the INITIAL CONTACT**

- Set aside time for Business Development
- Educate yourself
- Understand your strategy
- Practice your opening pitch
- Think ahead (anticipate objections)

**To Do: Write your elevator speech - practice**

**Common Mistakes:**

- Offering employers people or services they don't need
- Not know enough about the company
- Exaggerating what you can offer or achieve
- De-valuing your services

**Tip: Focus on typical employee vs perfect employee**

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**Framework for Developing Employer Relationships (one method)**

1. Make an in person request for a short appointment to learn about the business
2. During the scheduled appointment, focus on learning about the business from the employer's perspective.
3. Return to learn more about the business or to discuss a qualified job candidate
4. Ask to see the job(s)

**Tip: Always keep additional jobs, working conditions, and workplace culture in mind.**

**To Do: Develop questions to ask an employer to learn more about them!**

Swanson, S. J., Becker, D. R., & Bond, G. R. (2013). Job development guidelines in supported employment. *Psychiatric Rehabilitation Journal*, 36, 122-123.

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**Framework for Developing Employer Relationships (one method)**

**Things to Remember...**

- Relationship building, more than a one time placement
- It takes time to build a relationship
- Don't propose on the first date

**To Do: Develop a list of open ended questions to use when meeting with employers.**

- Hiring preferences, hiring process, interview questions, areas of need, how to increase efficiency

**Listening, Reframing & Engaging in Conversation**

- Use the W.A.I.T method
- Communicate services that contribute to business growth
- Employer concerns are opportunities to collaborate
- Make a list of the common objections

**TIME TO LISTEN**

**Tip: Focus on typical employee vs perfect employee**

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## It's all about...Making a good Job Match

Once you know the job, and you're confident you have the right candidate.....

- Emphasize skills of your applicant
  - Discuss how the applicant will benefit the employer
- If you are not more than reasonably sure it's a fit, do not send the applicant
  - Not worth harming the relationship
- Be truthful if the applicant does not meet a needed skill
  - Describe in detail how the applicant will be a good employee

**Tip:** Reflect on all of your actions from an employer perspective

**To Do:** Make a checklist for the applicant to be prepared for interviews

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## Framework for Developing Employer Relationships (one method)

- Your first placement at any new employers should be your Rockstar!
- Once you've had a win for the employer (or 2), then.....you can start job developing from the supply side with that company.
- It's ok to use a combination of methods. Job Development is a combination of strategies, tricks, and sometimes just pure luck.
- DON'T be a BPP Job Developer!!




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## Placement, Ongoing Support, & Collaboration

- Ask job seeker if they have any reservations about job
- Review with employee job responsibilities
- Introduce the Employer and the Employee to the job coach
- Have a plan if problems arise
  - Employee & Employer

- Seek feedback on the development/placement process
- Inviting employers to be involved with your agency
- Discuss with employer how services will transition
- Ultimate Code Switch
  - Being viewed as a business "insider"

**To Do:** Develop a list of things to cover with the employee before work on day 1

**To Do:** Develop at least two strategies to involve employers in your organization

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**Additional Tips for the Employer Relationship...**



- Develop a plan to follow-up and stay in communication with employers
  - No follow-up equals poor relationship
- Make sure to have an in depth knowledge of the job & applicant
  - Do no assume job tasks and skills
- Embellishing a resume/application hinders relationships with employers
  - Setting the applicant up to fail
  - Be honest
- Avoid applying for multiple jobs at one business
  - Unless the applicant is qualified for all of them
- Be professional at all times
  - Job developer is a reflection of the applicant




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**A GOOD JOB DEVELOPER NEEDS TO BE.....**




- Persistent
- Knowledgeable
- Confident
- Flexible
- A Good Communicator
- Service Oriented
- Organized
- Accountable

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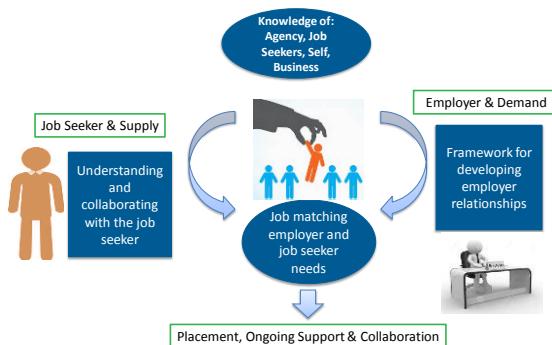
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 **Learning Styles**

**Understanding Learning Styles**

- The most common learning styles are:
  - Visual, Auditory, & Tactile/Kinesthetic
- We depend upon our senses to process the information around us – to learn.
- Most people tend to rely upon one of their sense more heavily than the others.




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 **How We Learn...**

<b>20%</b> of what we hear 	<b>50%</b> of what we see & hear at the same time 	<b>70%</b> of what we discuss with others 
<b>80%</b> of what we do ourselves 	<b>90%</b> of what we teach someone else 	

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 **Learning Styles**

“A lack of learning in any particular situation should first be interpreted as a result of inappropriate or insufficient use of teaching strategies, rather than inability on the part of the learner.” - Marc Gold

**Everyone** has the ability to learn... It's OUR job to learn how to teach them so that they CAN learn.

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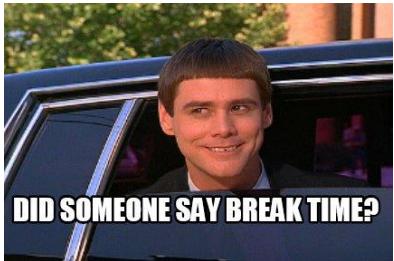
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 MISSOURI APSE  
Employment University

### Providing Supports: The Plan

Identify areas of support needed:

- Getting oriented to the new work site
- Learning co-worker's names
- Learning steps in job tasks
- Where and when to report to work
- Knowing who the supervisor is and how to interact with him or her



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 MISSOURI APSE  
Employment University

### Providing Supports: The Plan

A support plan might include:

- The location of the worksite
- How to teach the support needed
- Who's doing the teaching
- A back-up plan for coaches/trainers
- Specifics about what needs to be taught
- Learning style of the new employee
- Other information about the worksite or employee

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## Providing Supports: The Plan

Perhaps the most important aspect of the plan are the goals.

Good goals are SMART goals:




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## When Work Begins

Conditions, preferences, contributions, and support needs change on the worksite. Your job is to help the new employee develop the support required to meet these needs.

*Remember, Natural Supports are ALWAYS the first choice... but sometimes it isn't enough. Design supports that make sense:*

Begin with:

1. Using what's already at the job site – why?
2. Adapting what's already at the job site – example?
3. Supplement what's already at the job site – how?

*What works about this approach? What doesn't work?*

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## Task Analysis

A Task Analysis is a process of breaking down a **skill** to smaller, more manageable and **measurable** components.




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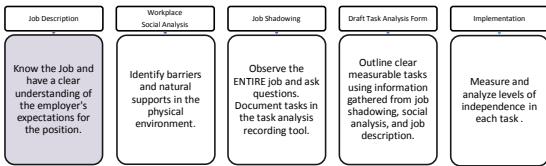
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## Task Analysis Process



## Why USE a Task Analysis?

We use a task analysis for a variety of critically important reasons:

- **Consistency** across support systems
  - Pinpoint where each individual excels and where each person needs **improvement**
  - **Hard data** defending readiness for independence
  - **Empower** the individual to understand exactly where he or she needs to focus
  - Creates **accountability**, allowing the individual to take ownership of his or her progress

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## Sample Task Analysis: Completed

<b>Department</b>	Housekeeping		
<b>Position</b>	Housekeeper		
<b>Supervisor(s)</b>	John Smith – Housekeeping Manager		
<b>Contact Information</b>	john.smith@somehotel.com		
<b>Location</b>	Westport		
<b>Date of Shadow</b>	January 2, 2015		
<b>Task Analysis Summary:</b> Changing Linens			
1	Remove bedspread and place over the armchair.	Independent ✓	Not Independent
2	Remove pillow cases from pillows. Place in laundry cart.	Independent ✓	Not Independent
3	Place pillows on armchair.	Independent	Not Independent ✓

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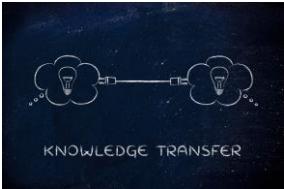
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**Teaching Strategies**

What ARE teaching strategies?

How do you teach someone a new task?



KNOWLEDGE TRANSFER

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**Teaching Strategies**

**Self-Management**

- Images or diagrams
- Checklists (written or picture-based)
- Color coding
- Pacing (with alarm)
- Audio recordings
- Natural cues in the workplace

**Assisted Techniques**

- Prompting
  - Visual
  - Verbal
  - Physical
- Reducing movement
- Chaining
- Structured Work Systems

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**Self-Management Techniques**

You can set up visual schedules, checklists, color coding, and a wide variety of other, non-invasive visual systems.

Here are just a few examples




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## Prompting

A prompt is something you do AFTER someone is given an instruction/assigned task but BEFORE the task or action is completed. A prompt is designed to remind or encourage someone to take action.

There are three main kinds of prompts:

1. Visual
2. Verbal
3. Physical

You should always choose the LEAST invasive prompt possible that still works. (Refer to Discovery & Exploration plan for more information.)

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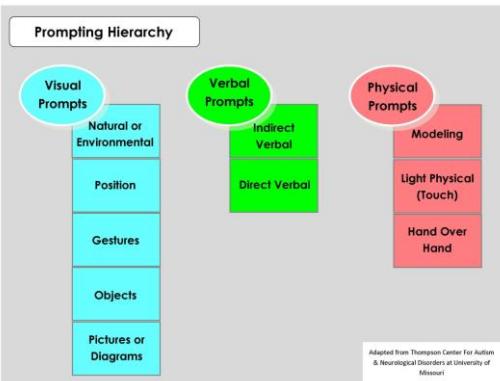
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**Fading Prompts**

Don't let the new employee become reliant on your prompts to complete their work – focus on fading right away:

- **Graduated Guidance**
  - Prompt only when needed and fade immediately
- **Most – To – Least**
  - Start with the most invasive prompt and gradually move to the least invasive prompts
- **Least – To – Most**
  - Start with the least invasive prompt and move to the more invasive prompts ONLY as needed
- **Time Delay**
  - Delay the presentation of the prompt and gradually increase the delay over time

Adapted from the Thompson Center for Autism & Neurological Disorders at University of Missouri

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## Reducing Movement

Reducing movement and preparing in advance can:

- Improve speed & efficiency
- Minimize unnecessary work or steps

Tips:

1. Rearrange the work area.
2. Get ALL needed supplies in advance.
3. Set items up in order of use.

What else could help?



Cooks, bakers, and chefs use a technique called "mise en place" which means "putting in place" to do this same thing!

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# Chaining



Chaining is a method of teaching complex tasks or skills by breaking them down into small steps and teaching them separately...

If you've done a Task Analysis, this will be super easy!

The goal of chaining is for the individual to learn to perform ALL of the steps in a task or skill with just one instruction and minimal or no prompting.

Adapted from the Thompson Center for Autism & Neurological Disorders at University of Missouri

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# Chaining – How to Do It

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## Structured Work Systems

Structured Work Systems are a presentation of tasks and materials that clearly show:

1. The tasks or steps to take
2. The number of tasks or steps to be completed
3. When you are finished with the project
4. What to do when you are finished with the project

Structured Work Systems combine several of the other teaching strategies we've discussed to create a system that is easy to follow and be used independently over time.

A **true** Structured Work System has all 4 of the components listed above.

Adapted from the Thompson Center for Autism & Neurological Disorders at University of Missouri

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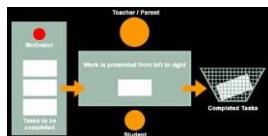
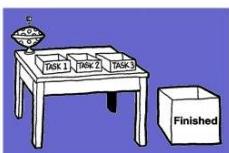


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## Structured Work Systems




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## Teaching & Support Strategies

### How do you select teaching & support strategies?

1. Natural is always first!
2. Match to the learner's style & preferences
3. Match to the job
4. Easy to fade
5. Least intrusive

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## Fading Supports



Why is fading important?

How do you know WHEN to fade supports?

*Image Creator – Scott Chan*

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## Why Fading is Useful

**Fading helps:**

- Ensure that person is achieving optimum self-sufficiency and that the employment situation is cost-effective over time
- Help to build job coaching plans that are more effective and plan for fading at the start
- The new employee gains greater independence and/or inter-dependence with co-workers in performing his/her job, thereby reducing the need for the job coach
- Don't allow yourself to be the initial source of training with a plan to "fade later" – instead, plan to fade from the beginning and access natural supports immediately.

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## How to Fade Supports

- During the initial job analysis, find out how new employees are taught their jobs.
- Convey your role to co-workers as a facilitator and additional support for them, not as a coach or trainer.
- Assist the new employee to learn their job by giving tips to co-workers and others on learning styles and how to best teach the person their new tasks.
- Ensure self-management techniques are taught first, including how they can seek additional help, if needed.
- Don't position yourself in one physical location so that people (both those supported and those around them) don't rely on your presence.

*Adapted from Dale DiLeo – FL Provider Network 2010*

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## Fading Pitfalls

**Boredom:** Job Coaches can get bored and want to give prompts when not needed.

**Production Requirements:** Employers can often times view the Job Coach as an extra person to get work done.

**Trainee Dependence:** Having the Job Coach around can be a reinforcement for the new employee. This can hinder fading with problem behaviors or poor performance when the Job Coach starts to leave.

**Unconscious Cues:** A person is often times able to "read" subtle cues that the Job Coach is not even aware that he/she is giving... and use these to guide performance.

**Job Satisfaction:** If a Job Coach has been at a worksite for any length of time, they start to become a part of the work culture – and don't want to leave or may feel if they do they will be out of a job.

*Adapted from Institute for Community Inclusion – Boston, MA*

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## Tips to Ensure Customer Satisfaction

- Build relationships
- Produce results (good intentions aren't good enough)
- Take care of the details
- Be pro-active, not reactive
- Under promise, over deliver
- Be a believer, show commitment, be sincere, honest, & upbeat
- Handle complaints fast
- Cater the outcomes identified by the customer
- Build integrity and credibility
- Recognize in our business, customer service is a marathon and not a sprint!

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## Dissatisfied Customers

- 91% of unhappy customers won't buy again from a company that displeased them
- Dissatisfied customers tell 10-16 people about their negative experiences
- It costs 5 times as much to attract a new customer as it does to retain a customer

*Adapted from CNN (Achieve Global- 2006)*

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## Professionalism

**Professionalism** – a way to conduct yourself when representing individuals in services and your organization.

***What does this mean to you???***

What areas does this include? Here are just a few...

- Dress & appearance
- Grooming
- Language
- Following business policy (i.e., no cell phones)
- Setting boundaries with individuals served, family members, co-workers, supervisors, etc.

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