1989

Supported employment: A manual for Community Industries

Daniel R. Achatz

Follow this and additional works at: https://scholarworks.lib.csusb.edu/etd-project

Part of the Special Education and Teaching Commons

Recommended Citation
https://scholarworks.lib.csusb.edu/etd-project/503

This Project is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.
California State University

San Bernardino

SUPPORTED EMPLOYMENT:
A MANUAL FOR COMMUNITY INDUSTRIES

A Project Proposal Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the Degree
of
Master of Arts
In
EDUCATION: Vocational Option
by
Daniel R. Achatz, B.S, M.A.
San Bernardino, California

March 1989
SUPPORTED EMPLOYMENT:
A MANUAL FOR COMMUNITY INDUSTRIES

By

Daniel R. Achatz, B.S., M.A.

March 1989

Approved by:
Advisor, Dr. Andrew Schultz

Second Reader, Dr. Ronald Pendleton
Supported Employment:
A Manual For Community Industries

(Abstract)

Daniel R. Achatz

Statement of the Problem

Historically, the employment of developmentally disabled client and employment has been a goal of most agencies working with the this population. The old way of placement of clients in the job market was the "place and pray" approach. The frustration of not knowing what to expect on the job or how to conform to the culture of the work environment would add to clients failing in employment.

Procedure

This project represents the development of a system and support to the client that would emphasize the use of a job coach working and training along side the client until mastering of the job. Supported Employment: A Manual For Community Industries was designed to complement the current Supported Employment Programs at Community Industries. Community Industries has a Supported Employment Program in operation, but did not have a training manual or training program for the job coaches in the
program. The central theme of the manual was job coach skills and applications as it relates to training clients on job skills retention.

Description of the Manual

The manual consists of a supported employment introduction, job coach's role, job/task analysis, skills training, behavior management, and job development.
# Table of Contents

- Section 1 Introduction .............................................. 1
  - The Objective .................................................. 1
  - Context of the Problem ........................................ 1
  - Problem Statement ............................................. 2
  - Purpose of the Project .......................................... 3
  - Definitions ..................................................... 3
  - Limitations ..................................................... 5
  - Assumptions ..................................................... 6
  - Delimitations .................................................... 6

- Section 2 - Review of the Literature .............................. 7
  - Introduction .................................................... 7
  - A Chronology of Events in Supported Employment .......... 9
  - Summary .......................................................... 10

- Section 3 - Methodology ............................................ 11
  - Introduction .................................................... 11
  - Marketing ....................................................... 11
  - Job Development ............................................... 11
  - Placement ....................................................... 12
# Table of Contents (con't)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training</td>
<td>12</td>
</tr>
<tr>
<td>On-Going Support</td>
<td>12</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>13</td>
</tr>
<tr>
<td>Calendar of Events</td>
<td>14</td>
</tr>
<tr>
<td>Summary</td>
<td>14</td>
</tr>
<tr>
<td>Section 4 - References</td>
<td>15</td>
</tr>
<tr>
<td>Project Materials</td>
<td>18</td>
</tr>
</tbody>
</table>
SECTION 1 - INTRODUCTION

Statement of the Problem

The Objective

The objective of this project is to develop a Supported Employment Program (SEP) for Community Industries. The SEP will train staff members in skills needed for job placement of developmentally disabled persons (DDPs).

Context of the Problem

Nearly 300,000 students with handicapping conditions are estimated to be leaving Special Education programs each year. The U.S. Commission on Civil Rights (1983), reports that unemployment rates among handicapped persons ranged from 50% to 70%.

Support for DDPs to provide employment opportunities is essential. Retention of employment in a national survey of adults with developmental disabilities was 76% over 60 days (Kiernan & Ciborowski, 1986), but an eight to ten years follow up (Schalock & Lilley, 1986) found that retention rates dropped to 31%. The development of programs to meet those needs was proclaimed by President Reagan, when he said 1983-1993 is National Decade of Disabled Persons. In 1984 the Office of Special Education and Rehabilitative Services started a national initiative to create and sustain employment for those persons that have been excluded from employment as a result of their disabilities (Rhodes, 1986).
The Developmental Disabilities Act (P. L. 98-527) helped establish supported employment as a priority for state planning councils funded under the Act. Supported employment emphasizes the full range of normal job benefits for persons with disabilities, but recognizes the need for support to enable successful job performance (Rhodes, 1986).

Service providers will need to train staff members if supported employment for developmentally disabled persons is to be successful. There is a growing national shortage of qualified staff (Fifield & Smith, 1985), and the problem is further complicated by new ideologies, technologies, priorities, and opportunities. Service providers have not been prepared for such changes (Karan & Knight, 1986).

The movement to integrate developmentally disabled persons into the community will need a new type of professional. Supported employment staff will need specific training to increase developmentally disabled persons success within the business communities. This implies that staff training should be developed to support integration in the community.

Problem Statement

The problem is that Supported Employment will need specific training. A program that is specific to the needs of developmentally disabled persons and the business community.
Purpose of the Project

The purpose of the project, therefore, is to develop a Supported Employment Program. The program would teach Community Industries staff the guidelines of Supported Employment and how to integrate those guidelines into the business community.

Definitions

Supported Employment - Paid employment for persons with developmental disabilities for whom competitive employment at or above the minimum wage is unlikely. Because of their disabilities they require ongoing support to perform in a work setting. They will work in a variety of settings, particularly worksites in which persons without disabilities are employed.

Developmental Disabilities - Severe, chronic disability of a person that is attributable to a mental or physical impairment or combination of mental and physical impairments. If is manifested before the person attains age 22, and is likely to continue indefinitely. Substantial limitations in three or more of the following areas of major life activity, self-care, receptive and expressive language, learning, mobility, self-direction, capacity for independent living, and economic self-sufficiency.

The person's need of a combination and sequence of special, interdisciplinary, or generic care, treatment, or other services which are of lifelong or extended duration and are individually planned and coordinated.
Job Coach/Employment Training Specialist - Provides in-depth training relating to performance of job task learning and completion and work maturity to individuals with disabilities at jobs in the community. The job coach is the significant link between the employer, the worker, the parents, and the referral agency. Work training may be conducted on a one-to-one basis or in small groups.

Integrated Work - The engagement of an employee with a disability in work in a natural community employment setting, including, but not limited to, work crews, enclaves, and individual placements, in which the degree of integration is measured by the extent to which the disabled employee has opportunities to interact with non-disabled individuals other than those providing direct support services to the disabled employee.

Individual Placement - Allows the greatest degree of integration as the ratio is one job coach to one trainee/employee. Individual placements are intended to lead to employer-paid and employer-supervised employment. The job coach "fades" or decreases the time they spend as the trainee/employee adjusts to the job and gains appropriate skill level and social acceptance. On-going post-employment services are provided on an as-needed basis for the life of employment.

Work Group (Enclave) - A group of individuals with developmental disabilities typically containing no more than eight (8) persons who engage in paid work at the employer site (in the community), and represent a minority of the employers work force. An enclave typically has a job coach
assigned permanently and the participants tend to work together in a group. Many times the facility pays the participants through their payroll and contracts with the employer for the services performed (examples include assembly and packaging types of jobs performed at the employer site).

Work Crew - The least opportunity for integration and usually contains up to eight (8) persons who work together on service types of contracts in the community. This model has been utilized by work training centers in areas such as Custodial and Grounds keeping. Facilities typically keep the participants on their payroll and transport the individuals to the work sites via van.

Fading - A process in which a job coach, over a period of weeks or months, slowly and systematically decreases his presence at the job site. The schedule of fading is determined by the client's ability to perform job tasks independently and to maintain a satisfactory level of work performance when the job coach is off-site.

Limitations

This study is limited by:

1. The state and federal governments support of the program development.

2. The on going changes in Supported Employment as it relates to community business and need of the developmentally disabled person.
Assumptions

It is assumed that:

1. By aggressive marketing and guaranteeing life time support for employed clients, supported employment programs are unlocking job opportunities in businesses that traditionally recruited only non-disabled persons.

2. Deinstitutionalization, normalization, least restrictive environment and mainstreaming have shifted so that the safeguard of handicapped individuals in a sheltered environment is no longer a priority as opportunities develop in business and industry.

3. Employer involvement has created greater social recognition and vocational opportunities for people with disabilities.

Delimitations

1. The Supported Employment program is limited to the clients at Community Industries. The development of other programs in the area is unknown.

2. The marketing of the Supported Employment program is limited to Community Industries area of business. No assumption of the long-term market for Supported Employment is made.
SECTION 2 - REVIEW OF THE LITERATURE

Introduction

The past 150 years, since the establishment of the first sheltered workshop in the United States in 1834, there has been a movement to put disabled persons to work. This movement, originally championed by charitable groups such as the Salvation Army, Easter Seals and Goodwill, was slowly expanded by support from the public sector in legislation and appropriation of funds. This support included laws to initiate Worker's Compensation, Veterans, Vocational Education and Vocational Rehabilitation in 1920.

During the 1960's the mentally ill and mentally retarded programs were expanded in the Kennedy and Johnson administrations. A phenomenal growth took place during these years in the number of work activity centers across the country. Until the middle 1970's the community workshops remained the only stable sheltered-work model available to the developmentally disabled person.

The 1970's developed into a decade of total programing for the developmentally disabled person. Deinstitutionalization and mainstreaming were frequent terms used to address developmentally disabled persons needs. The deinstitutionalization of the developmentally disabled person was being recognized as an individual with the right and benefits to live in a integrated community.

The developmentally disabled person should be allowed to work and thus to contribute to their own and society's growth. There is little disagreement that the value of work in America goes beyond its economic considerations.
The work ethic heritage has created strong social values around what people do for employment and more importantly, whether people are employed or unemployed. It helps to remember that the work ethic, as an ethic, is first a moral/religious principle. The work ethic suggested that work or employment led to a "heavenly path" since hard work was considered antithetical to evil. The unemployed worker has traditionally been seen as loathful and undesirable (McDaniel & Flippo, 1986).

The developmentally disabled person suffers socially and in self-esteem from not being seen as a worker and contributing to the community. The first principle based on the value of work for the developmentally disabled person is the negative perception held by society of those who are not deemed workers. The second principle is that although developmentally disabled persons have limitations that render them at times the inability to work, they never limit the person's basic human rights.

The development of new concepts related to developmentally disabled persons has given way to programs to develop employment training. The Job Training Partnership (P. L. 97-300) implemented in 1984, developed a program to "prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individual facing serious barriers to employment, who are in special need of such training to obtain productive employment ". About 10% of the funds were spent on handicapped youth, to acquire competencies in basic job-specific skills and pre-employment/work maturity skills.

In 1984 the Developmental Disabilities Act (P. L. 98-527) was developed to establish "supported employment" as a priority for state planning councils funded under the act. The vocational programs for developmentally disabled persons were viewed as a continuum of programs leading towards
competitive employment. The supported employment model is a alternative to the continuum of services. The Supported Employment Program for developmentally disabled people was developed so that work would be present before supported employment services began.

The typical supported work model is industrially integrated. The industry or employer is the host industry and the developmentally disabled person may be placed either individually or in groups. The employment options for the developmentally disabled person in the job market consist of thousands of types of jobs, each requiring different combinations of reasoning ability, training strength, dexterity, and other traits. The supported employment model will need time to develop into a viable program for the developmentally disabled person.

A Chronology of Events in the Development of Supported Employment

1834 The first sheltered workshop in the United States
1917 Smith-Hughes Act provided the basis for Vocational Education
1920 Vocational Rehabilitation
1964 Civil Rights Act
1968 Projects With Industry Funding for training at the job site
1973 Rehabilitation Act
1975 Education for All Handicapped Children Act
1984 The Job Training Partnership Act
1984 The Developmental Disabilities Act
1986 Employment Opportunities for Disabled Americans Act
Summary

The review of literature began with the history of the development of supported employment, from the first workshop in 1834, to the beginning of supported employment today. Work is part of our national ethic and what that ethic means as it relates to our self-esteem.
SECTION 3 - METHODOLOGY

Introduction

Community Industries used the Supported Employment model for its developmentally disabled clients. The clients were hired or contracted out to employers, and were paid minimum wage or above. Individual wage certificates for sub-minimum wages were obtained from the Department of Labor only if necessary for the client to maintain employment.

The system for service delivery will include five major components:

* Marketing
* Job Development
* Placement
* Training
* On-Going Support

Marketing

Marketing activities include review of classified employment ads, phone calls to an area business which may have jobs, and by word of mouth.

Job Development

Job development phase has identified clients areas of skill and career interest. Based on the information obtained, the types of jobs suitable to each client were targeted. The Job Development program staff works with the client's family or care provider as well as the client. Counseling and
education was offered to ensure that everyone involved understood the program, accepted their responsibility for involvement, and was committed to assisting in successful placement/employment maintenance.

Placement

Securing a job initiates this phase of the program. The client was assisted with obtaining proper clothing, learning bus routes, or arranging other means of transportation prior to the first day on the job.

Training

The client was accompanied by a job coach on the first day of employment. Activities included:

* Assistance in filling out employment documents
* Training in specific job duties
* Adjustment to break schedule
* Encouragement in socialization

As the client became more independent on the job, the job coach began fading from the worksite. The length of time between placement and fading was individually determined.

On-Going Support

Program staff has developed plans for the provision of support services needed for each client to maintain community employment. Some services
were provided by program staff, and some services were provided by the client's family or community resources. On-going support services has no time limit and may include:

* Re-training of job duties
* Training for new job duties
* Assistance in other areas not identified

Clients who lost their jobs were assisted with finding new employment. The client therefore re-entered the job development phase and the process began again.

Program Evaluation

Community Industries has used the City Programs Data Collection Management System. The system determined the extent and type of services provided and a cost benefit analysis of services as it related to the participants earnings.
Calendar of Events

The events of this proposal will occurred on the following dates and in the following order.

* October 1987  Develop Supported Employment Topic
* November 1987 Write first draft of proposal
* December 1987 Develop Supported Employment Program
* January 1988  Develop Staff Training Program
* Feb. - March  1988 Develop Project into second phase
* May 1988      Rewrite Project and make changes
* March 1989    Final phase, send Project to printer

Summary

The methodology section has proceeded in the following fashion:

* Community Industries was identified as the program development area.
* A description of the services developed.
* Calendar of events developed.
SECTION 4 - REFERENCES


PROJECT MATERIALS
SUPPORTED EMPLOYMENT:
A MANUAL FOR COMMUNITY INDUSTRIES

BY

DANIEL R. ACHATZ
MARCH 1989
# TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Introduction to Supported Employment</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Coach Description and Role</td>
<td>5</td>
</tr>
<tr>
<td>Job Analysis</td>
<td>13</td>
</tr>
<tr>
<td>Training for Skill Acquisition</td>
<td>29</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>39</td>
</tr>
<tr>
<td>Job Development</td>
<td>57</td>
</tr>
<tr>
<td>Appendixes</td>
<td>70</td>
</tr>
<tr>
<td>Appendix A - Supported Employment Overview</td>
<td>71</td>
</tr>
<tr>
<td>Appendix B - Normalization Principle</td>
<td>92</td>
</tr>
<tr>
<td>Appendix C - Vocational Profile</td>
<td>96</td>
</tr>
</tbody>
</table>
INTRODUCTION TO SUPPORTED EMPLOYMENT
Community Industries has gone through many changes in the 20 years of its growth. When C. I. first started serving clients it only had hospital clients, then the program became the only state workshop to be certified to serve outside clients. C. I. is still the only state workshop program serving outside clients.

The clients are referred to C. I. from the Interdisciplinary Team of Lanterman Developmental Center or Habilitation Section of the Department of Rehabilitation through Regional Center. Some of the clients become employees and are paid a hourly wage, others are paid as determined by their productivity.

The client must be 16 years or over before admission into the program. Transportation needs must be satisfied and be capable of basic self-help skills. The client must meet minimum performance criteria on initial vocational evaluation.

The staffing of C. I. is made up of educational and clinical positions. C. I. has an educational staff form the Pomona Unified School District to support classroom instruction. C. I. also utilizes volunteers and foster grandparents in providing more individualized attention.

C. I. is funded through proceeds for subcontract work, allocations from Lanterman Developmental Center through the Department of Developmental Services, and fees for service from the Department of Rehabilitation.

C. I. offers a variety of training opportunities at various locations throughout the facility. These areas include landscape maintenance, car
wash, messenger service, woodshop, horticulture, animal care, assembly, packaging and materials handling.

C. I. is a provider of subcontract services to area businesses. Clients are provided an opportunity to develop appropriate skills and behaviors in settings that approximate a normal production and work environment.

In conjunction with Pomona Unified School District, classroom instruction is also provided for those clients who require additional training in such areas as refinement of motor skills, specific job instruction, and money management and other consumer skills.

C. I. has expanded our program in the area of Supported Employment to meet the needs of those clients who, with the right amount of support, could succeed in the type of employment.

**SUPPORTED EMPLOYMENT**

The development for supported employment came about because of federal & state governments dollars spent keeping the severely disabled in long term programs. Demonstration projects over the past few years have proven successful in the transition of the severely disabled into supported employment.

Supported Employment is the combination of work and support designed on an individual basis. Supported employment is paid work in integrated community work sites, for individuals with disabilities who need ongoing support to maintain employment. Individuals in supported employment work in meaningful employment and receive all of the social and financial benefits related to employment.
The objectives of Supported Employment Program are:
A. To provide an opportunity for paid work
B. Ensure that each person placed in employment works on a job that is safe and dignity enhancing
C. Provide a quality working environment
D. To provide ongoing support for individual with severe disabilities to stay employed
E. To provide opportunities in socially integrated environments
F. To improve the quality of life for supported employees
G. To bring about changes in the community to enhance supported work and community integration opportunities.

The development of supported employment at C. I. involving individual with severe disabilities, has implemented a variety of employment modes. These consist of two basic types of placements, individual and group. The following is a description or the models currently in use at C. I.

**Individual Placement:** Individuals are placed in community jobs and support is provided at the work site as needed for the person to learn and perform work. A high level of co-worker integration is available and wages commensurate with productivity are paid to the worker. Support begins as continuous one to one training and is faded gradually over a period of weeks or months.

**Mobile Crew:** The mobile crew is a single purpose business, landscaping and janitorial are typical kinds of work done by crews. The size of the crews are five to eight workers, working under one job coach / supervisor. Crews operate from a van, going from job to job and are mainstreamed into the
work environment. Individuals within the group may have different duties and may be paid on an individual productivity basis. Crew placements offer continuous supervision, but it is important for the job coach to develop strategies to enhance and increase interaction opportunities for individuals working on the crew.

Supported employment and interaction with nondisabled co-workers is a critical concept of our program. Interactions with nondisabled co-workers is only possible in integrated job sites and not in segregated settings. C. I. feels that integrated employment is working with nondisabled co-workers is a feature of quality employment. C. I. will specifically target employment sites that offer the conditions for clients to have interactions with non disabled persons.

The unique aspect of supported employment is the follow along that continues after the job coach has faded from the worksite. C. I. will continue to support the client in their placement so long as the support is needed (Appendix A for Supported Employment Overview).
JOB COACH ROLE
THE ROLE OF THE JOB COACH

The job coach role is important to the success of Community Industries programming, the success of supported employment and the success of integration of persons with severe handicaps into our community. As a job coach you will perform multiple service roles, such as travel training, client counseling, and assessment. To be a successful job coach you need to easily shift gears. One day you may be participating in meetings with referring counselors, employers, or other administrators; later in that day or week, you may be involved in skill training and counseling.

The job coach is involved in day to day training with the client as well as involvement with employers, counselors, and parents who have confidence in the service the job coach provides. The job coach is a advocate and primary job trainer for the client. The job coach follows along with the client to job interviews, helps fill out applications, communicates the client's abilities, and helps the client's entry into the job.

Once the client is employed the job coach works side by side with the client. The job coach will analyze the job, break tasks into manageable components, and use the least intrusive methods to help the client master skills and increase productivity. The job coach might perform a great deal of the job at first, until the client's work is satisfactory to take over the job. The job coach will fade away from the job as the client's performance is achieved and a minimum level of contact from the job coach is needed. The job coach will assist in other activities during the training period, such as transportation or activities of daily living that may be required.
The job coach needs to work with parents and enlist their support and confidence, by identifying parent concerns, such as potential lowering of income benefits, changing the belief that the client can be a productive worker. The job coach will have to share information and develop communications with parents to win their confidence and keep it.

The job coach must change employers hesitation about employing severely disabled persons. By promoting the job coach's role to the employer and responding to employer's needs by describing the direct service support that they provided in training the client. The job coach will serve to help the client integrate into the workplace.

The role of the job coach is the most critical to the successful aspect of supported employment. The job coach is the liaison between the employer, the client and Community Industries. The visibility of the job coach means that their attitudes and actions impact not only the client, but co-worker, supervisors, and community members in general.

The following lists defines aspects of professionalism and supported employment knowledge. The competencies listed will ensure that the job coach has the information to fulfill their role:

**JOB DESCRIPTION: JOB COACH**

Duties and Responsibilities:

1. Responsible for providing case management services to an assigned group of clients as to Community Industries procedures.
2. Responsible for providing on-going support services to clients in supported employment who have not reached stabilization.

3. Responsible for providing one-to-one task analysis and task training to client workers.

4. Responsible for conducting daily work circle meetings with the Production Supervisor.

5. Responsible for the orientation of new client workers at Community Industries.

6. Responsible for facilitating peer support groups for supported employment clients.

7. Responsible for completing all required documentation and reports for Community Industries.

8. Responsible for maintaining confidentiality.

9. Responsible for maintaining a professional relationship with referral sources, employer, parents, care provider, and appropriate others.

10. Attend all required meetings and inservices.

11. Provide moral support and inspiration to client workers.

12. To provide on the job training to Community Industries clients.

13. To analyze the job task to develop training program.

14. To utilize behavior management techniques.

15. To advocate for integrated relations with the employer and co-workers.

16. To utilize fading techniques to withdraw from job or support services.

17. To negotiate work related issues with employers, such as schedule, site modification, etc.
18. To develop operating agreements with industry.
19. To develop relationships in the business community for program marketing.
20. To establish systems to monitor inventory and production.
21. To develop work sites for disabled persons.
22. To design appropriate types of work models for industry.
23. To participate in the business community.
24. To perform job market analysis to identify potential industries in which to establish program.
25. Knowledge of disabled employee's job requirements.
26. Understanding of employer's job requirements.
27. Ability to train effectively.
28. Interpersonal skills, such as good communication skills.
29. Knowledge task analysis.
30. Understanding of industry procedures.
31. Knowledge of work, personal relationship between programmatic needs and developmentally disabled.
32. Ability to establish performance skills.
33. Business management skills.
34. Understanding of private sector procedures.
35. Knowledge of funding mechanisms.
36. Staff training skills.
37. Public relations and marketing skills.

A critical aspect of the job coach's role involves a wide variety of skills and tasks and a willingness to do whatever it takes to facilitate employment
for our clients. It will ease your task to view each job you begin with the idea of how you as a job coach can best facilitate the client's success, and fade/remove yourself from the job. Some considerations of the role of the job coach include the following:

1. Job coaches must be able to respond to the unique components of community based work settings. Dress codes, behavior, jargon, and the culture of the worksite from company to company.

2. Job coach must be able to asset all the requirements and needs of a particular job, often called job analysis. The analysis must include all the related and subtle skills that affect the client success in the job.

3. Job coach might need to restructure jobs to facilitate the success of a client. This might require negotiation with the employer for approval of any restructuring of work routines

4. Job coach will develop systematic training skills sufficient to assist our clients, including clients with inappropriate behaviors and or accompanying physical limitations, to perform their identified jobs successfully. These skills will include effective strategies for fading assistance to the least degree possible while maintaining acceptable worker output.

5. Job coach will participate actively at the worksite whenever necessary to ensure the meeting of the production criterion, to relieve the worker in emergencies, and to encourage the client to assume gradually increasing job responsibilities.

6. Job coach will facilitate relationships between the co-workers and supervisors, and the person with disabilities. This activity will be the important one for ensuring lasting success.
7. Job coach will implement strategies for the provision of training and support by co-workers and supervisors. Job coach will strike a balance between the needs of the client and the degree of cooperation and assistance available in each individual worksite.

8. Job coach will provide services on an ongoing basis, for as long as necessary for each client. Job coach will develop as many individualized agreements with employers, about the form of the ongoing support, as there are clients.

9. Job coach will prepare to offer assistance and training for needs and skills outside the worksite. This might include transportation, financial assistance, resolution of family, personal problems, and similar non-workplace concerns.

10. Job coach will communicate regularly with the client and their significant others and promote communication between the employer and the person's home. Job coach recognize that a person's work life and life outside work are inextricably connected.

11. Job coach will troubleshoot problems that occur in worksites, such as production problems, the method of performing tasks, relationships with co-workers, frustration, attendance, etc...

**JOB COACH POINTS TO REMEMBER FOR SUCCESS**

* Act as a role model and demonstrate dignity and respect toward others
* Maintain communication with your Supervisor-check daily by phone
* Access staff support at Community Industries for problem solving
* Be aware of the power of meaningful work for clients
* Embrace the notion of supported employment - anyone can work
* Create job matches by having clients try different tasks within a job.
* Invite different co-workers to lunch with the client and yourself
* Promote that there is permanent support when talking employers
* Always learn the job by performing it before training the client
* Instill confidence in the client
* Clarify your role to the employer, you're not extra help
* Lack of follow through inhibits success
* How can you do less and have the client do more of the work
* Offer your services as a liaison between the employer and the client
* Assist the client to develop a work ethic and transferable work skills
* Get co-workers involve in problem solving, and develop a sense of teamwork
* Job opportunities and work can change people's lives
JOB ANALYSIS
INTRODUCTION

The philosophy of supported employment and the application of normalization principles (Appendix B) are essential in the development of effective training in the workplace. As a job coach the focus isn't only on the job the client has been hired for, but also on the tasks and relationships that surround the job. The completeness of the training plan will give the job coach more tools that will help in the decisions to integrate the client into the workplace.

The learning of a job and the analyses of the job is the beginning of developing a training plan. It is important for the job coach to spent time efficiently and effectively, because the work you do with the client will come from the initial impressions and analyses.

WORK SITE ANALYSIS

The work site analysis is gathering information that the job coach needs to learn to perform the job. The analysis will assist the job coach in training the client on the job. There are two major components:

* Orientation
* Job site analysis

The job coach will need to spend time on the job and with co-workers before the client is placed at the job. The time spend on the job will help develop the training plan and include the activities the client must do to comply with the employer's standards. Its important that the job coach
identify all the components of the job so that tasks that require more intensive training are identified. Become intimate with the job before starting training, don't jump in to training, build success into your training.

The time required to do a work site analysis will depend on the job coach's experience and skills, job complexity, the client's skills and assistance needed, and the time the employer wants the job to begin for the client. If the client needs to be on the job before the analysis is completed, the job coach can take advantage of the situation and have the client try different components of the job to determine if a more detailed task analysis is needed.

The work site analyses should develop into several outcomes:

- organization of training
- learning of job and documentation of skills needed
- standardized job methods
- initiation of co-worker for supportive relationships

**ORIENTATION**

The job coach needs to go through a orientation of the policies and procedures of the company and the job to develop the work site analysis. The information that follows should be collected by the job coach.

- The application form
- The interview procedure
- Hiring and firing procedures
- Paperwork required: sign-in sheets/time cards
- Layout of site: restrooms, offices, time clock, etc...
- Safety procedure and requirements
* Work schedules, holidays, vacations, pay schedule, benefits, overtime, time off
* Name of supervisor and channels of communication
* Job description and placement methods
* Transportation

**JOB SITE ANALYSIS**

The job site analysis breaks the task of the job into smaller teachable components. The analysis is done observing an employee of the company performing a task the client will be performing. The job coach should follow the four categories:

* **Core work routines**: Make up cycles which are repeated, without serious interruptions between cycles. The routines are the most frequently performed by the client.

* **Episodic work routines**: Job routine cycles that occur infrequently, once or twice a shift, week, etc... and are required by the employer. Example would be cleaning the dishwasher.

* **Job-related routines**: Tasks which are not part of the job but are important to successful performance of the job. Example would be getting to the job, using the restroom or when to stop work.

* **Accommodations to the worksite culture**: What is the dress code? How much flexibility is allowed? What are the unwritten rules?
JOB ANALYSIS FORM

Directions: Indicate the most appropriate responses for each item based on observations of the job and/or interviews with employers, supervisors, and co-workers. More than one item may be checked when an (*) appears.

TYPE: Initial interview: On-going/follow up
COMPANY:
COMPANY ADDRESS:
JOB TITLE:
CURRENT HOURLY RATE:
NUMBER OF HOURS PER WEEK:
IS MONTHLY NET INCOME $300.00 OR MORE (Y/N):
MONTHS PER YEAR:
SUPERVISOR'S NAME:
SUPERVISOR'S TITLE:
SUPERVISOR'S PHONE:

1. SCHEDULE weekend work required evening work required part-time full-time
Specifics/Comments:

2. TRAVEL on public or handicapped transportation route off public or handicapped transportation route
LOCATION
Specifics/Comments:
3. STRENGTH
   LIFTING AND CARRYING

   Specifics/Comments:

4. ENDURANCE

   Specifics/Comments:

5. ORIENTING

   Specifics/Comments:

6. MOBILITY

   Specifics/Comments:

7. RATE

   Specifics/Comments:
| 8. APPEARANCE **REQUIREMENTS** | grooming of importance— cleanliness only required—
| | neat and clean required— grooming very important—
| Specifics/Comments: |  |
| 9. COMMUNICATION **REQUIRED** | none/minimal— key words/signs needed—
| | unclear speech accepted—
| | clear communication in sentences signs needed—
| Specifics/Comments: |  |
| 10. SOCIAL **INTERACTIONS** | few/minimal— appropriate responding—
| | unclear speech accepted—
| | clear communication in sentence signs needed—
| Specifics/Comments: |  |
| 11. BEHAVIOR **ACCEPTANCE RANGE** | many unusual behaviors accepted—
| | few unusual behaviors accepted—
| | no unusual behaviors accepted—
| Specifics/Comments: |  |
| 12. ATTENTION TO **TASK / PERSEVERANCE** | frequent prompts available—
| | intermittent prompts/high supervision—
| | intermittent prompts/low supervision—
| | infrequent prompts/low supervision—
| Specifics/Comments: |  |
13. **SEQUENCING OF**

   **JOB DUTIES**

   only on task performed at a time

   2-3 tasks required in sequence

   4-6 tasks required in sequence

   7 or more tasks required in sequence

   Specifics/Comments:

14. **INITIATION OF**

   **WORK/MOTIVATION**

   initiation of work required

   volunteering helpful

   staff will prompt to next task

   Specifics/Comments:

15. **DAILY CHANGES**

   **IN ROUTINE**

   more than 7 changes

   4-6 task changes

   no task changes

   2-3 task changes

   Specifics/Comments:

16. **REINFORCEMENT**

   **AVAILABLE**

   frequent reinforcement throughout task

   reinforcement throughout the day

   reinforcement throughout the week

   minimal reinforcement/pay check only

   Specifics/Comments:

17. **EMPLOYER**

   **ATTITUDE**

   very supportive of workers with disabilities

   supportive with reservations

   indifferent to workers with disabilities

   negative toward workers with disabilities

   Specifics/Comments:
18. EMPLOYER'S FINANCIAL REQUIREMENTS
financial incentives not necessary
requires incentive

Specifics/Comments:

19. DISCRIMINATION
does not need to distinguish between work supplies
must distinguish between work supplies with an external cue
must distinguish between work supplies

Specifics/Comments:

20. TIME
time factors not important
must identify breaks
must tell time to the hour
must tell time to the minute

Specifics/Comments:

21. FUNCTIONAL
none
sight words/symbols
simple counting

ACADEMICS
simple reading

Specifics/Comments:

22. BENEFITS OF JOB: CHECK ALL THAT APPLY:

-----0-none
-----1-sick leave
-----4-medical/health benefits
-----2-paid vacation/annual leave
-----5-dental benefits
-----3-employee discounts
-----6-free or reduce meals
COMMENTS:

1. Size of company/or number of employees:

2. Volume and or pace of work: overall this position:

3. Rate of employee turnover(%) : overall this position:

4. Number of employees in this position: during the same hours:

5. Number of non-handicapped employees in immediate area:

6. Is this position in the public eye?

7. Written job description available?

8. What are absolute no's for employee in this position (reasons for dismissal, etc.)

9. Environmental characteristics (physical barriers, extremes in temperature, etc...)

10. Level for social contact: (circle one)

0  Employment in a segregated setting in which the majority of interactions with non-handicapped persons are with caregivers or service providers. Example-Sheltered Workshop etc...

1  Employment in integrated environment on a shift or position which is isolated. Contact with non-handicapped co-workers or supervisors is minimal. Example-night janitor.

2  Employment in an integrated environment on a shift or position which is relatively isolated. Contact with non-handicapped co-workers or supervisors is available at lunch or break. Example-pot scrubber.

3  Employment in a integrated environment in a position requiring a moderate level of task dependency and co-worker interaction. Example dishwasher required to keep plate supply stacked for cooks.

4  Employment in an integrated environment in a position requiring a high level of task dependency and co-worker interaction and/or high level of contact with customers. Example-bus person

Additional Comments:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
When conducting a job analysis keep in mind the following:

1. Schedule the visit for the specific job
2. Note the specific name of the employee you will observe
3. Interview preparations and interview strategy
4. Accept all worker statements
5. Avoid topics of conflict
6. The employee is the expert
7. Do not suggest changes at this time
8. Verify job data and terminology with supervisor
9. Keep good records
10. Dress like an employee
11. Ask permission to observe
12. Write down what is important
13. Avoid topics about conflicts or grievances
14. Phrase questions to elicit open ended response and not a yes or no response
15. Adhere to subject matter
Task analysis is the process in which each activity/component is identified in the job analysis and is broken down into trainable steps, this results in the client's learning the task. The job coach should break down the number of steps in the task the way they or the employees perform the task. The analysis should represent the effective use of resources and time. There are two components to the task analysis:

- **Content**: steps which the task is divided
- **Process**: steps that the task will be taught (process will be addressed later in the manual)

An example of a job analysis component could be to operate a floor buffing machine. The content of the task analysis based on a co-worker's performance would be as follows:

1. Remove machine from the storage area
2. Place buffing pad under machine
3. Plug buffer plug into wall outlet
4. Start machine to buff floors

The job coach might change the task into the following steps after assisting the client through the task.

1. Unlock storage door
2. Locate buffer and lift buffer to room to be buffed
3. Put buffer on floor and expose buffer block
4. Place buffer pad on buffer block and center
5. Lower floor machine so that pad is on the floor
6. Remove electrical core from floor machine.
7. Walk to closeness electrical outlet and plug electrical core into outlet
8. Return to floor machine and loosen tension tap to handle
9. Position handle and tighten tension tap
10. Start machine by squeezing the handle and moving buffer side to side
11. Buff floor in room until completed starting in the corner of the room and working towards door.
12. When floor has been buffed unplug electrical plug from wall
13. Roll up electrical core
14. Place electrical core round handle
15. Loosen tension tap to floor machine and reposition hand
16. Lower floor machine and remove buffer pad from buffer block
17. Lift floor machine and place back in storage area
18. Lock storage door.

The seven steps to remember when developing a task analysis and training plan are:

1. Decide on a method
2. Write a Content Task Analysis
3. Write a Process task analysis
   a. Select format
   b. Select informing plan
   c. Write motivating plan (when needed)
4. Train
5. Revise the process task analysis
   a. Decide if there is additional or alternative ways to inform or motivate that could work.
b. Decide is there a deferent format that could work.

6. Revise the content task analysis
   a. Decide if there are parts of the task which are not being learned
      which could be subdivided into smaller, teachable steps

7. Revise the method
   a. Decide if there is a totally different way of doing the step; or steps
      of the task which are being learned.

GUIDELINES TO REMEMBER COMPLETING A JOB/TASK ANALYSIS

Allow yourself enough time to observe all the work areas in which job
duties are performed. If you are unable to complete the job analysis during
your initial visit to the employer, arrange to return at another time.

Write down in sequence all of the employee's work activities. This
observation should comprise an initial task analysis of the job. Note
appropriate times spent in each work area and movement from one work
area to another.

Make sure to record any work related interactions between employees. It
is important to know whether or not the client needs to verbally communicate
during a job performance.
If possible, involve the employer by asking if they would review your job analysis for feedback. You can ask them if any part or parts of the job could be modified.

Do not interrupt the work flow. If the employer approves, ask co-workers briefly about aspects of the job.
TRAINING FOR SKILL ACQUISITION
INTRODUCTION

The methods and strategies of interacting with the client and co-workers will now be tested on the job. Information about the client and the job has been gathered from the job/task analysis will be integrated into the decisions about how to train.

Once the job/task analysis has been completed, the job coach should be comfortable with the daily work routine and systematic instruction for the client to gain job skills should begin. The following is a outline of the procedures:

1. Determine the client's performance level on the all job skills.
2. Develop instructional training program for the client to perform all the job duties accurately and efficiently.
3. Revise the instructional program when needed to meet client's progress.
4. Determine reinforcers, using only natural occurring ones such as social praise. Use sparingly as possible, most reinforcers will be available after the job coach has faded from training.
5. Use prompting techniques that allow the client to learn the job correctly at the beginning.
6. Keep recorded data for tracking independent performance and work rate.
7. Increase the rate of work once the quality of work is acceptable by company standards.

30
8. Fade your instruction slowly so that the client begins to perform the job independently.

PROCESS TASK ANALYSIS

The process task analysis is everything the job coach teaches to the client. Process task analysis is divided into two sections:

1. **Format**: the content organization
2. **Trainer action**: how the job coach interacts with the client
   a. Informing strategies: job coach action that provides knowledge about the task.
   b. Motivating strategies: job coach action that develops desire by the client to do the task.

FORMATS FOR ORGANIZING INFORMATION TO BE TRAINED

**Total task**: Performing all the steps or components of the task, each time of the natural cycle occurs.

**Clusters**: Performing parts of the task that are later chained together to form the total task.

a. **Forward chaining** is the process of presenting the clusters of the task for training purposes in a typical sequential manner.

b. **Backward chaining** is the process of presenting the cluster of the task for training purposes starting with the typically occurring final cluster first, then proceeding backward toward the first cluster.
**Mixed formats:** Steps using total task or cluster formats that require the step or cluster of steps to be pulled out and taught using massed trials. Later the steps or clusters are plugged back into the format at criterion.

- **Massed trial** are steps or clusters of steps of a task that involves presenting the same step or cluster again and again that is artificial to the natural cycle.

**Organized exposure with feedback:** the format is used when skills can't be learned in natural environments, as to how to refuse a person for ask for money. The situations are presented in an easy to hard format.

Deciding on a format to use will be up to the job coach. The format that is best to use is subjective, but thinking through the task and format to eliminate is a good process. Listed below are some considerations when picking a format:

1. What is the most efficient and effective, considering the task?
2. Where is the complexity of the task: sequence of events or discrimination?
3. How does the components of the task line up?
4. What is the length of the cycle?
5. What are the pieces of the format in the natural environment?
6. How is the transition of unnatural environments made to natural environments?
TRAINING AVENUES

Training avenues the job coach uses communicates information to the client about the job. The avenues used most are auditory (verbal), kinesthetic (physical), visual (gestures) and modeling (demonstration). Training avenues for the client should be use based on the degree of effectiveness each training avenue has for the client. The selection of the training avenues can be determined from the vocational profile and past experience.

**Auditory (verbal):** Particularly useful for instructing order and discrimination steps, not typically effective in instructing manipulation skills. Examples of auditory learning:

* Learns what to do by hearing the instruction from the job coach.
* Client may attend more to sound than to the visual.
* Client may talk to self quietly, mumble, or whisper during work.
* Job coach gives the client a specific instruction such "cutter".
* Job coach instructs the client to make another attempt at a correct response, "try again".

**Kinesthetic (physical):** Is useful in manipulating the steps of the task and when safety is a issue. Kinesthetic instruction is the most intrusive to the client and use only when necessary. Instruction should never be against resistance only with cooperation from the client. The job coach needs to be responsive to the client's needs and reactions. Example of kinesthetic learning:
* Hands on learning
* Learns by experiencing the physical feel of the materials (hard, soft, smooth, rough, etc...)
* Job coach guides the client through the task by forming his hand around the client's hand and guiding the hand and fingers.

**Visual (gestures):** Communicates information without the use of language (auditory) or touching (kneesthetic). The job coach can point to an object in the direction that it represents for the correct action. Examples of visual learning:

* Flash cards to instruct.
* Color coding to instruct steps to completing a task.
* Pointing directly at the next action.

**Modeling (demonstration):** Usually not an effective way of giving specific information to a client who is unable to imitate, but effective in informing the client what is expected, what a routine looks like. Modeling routines before training demonstrates respect for the client who has no idea what is about to happen next. Example of modeling (demonstration):

* Job coach performs the job/task prior to training.
* An example of the task is provided of what the client is to do.

(The job coach will train the client using Behavior Management, which will be covered in the next section)
PRODUCTION DATA

The job coach will use a method of data collection to measure the client's progress, by a check list of the task acquisition. The job coach will list the skills needed in order to complete the task and check each area as to good, poor or n/a. The data collected is vital to establishing the criterion of performance. The job coach will use the coded data check list then move on to narrative logs as the client acquires more of the skills. The following approach can be used to collect data:

1. Know the task being trained.
2. Develop a sequential analysis of the task.
3. Make data collection decisions: number of steps to include on the data sheet and how the data is collected and used.
4. Be familiar with the data sheet and compile data for the task.
5. Start training without taking data for the first 30 minutes.
6. Stop training, and chart the data from memory of the approximate cycles and steps done without assistance.
7. Resume training, and do not collect data for 15-30 minutes, keep in mind steps done without assistance.
9. Resume training, without collecting data for 20-40 minutes: target steps that require more assistance.
10. Stop training, chart the approximate number of cycles and the steps requiring more assistance.
11. Resume training; for the first several days, keep data on a cycle by cycle basis on the the steps requiring more assistance.

12. For the remainder of the training/acquisition phase, conduct probes by taking data on all the steps of a selected cycle on a regularly scheduled basis. The job coach should take the data very hour or four times a day, but a minimum of twice a day. The narrative data should be on general performance and areas of difficulty.

FADING

Fading involves purposeful diminishing the strength or intrusiveness of training avenues as the client acquires more information about the task. The job coach will successfully faded when the client no longer depends on the job coach for acceptable performance. Successful fading can involve the continuing partial assistance by a person in the natural setting if such assistance is critical to the client having access to a job. The job coach is always working to develop the skills and environment where the natural supervision of the employment site will be sufficient.

The power of the training avenues is a consideration to fading. The power of the different training avenues will differ from client to client. The job coach can give less and less specific information as the client acquires the job skills.

Fading can be done by: (a) start training with the avenue which require from the client and more from the job coach; then going to, (b) training avenue which require more from the client and less from the job coach.
Cautions about fading:
* Fading too quickly could lead to a increase in errors and a increase in the training time.
* Fading too slowly could result in the client learning to be dependent on the job coach, and increase the training time.
* Fade systematically or the results will be inconsistent performance, and longer training time.
* Plan how the training avenues will be faded before starting training.

TRAINING CHARACTERISTICS TO REVIEW

**Dignity:** The job coach will provide training that allows the client to maintain their dignity. Clients should not be requested to engage in training that would offend or embarrass them.

**Appropriateness:** The appropriateness of training should be considered in regard to the client's chronological age, cultural background, and preference for meaningful work. Instructional training should be appropriate to the worksite with regard to both formal and informal rules.

**Instructional content:** Corrections and cues when delivered, should be specific and task related to the content.

**Instructional affect:** The job coach's attitude and behavior should be appropriate to the worksite. The job coach use of specific instructional instruction should use a different tone of voice to cue the client if reinforcing or correcting behavior.
Timing: The job coach should deliver cues in a timely fashion. Corrections should be immediately after a client responds incorrectly. Reinforcement should be provided immediately after the desired response. Timing should change, as the job coach attempts to fade their presence and the client has the opportunity to problem solve, self correct and receive natural reinforcement.

Flexibility: The job coach should expect fluctuations and incongruencies in day to day behavior of the client as well as the workplace. The job coach should adjust their attitudes and strategies to meet these changing needs.
BEHAVIOR MANAGEMENT
BEHAVIOR AND BEHAVIOR MANAGEMENT

The last section on training focused on the instruction of a task, but when working with the client the job coach has to deal with different types of behavior. The behavior the client acts out could cause training the task to take longer. In this section behavior management will be covered.

JOB COACH INFLUENCE

The job coach influence is the effect that the job coach's values, experience mood, etc., has on a client when they interact. The interaction between the job coach and the client will be controlled by the intentions of the job coach. The job coach must be aware and control the effect of the influence on the client being trained. There are two subdivisions of job coach influence:

* Content influence

* Process influence

Content influence: The job coach consciously or unconsciously intends to focus on and provide the client with information related to the task.

Process influence: The job coach intends to focus on and provide the client with feelings regarding the task or about wanting to do the task.

In situations in which the client is not motivated to learn the task, process influence is the valuable. The job coach should use process influence to accomplish a goal, but the job coach must ensure that the client can maintain the behavior without the process influence. Process influence will increase the amount of learning time for the client.
BEHAVIOR

The definition of behavior as it will be used in this text is:

An action that can be seen or sometimes heard and is measurable.

The job coach will be using behavioral theory to help the client learn a task on their job. A behavior will usually have environmental cues before a behavior problem occurs. These cues could be:

* Time of day or week
* Specific activity or task
* Co-worker(s)
* Staff person(s)
* Work load
* Home activities
* Lighting
* Noise
* Crowded
* Medication changes
* Routine

The job coach will have to ask questions about the behavior to find out how to work with the client. These questions might start with:

* What was the client doing
* What happen at the time of the problem
* When doesn't the behavior occur
* What happened with intervention
* What else was going on at the time of the problem
The job coach will need to develop a goal behavior plan. The behavior management plan should be written clearly and with action verbs in short sentences. The plan should have:

**Specification:** The first step in the process is the specification of what the job coach wants the client to be able to do. Share the expectation with the client and specify what the new behavior is to be.

**Observation:** The job coach must be able to determine what the client is doing now in order to be able to tell when the behavior is changing (baseline data).

**Consequential:** The job coach must arrange the consequences of what the client is presently doing so that the desired change begins to replace the old behavior. Praise is the least expensive and the most effective reinforcer as long as the client knows the reason for the praise.

**Reinforcer:** Any event or consequences that increases the frequency or duration of the behavior that follows. A positive reinforcer such as a praise or token that leads to a tangible reinforcer such as a cup of coffee. A negative reinforcer would be removing something good from the client, such as a token.

The job coach must have a plan in which to work with the client's behavior and the first step is shaping the behavior.
SHAPING

Shaping is reinforcing small changes in behavior as it approaches the target behavior. The series of small sets or subsets that lead to change are reinforced and referred to as successive approximations. Start at behavior change by:

* Determine the goal
* Start with behaviors already in the client's repertoire
* Start with behaviors that most closely resemble the goal
* Select appropriate step size
* Stay at a step until mastery
* Watch for behavioral disintegration
* Use effective reinforcement

REINFORCEMENT

Reinforcement is the delivery of something following a action/behavior which would increase the likelihood of the action/behavior occurring again. In the workplace the job coach should use the language of the employment such as motivators, incentives, or rewards when describing reinforcers. The best motivators will occur in the workplace. The outline will show how reinforcement should be use:

* Reinforcement should be given immediately after a correct behavior.
* If the reinforcer is tangible, provide an exchangeable reinforcer (token) immediately after the correct behavior.
* Provide verbal praise when giving a tangible reinforcer since the client will be fading to the verbal prompt.

**Continuous reinforcement schedule:** Client receives reinforcement for each step completed correctly.

**Intermittent reinforcement schedule:** Reinforcers are given after predetermined period of time or after a predetermined number of correct responses.

**Interval schedule of reinforcement:** Delivery of reinforcement is based of a predetermined period of time.

**Ratio schedule:** After a predetermined number of correct response reinforcement is given.

**FI-Fixed interval schedules:** Reinforcement is given to the client after a fixed interval of time.

**Variable interval schedule:** Reinforcement is delivered based on a predetermined average.

**Ratios:** Reinforcement is delivered depending on the number of responses. The fixed ration (FR) schedule is use when the client is reinforced after a predetermined fixed number of correct responses.
Variable ratio schedule: Reinforcement is delivered after an average number of responses. As the client responds correctly, the reinforcements are faded until they are given only at the end of the task.

SELECTION OF REINFORCERS

The selection of reinforcers are determined by the job coach before the client starts at the worksite. The job coach could ask the client what they like or dislike, but this method might not be valid for the client with multiple disabilities and limited language skills. In such cases the job coach should observe the client in different work settings prior to placement. The job coach should fill out a vocational profile (Appendix C) and interview family members and professionals who know the client which is crucial in selecting the client's reinforcement, such as the use of verbal praise or pay checks.

Review for selecting a reinforcer:

* Select reinforcers that can be paired with naturally occurring reinforcers.

* Select reinforcers that are specific to the client as identified through:
  a. interviews with the client
  b. interview family, care providers, significant others
  c. observation of naturally occurring behaviors
  d. pairing potential reinforcer with client behavior
PROMPTS

Prompts are reminders to the client that brings about a correct response to a behavior. When choosing a prompt to use the job coach should consider:

* What prompt is the most effective?
* What prompt is most easily faded?
* What prompt would be less stigmatizing?
* What prompt is practical and to use in different environments?
* How do these consideration vary for different clients?

The job coach selection of the prompt will need to cover:

* Baseline: Where is the behavior now.
* What is the client's learning style: Visual or Auditory
* Select the type of prompt that suits the type of task.
* What must the client attend to while completing the task.

When using a prompt, there is a hierarchy of least intrusive to most intrusive. Start at top which is least intrusive to the bottom which is the most intrusive is the list of prompts.

* Visual: Written words, signs, pictures and may be permanent
* Situational: Closeness of the job coach to client may be an inadvertent prompt for the client. Need to fade job coach/adult away before client is ready independent.
* Gestural: Pointing, eye contact, gaze, facial expression, clearing throat, etc... Can be inadvertent.
* **Verbal:** Use of language for tasks which are usually performed without verbal direction. May be direct or indirect. Hard to fade, best to use verbal cues to prompt profusely to reinforce.

* **Modeling/Demonstration:** Good for clients who imitate, but fading must be well planned.

* **Physical:** Any physical contact – direct hand over hand guidance. Use for which ultimately will be do independently. Prompt should be directed to generate correct response and faded slowly.

**BEHAVIORAL CONTRACTS**

The use of reinforcement procedure for job site training is the behavioral contract. The job coach and the client will make a contract that will address a specific problem. The contract should include the following components:

* Reinforcement will be earned if contract is fulfilled
* Specific behavior that is required by the client
* Specific behavior required of the job coach or people involved
* A data collection procedure

A sample of the behavioral contract:
Date____________________

Contract

This is an agreement between____________________________________
(client's name)__________________________________________and (job
coach's name)__________________________________________.

The contract begins on (date) _____________ and ends on
(date) ____________.

It will be reviewed on (date) __________________________. 

The terms of the agreement are:

Client
will:____________________________________________________

____________________________________________________

____________________________________________________

Job coach
will:____________________________________________________

____________________________________________________

____________________________________________________

If the client fulfills their part of the contract, they will receive the agreed
on reinforcer / reward from the job coach. However, if the client fail to
fulfill their part of the contract, the reinforcer / reward will be withheld.

Client's
signature__________________________________________

Job coach's
signature__________________________________________
FAADING

The fading process should start as so as the job coach has determined the client is ready. The client will resist at first, but the job coach needs to be systematic with fading. Planning how to fade and when to use prompting, the job coach will need to monitor the client and be flexible. Each client will need more or less time to fade from the job coach, but the job coach should fade to the most natural cue. Review the following to fade effectively:

* Gradually remove prompts
* Proceed to least intrusive prompts
* Shift control from physical prompts
* Shift control from demonstrations and instructions
* Shift control from irrelevant to relevant stimulus

CRISIS INTERVENTION

A crisis is a person's inability to deal with their environment in their usual way. It is followed by increased tension, anxiety, nervousness, etc... Physical symptoms that suggest the presence of stress becomes heightened as the person feels increasingly unable to cope with their environment. Being aware of these warning signs can make intervention possible.

As a job coach don't think you need to have all the answers, if a client is in crisis, what they need is reassurance that control exists. By staying calm, this will communicate to the client and they can borrow some of your calmness.

The first thing to do is assist the client to tell you what happen. Keep
asking until is is clear. Calmly ask for specifics. Keep asking and don't accept general statements of anger. Ask for specific descriptions of behavior and interactions, as they tell specifics their ability to thing, rather than act on impulse will become more obvious.

Soon there will be a reasonably rational description of what happen. But mostly the job coach will have helped the client to calm down and become ready to look at how to solve the problem that they helped to create. At this point the crisis is over and the job coach can begin to help the client to decide what they need to do to resolve whatever issue(s) precipitated their loss of control.

Until the crisis is over, only the job coach (or one person) should deal with the client. More than one person intervening will only add the crisis. This isn't the time to attempt to teach acceptable behavior, you must prepare the client in advance.

**DO'S AND DON'TS OF CRISIS INTERVENTION**

**DO IN CRISIS INTERVENTION:**

* Try to buy time in order to investigate the situation
* Be sensitive to the panic and legitimate the complaint
* Assure the employer that you will take steps to solve the problem
* Investigate the situation thoroughly utilizing all available information services
* Develop and implement an intervention plan which treats root causes of the crisis
* Use the least intrusive method of intervention then move up the hierarchy
* Utilize supervisor, co-workers and caregivers in intervention plan to maximize involvement
* Be creative and have back up plans prepared

DON'TS OF CRISIS INTERVENTION:

* Abandon the employer/employee if they requests your immediate presence at the job site.
* Accept the employer's perceptions of the situation at face value without investigation.
* Evade the situation, come across wishy washy sound unsure of your ability or make excuses.
* Assume you know how to handle the situation without investigation or commit yourself to a specific plan of action without gathering information.
* Attempt to solve major problems by treating symptoms of a more pervasive user lying cause.
* Jump in with the most intrusive intervention strategy.
* Try to solve the crisis all by yourself without investing supervisor/co-worker in solution.
* Assure that your first plan will always be successful.
To review behavioral management the following is a outline of a behavior change formula that was develop by Mary McGovern, University of San Francisco.

GETTING RESULTS: HANDLING THE HARD TO HANDLE

What is behavior?

A. Behavior can be seen and sometimes heard, it is a visible and measurable action.
B. The majority of behavior is learned and most behavior is a result of a consequence. Punishment may stop a behavior for awhile but positive reinforcement of the desired behavior changes behavior.
C. Two types of behaviors:
   1. Respondent-those we are born with.
   2. Operant-learned behavior: all of the things that we do when we operate within our environment (99%)
D. Participants verbally state a couple of behaviors.
Behavior management "basics".

A. Definition: a way of helping people to increase the frequency of behaviors we consider undesirable. It is a tool which makes it possible to help clients increase their work habits and skills, and learn new, more appropriate social behaviors.

B. Behavior management techniques:

1. **Timing**: Reinforcement has the greatest effect if it takes place immediately after the behavior occurs. Then the learner or behaver associates the behavior with the reinforcer.

2. **Pairing**: Pair a physical reinforcer, such as a chip, coupon or pennies, with a social reinforcer - a pat on the arm, a warm smile or verbal encouragement. By pairing two reinforcers, we increase the likelihood of the behavior occurring again. Soon the learner will need only the social reinforce to continue the behavior.

3. **Scheduling**: In the beginning, you want to reinforce the behavior each time it occurs - 100% of the time. Once the behavior is learned well, you can begin to taper off. A good guideline is to go from 100% to 80% (four out of five times) to 50% to 30%. Reduce it gradually and make sure it's well learned before you change the pay-off schedule.

4. **Shaping**: Complex behaviors can be learned most easily by being broken down into smaller steps. Analyze the task, break it down and start with the easiest step. Reinforce each step learned. Never allow the person to take a backward step.

Once he or she has learned steps 1, 2 and 3, never reinforce only step one.
**REMEMBER TO GIVE CUES FOR WHAT YOU CONSIDER APPROPRIATE, ACCEPTABLE BEHAVIOR. NO ONE CAN BEHAVE THE WAY YOU WANT IF YOU DON'T LET THEM KNOW WHAT THAT IS!!**

C. If you want to extinguish or decrease a behavior that's undesirable:

1. **Ignore**: Only if it's not dangerous to the person or others around him/her. The frequency of the behavior may increase while they test your ability to ignore, but soon it will taper off.

2. Find an incompatible behavior to substitute, one that gets positive reinforcement.

3. **Satiation**: Allow the person to continue the behavior until they tire of it. This only works if the behavior isn't "self rewarding".

4. **Time out**: Total stimulus deprivation. It has to be a completely aseptic environment. This won't work either if being alone is rewarding.

5. **Suspension**: This will not work if going home is rewarding.

D. Button pushing behaviors

**IT MAY BE HELPFUL TO INVESTIGATE YOUR PERSONAL REACTION TO A CERTAIN BEHAVIOR BEFORE INTERVENTION.**
E. Reinforcement

1. **Law of Reinforcement** - Human beings tend to repeat behaviors that they receive positive outcomes/rewards for and they tend to cease behaviors that are not followed by an outcome or reward.

   *If you are constantly scolding and reprimanding your clients, you maybe "rewarding" their behavior through negative reinforcement.

2. **How do you find out what is a reinforcer?**
   a. Listen
   b. Observe
   c. Ask them

3. **Three levels of reinforcement**
   a. Tangible - Examples: Money, trips, awards, etc..
   b. Social - examples: verbal praise, acknowledgement socially in front of peers, etc.
   c. Intrinsic - makes the person feel good inside

4. **Two types of reinforcement**
   a. Continuous reinforcement - every time you see the behavior you want you reinforce it.
   b. Variable interval - you sporadically reinforce the behavior.

**Why use Behavior Management?**

a. It deals with concrete, observable behaviors; not internal conflict. You can only change what you see.
b. It accentuates the positive. By reinforcing appropriate behaviors, we give people a reason to feel good about themselves, we facilitate self-esteem.

c. It emphasizes each person's uniqueness. The behaviors, goals and reinforcers are different for each person.

d. It can help us eliminate behaviors that prevent socialization. When bizarre behaviors frighten "normal" people off, the people we work with have limited opportunity to socialize.

The use of a hook to remember behavioral goals is to use SPAMOT:

S-SPECIFIC
P-PERTINENT
A-ATTAINABLE
M-MEASURABLE
O-OBSERVABLE
T-TIME LIMITED
JOB DEVELOPMENT
JOB DEVELOPMENT

The job coach will be developing jobs for placement when they are not training. Job development is usually done by the Job Placement Specialist and the process is to identify and create employment opportunities for the client.

The process includes the following:

* **Finding jobs:** Identify positions in the labor market by using a variety of methods such as personal contract, placement agency listings, newspaper listings, etc...

* **Creating jobs:** Develop new positions with private/public employers by promoting new businesses or industrial expansion that will result in more openings for clients.

* **Analyzing jobs:** Study a job systematically to determine:
  a. What functions is the client to do
  b. Methods and techniques used
  c. Equipment, tools, and machines involved
  d. Products, materials or services that result from work
  e. Traits required of the client

* **Modifying jobs:** Changing the way the job is performed:
  a. Restructuring the process or sequence
  b. Remodeling the work station, machines, tools or work aids involved,
     or
  c. A combination of the above
* **Evaluating job candidates:** Assessing the preparedness of the client by:
  a. Review of history; work, education and special training
  b. Observe client in work setting
  c. Interview client to determine the preference or work, interest and motivation for type of employment
  d. Review case records, vocational test and or other data that would highlight the client's readiness for employment

* **Preparing the client to find and hold employment:** Teach clients to:
  a. Become aware of different types of occupations and work demands
  b. Learn job soliciting skills
  c. Writing job resume
  d. Learn job interviewing techniques
  e. Learn job keeping skills

* **Matching clients to specific jobs:** Comparing work functions of the job and matching clients who have the necessary skills, interests, aptitudes and abilities to meet those demand. Critical in job development and job - client matching.

* **Providing follow along services:** Assist the client during the initial phase of employment to adjustment problems encountered in the work demands and social and environmental conditions.

* **Providing follow along contact with employer and worker:** Meet with the client to determine progress on the job and interview employer to determine satisfaction with the client's performance. Should be conducted twice a month.
STAGES OF JOB DEVELOPMENT

A. Acquisition:
   1. making contact and presentation
   2. establishing rapport base
   3. appointment date for further discussion

B. Development:
   1. build confidence and a rapport
   2. overcome objections
   3. closing the sale
   4. making the placement

C. Maintenance:
   1. delivery of the training or follow along services as promised
   2. evaluation and improvement of service
   3. seek referrals to other employers

FIVE REASONS WHY JOB DEVELOPMENT SPECIALISTS ARE INEFFECTIVE

1. LACK OF CONFIDENCE IN THEIR ABILITY TO SELL.
2. LACK OF KNOWLEDGE OF PRODUCT INFORMATION.
3. HAVE NOT LEARNED EFFECTIVE METHODS OF PRESENTING TO PROSPECTIVE BUYERS.
4. LACK OF TRAINING TO OVERCOME OBJECTIONS.
5. LACK OF KNOW HOW TO CLOSE A SELL.
SALESMA NSHIP QUALITIES

* **Enthusiasm:** An strong excitement on behalf of a cause or subject. If the job developer isn't positive about Community Industries clients potential and our services, the employer will not be convinced.

* **Sincerity:** Insincerity can be picked up by employers very quickly.

* **Industriousness:** A good job developer works hard and enjoys it.

* **Poise:** A good job developer is able to handle there self in any kind of situation.

* **Tact:** A job developer knows how to say the right thing at the right time, and considerate of feelings of others.

* **"You" Attitude:** A job developer knows how to put themself in the other person's place, thinks of the person and their interests.

* **Optimism:** A job developer expects to succeed in their mission. Expectation of success on the part of the job developer helps the employer in making their decision.

* **Friendliness:** Liking people and the ability to put one's self into the other person's situation is of great importance. The liking of people can manifest into the ability of the job developer to establish a rapport with all kinds of people. The employer must feel a sense of identification with the job developer. The liking of people can be most evident in situations where the job developer is considerate of others when they don't have to be.
* **Appearance:** A good appearance is important and essential. A job developer should observe common practices of good grooming, and make the best appearance they can. A good rule is not to dress flashy, but appropriate for the job site being visited.

* **Emotional maturity:** A good job developer has a outlook on the world that is mature.

* **Mannerisms:** A good job developer does not have annoying mannerisms that are manifestations of nervousness. Example is scratching of the head or pulling on the ear.

* **Memorization of names:** A good job developer makes sure that they remember a person(s) name by:

  A. Understand the name of a person when they hear it.
  B. Repeat the name and associating the name with something

* **Good listener:** A job developer to be effective knows when to listen. They listen attentively and shows interest in what the employer is saying. Maintain good eye contact with the employer without staring at them.

* **Voice:** Job developer should have a good voice, it should be convincing, have variety, and enunciate clearly.

* **Handshake:** The handshake is neither the dead fish nor the bone crusher variety, but a firm sincere shake.

* **Dependability:** The job developer's work has to be good. If they say a job will be done, they should produce.

* **Persistence:** A job developer is persistent, but not to the point of being disagreeable.
* **Sense of humor:** A job developer has a sense of humor, and never takes themselves' too seriously.

* **Cheerfulness:** A job developer is cheerful.

* **Assertiveness:** A job developer has to assertive, but not to the point of offending.

* **Endurance:** The job developer's last interview of the day is as well conducted as the first. The job developer should have patience, be honest, had energy, intelligence, be resourceful, use their imagination and be decisive.

**DO'S AND DONT'S OF SELLING EMPLOYMENT SERVICES**

**Do's of selling:**

1. Talk about the uniqueness of our service:
   a. reliability and dependability
   b. high motivational level
   c. longevity and retention
   d. job performance

2. Cite statistics to back up claims

**Dont's of selling:**

1. Gloss over our service shortcomings:
   a. limited to entry level work
   b. decreased flexibility, adaptability and decision making
2. Try to sell our service on pity or sympathy
3. Confuse the employer with rehabilitation language

OPENING NEW EMPLOYER ACCOUNT OVER THE TELEPHONE

Set specific objective for your call
A. Obtain appointment to meet the contact face-to-face.
B. Gather more information about the contact. "The clearer the target the easier the aim."
C. Prepare fact-finding questions to ask. Searching questions that where, why, and how. Fact-finding questions to help you determine if the potential customer is a valid prospect.
Example: "What type of truck tires do you stock?"

Prepare an opening statement
A. Identify yourself and your organization.
B. Establish rapport to reduce negative reaction to the call.
   1. Make a friendly remark.
   2. Mention something you and the prospect have in common.
   3. Tactfully acknowledge that he or she is probably busy.
   4. Say something to stimulate pride.
C. Make an interest-creating statement or comment that will focus the prospect's attention on your client's services.
   1. Put yourself in your prospect's shoes in creating the interest-creating comment.
2. Example: "Good morning, Mr. Bam. I'm Brain Wilson of Community Industries. I just heard that Bam Industries had added another branch in Pomona. Congratulations. I'm calling because I know you'll need to hire some skilled workers"

D. Fact-find to qualify the prospect.

Prepare your message
A. Stress benefits over features.
B. Use the prospect's vocabulary.
   1. Expressive adjectives.
   2. Dynamic words, like rugged, power, speed.
   3. Personal words, like you, me, I we.
   4. Picture phrases.

Overcome objections
A. Prepare prospect for your answers.
B. Answer the objection.
C. Stress positive benefits.

Prepare your request for an appointment
A. The request should include a lead-in:
   "I would like to meet with you to show you in detail how our clients can meet your needs for skilled workers"
B. The request for an appointment should be based on several benefits, not just one.

C. In requesting the appointment with an actual question, give your prospect a choice:
"Would ten o'clock Wednesday morning or three o'clock Friday afternoon be better for you?"

Rehearse your call
A. Develop confidence.
B. Be polite.
C. Be businesslike.
D. Rehearse your call again.

Make the call
A. Select appropriate time of day/week/month based upon pre-call information.
B. Execute steps 1 through 4, and step 6.

Close the conversation/wrap-up
A. Start out with an open-ended question or a forced-choice question.
B. Arrange for the next call/visit.
C. Express your thanks.

Follow-up
A. Send letter of appreciation/confirm any agreements or decisions.
B. Document your contact and share with supervisor and co-workers.
FOLLOW-UP AGAIN

90% of all sales are made on the 5th call. 90% of all placement specialists don't make the 5th call.

MEETING WITH EMPLOYER

When meeting face to face with the employer having a good preparation will provide a presentation that is polished and organized, which will be respected by the employer. If hiring takes place, the job developer and employer will begin a process in which good communication, trust and coordination will develop.

The job developer needs to establish themselves' with the employer. The outline should be followed when meeting face to face:

1. Identity establishment
   a. who are you?
   b. why are you there?
   c. what can you do for the employer?
2. Make good eye contact
3. Don't smoke
4. Time employer contacts
5. Don't ignore environmental cues
6. Don't oversell
7. Leave a business card
8. Leave Community Industries brochures

9. Be honest, straightforward and objective

After the job developer has given the presentation, record the employer contact on a index card. The recording should include the employer name, address, phone, contact person, date and result of contact. If the employer doesn't have any positions available at the time of contact, make a note when to call back. The presentation has set the tone for further action between the job developer and the employer.

The job developer should send a follow-up letter to the employer a few days after the contact to express thanks for their time, etc...
SAMPLE FOLLOW-UP LETTER

(date)

(The name of the contact person
and the employer's address)

Dear __________________

I enjoyed the opportunity to meet with you and the tour of your plant. I was impressed with the size of your plant, the sophisticated design of the work stations, and the integration of all production elements.

Regarding employment opportunities for project participants, I will contact you in November. Hopefully improvement in the economic climate and the subsequent increase in production will lead to placement in your plant.

Thank you for the opportunity of meeting with you, and I hope that we will be able to work together in the next few months.

Sincerely,

Job Placement Specialist
The following is a review of what a successful job developer does:

* They have realistic goals
* They have planned
* They are organized
* They have good communication skills
* They are informed
* They are motivated
* They don't give up
* They care about what they are doing
* They are professional
APPENDIX A
Supported Employment is an employment option that enables individuals with severe disabilities to work in integrated settings in the community. Unique to this option is a trained employment specialist whose role is to assist the individual with a disabling condition by providing job placement, job-site training, and permanent follow-along services to insure retention of employment. The focuses upon persons with severe disabilities who are unlikely to get or hold a job without this type of support.

Several models of Supported Employment are commonly available, depending on individual abilities. Individual placement, allowing the greatest degree of independence and integration, is discussed in the balance of this overview. Small group placements within employer sites and mobile work crews represent viable options for individuals requiring more on-the-job supervision. The process terms discussed in the following pages have many common elements across the various placement options.

Placing people with severe disabilities into real work/real pay jobs requires preliminary work by the employment specialist. Through observations and/or interviews with clients, the employment specialist determines the types of jobs that would be most compatible with the skills and
abilities of the clients. For example, lifting and carrying, endurance and the ability to communicate are the types of skills that may influence the kind of work a client can do. Families or primary caretakers are important with regard to issues related to employment. Transportation, wage and hour concerns, and work schedule need to be discussed with families or careproviders of prospective clients before a placement is made so that the necessary adjustments and plans can be made. Also, because some people with severe disabilities may need encouragement and help with details such as remembering to bring daily bus fare, to look neat, and to be on time, family or careprovider support plays an important role in the success of a job placement.

Another vital aspect of the job placement is job development. The employment specialist must locate entry level job possibilities in the community. This is accomplished by locating job openings, contacting employers, visiting job sites, and meeting with managers or personnel directors of various businesses. Finding a receptive employer can take time and effort. Once an interested employer is located, the employment specialist observes a non-disabled worker performing the job and writes a job analysis or step-by-step description of the work. By comparing skills needed of the position to the skills of the prospective clients, the employment specialist chooses the person who is best suited to the job. For example, a client who can run a vacuum and who can be on his or her feet for extended periods of time, would be a good candidate for a job cleaning offices. If the client has not had experience running a vacuum cleaner, this skill can be trained on the job by the employment specialist. When a job-client match is made, the
employment specialist accompanies the client on his/her job interview. If the employer decides to hire the client, the training phase begins.

Supported employment provides intensive 1 to 1 training on the job site only after the client is employed. **There is no pre-employment.** This training includes travel training and social skills training, in addition to training specific job skills. When a client requires bus training, the employment specialist meets the client at his/her home and together they take the bus to the job site. This continues until the client is able to take the bus independently. At the job site, the employment specialist trains the client to do all the tasks and duties required of the position. If at first the client is unable to complete the tasks at a desired rate, the employment specialist works along with the client so the work is complete on time and to the employer's expectations. Other job related skills that the client learns include how to take breaks appropriately, how to interact with co-workers and supervisors, how and what to do with pay checks when received, how to take meal breaks appropriately, and so on. If the work supervisors or other employees have any questions or need help learning how to interact or communicate with the client, the employment specialist can respond and advocate for the client.

When the client is able to preform the job independently, and the employer is satisfied and comfortable, the employment specialist begins to gradually fade from the job site, spending less and less time with the client. If the client continues to do well, the employment specialist will continue to fade intervention until the client is working independently. Throughout this training and fading phase, the employment specialist works closely with the client's family or careprovider, to report his/her progress or to discuss any problems or concerns.
To ensure job retention, Supported Employment requires ongoing long-term follow-along services. The employment specialist periodically visits the job site, calls the employer and/or contacts the client's parents to determine if there are any problems or changes. Evaluation of the client's work performance is an on-going process.

For students and adults with severe disabilities, Supported Employment and careful planning for transition provides an opportunity to live and work successfully as productive and contributing members of the community.

The pages amplify these pieces of the Supported Employment picture. So far we have used the generic term "employment specialist". We will now refer to individuals performing specific tasks by more functional titles. Individuals program management and staffing patterns within a service provider agency will dictate just "who does what". Please note that the following topics and descriptions are not necessarily a linear sequence, as many of these activities may overlap in time and personnel.

MARKETING AND JOB DEVELOPMENT

Supported Employment services require a planning perspective that integrates the needs of persons previously seen as un-employable with the human resource requirements of employers. The individualized process of matching the abilities of an under-employed person with severe disabilities to a specific employment opening is itself a marketing approach. Client assessment and worksite analysis resulting in appropriate job match recognizes the client's needs and desires as the basis for developing a
Supported Employment placement. Intensive training on the job and open-ended follow-along are developed to respond to the individual client's needs for job retention. In this way the marketing principle of creating, funding, promoting, and distributing services based on customer (read client) needs rather than supplier (read fund or/provider) constraints underlies Supported Employment services. Marketing and promoting Supported Employment services with this client-focused approach varies little from the approach of any successful vocational rehabilitation or job-training service. What makes a difference is the technology of client assessment, worksite analysis, task analysis, behavior management training and open-ended support that increases the abilities and marketability of persons with severe disabilities.

Marketing Supported Employment services to employer must be combined with marketing to clients however to make Supported Employment viable. An Employment services niche must be created by Supported Employment marketers that assures the employer customer of cost-effective personnel support. In fact the essence of Supported Employment is the notion that a new employee can be hired and maintain employment only with the support of the system that individualizes place-and-train technologies for a person in a specific job. All persons involved in providing Supported Employment services thus are marketing a system of valuable services to employers, not simply promoting this or that client for hire.

Successful Supported Employment services have developed marketing positions to employers such as:
* Human Resource Services
* Comprehensive Employment Services

Features and benefits these services have created to respond to employer needs include:

* Individual Placement Options:
  - Pre-screening based on client abilities.
  - Job analysis based on employer needs.
  - No-cost on-the-job training.
  - Guarantee that job gets done to employer satisfaction.
  - Systematic evaluation of job performance.
  - Open-ended, not time-limited support to employer/employee through duration of employment.

* Contracted Service Options:
  - Management services providing full range of personnel support for one or more positions.
  - Hiring, training services provided.
  - Reliability guaranteed-absenteeism and turn-over eliminated.
  - Quality control assured through supervised option.
  - No-risk, probationary trial period leading to potential hire.
  - Job redesign if required.

Job development strategies build on the service marketing approach to employers with an ongoing set of information about what types of jobs clients need. This is based on the client assessment process which needs to happen
concurrently with targeted job development. This information allows the marketer/job developer to focus and prioritize specific labor market research and promotional activities. Throughout the process the Supported Employment service can be promoted through a "System Selling" approach:

* The employer/service relationship must be a personalized exchange of mutual needs and abilities that develops opportunities for Supported Employment placements.

* Opportunities should be made to increase the employer's participation in the service relationship.

* The professionalization of the relationship must be sustained through ongoing trust, concern, confidentiality, cooperation so that problems are solved for employers.

Standard job development activities follow from the marketing planning and system selling approach:

* Review of local employment opportunities
* Prospecting and developing potential employer/customer:
  - Telemarketing
  - Cold calls
  - Referrals and the use of personal contacts
  - Newspaper and business publications
- Client, parent and/or care provider input
- Business Advisor Committees
- Chamber of Commerce/Service organizations
- Cooperation with other placement services
- Use of Employment Development Department resources
- Use of effective promotional media, paid and unpaid

* Personal Presentations:
- Access to decision-makers.
- Presentation for features and benefits of SE services
- "What are employer's needs?"
- Cost-effective solution formulated and presented.

* Follow-up, Negotiation, Hire or Service Agreement

CLIENT ASSESSMENT & JOB MATCH

Traditional vocational assessment methods consist of evaluating an individual with disabilities in a simulated work situation and an isolated evaluation unit. Concerns about such traditional methods of evaluation relate to the validity of their use with individuals who are severely disabled. The traditional assessments, utilizing simulated work sits or simulated tasks, often tell us no more than the fact that the individual is severely disabled.

An alternative to traditional methods is to ascertain the individual's preference for work environments and areas of interest, as well as important non-work related components. Those components may be issues related to
transportation and mobility, social skills, environmental preferences, 
endurances, endurance, stamina, etc. Methods for obtaining this information 
can be:

* Interview the individual and/or significant others in the individual's 
  life, i.e., parents, teachers, board and care supervisors, siblings;

* Situational assessments completed in a real work setting;

* Informal behavioral observations; and

* Interpretations of existing information—educational reports, medical 
  history, psychological information etc.

This assessment information provides an overall picture of the individual, 
which includes critical variables that are often overlooked through the 
traditional assessment process.

To create a successful Job Match, it is critical to assess, at various potential 
job sites, particular employer expectations, environmental considerations, 
and other non-work related components that will facilitate the best match 
between the client and a particular job. Therefore, any and all information 
collected on a particular client needs to be taken into consideration at each 
and every job site that is being assessed to see what will be the best match. As 
a result of collecting similar information on the client, and on potential sites, 
the program will assume the responsibility of determining the most 
successful match for all parties, allowing for the smoothest placement and 
training for Supported Employment.
WORK SITE ANALYSIS

Work site analysis is an information gathering process that allows the job coach to understand and learn how to adequately perform the job. It happens after job development and may occur concurrent with or after the job match process. It may assist in the final job match, but is primarily of assistance in preparing the job coach to train the client on the job.

The length of time for work site analysis varies greatly depending upon:
* the nature and complexity of the job,
* the experience of the job coach,
* the expected training need of the prospective employees, and
* the amount of time between the commitment of the employer and the client's first day on the job.

Orientation

After job development has identified a prospective employer and the job requirements have been identified, the coach begins the first step in work site analysis, or orientation. Orientation is the process of becoming familiar with the policies and procedures related to the specific job. These would include the following:

a. The application form
b. The interview system used by the company
c. Hiring and firing procedures
d. Personnel paperwork required
e. Layout of plant and location of time clock, restrooms, break and lunch areas, front office areas and supervisor's office, etc
f. Safety requirements and procedures
g. Detailed understanding of benefits and work schedules
h. Channels of communication
i. Job description

Job Site Analysis

Following orientation to company procedures, the job coach needs further information to know how to begin training the new employee. This will involve several steps - identifying the sequence of duties, job site analysis, learning how to perform the job, review of job description, and task analysis. All these steps need to be done in effective job coaching, but the order in which these steps are done, the depth to which the job coach goes with each step, or how she/he coordinates the steps into one process depends on job requirements and client needs.

At this point, the job coach may elect to complete the next step in worksite analysis which is completing a job site analysis. Job site analysis breaks the jobs listed on the job description into smaller, trainable components. It also identifies those steps which require judgement (for example, measuring tasks) or those steps which require intensive safety training. Job site analysis is best done while observing an employee who performs the job at company standards.
Learning to Perform the Job

Learning to perform the job to minimum standards is the next step in work site analysis. The job coach needs to work the until she or he can produce at the quality level acceptable to the company, without assistance from a company trainer.

In addition to learning the specific job tasks, the following information should be gathered before the client/employee begins training:

a. The set-up and design of the work station or area
b. The location of tools and supplies
c. Required production forms and other paperwork
d. Difficult or tiring parts of the job
e. Variations within the task sequence or within the job tasks
f. Procedure for obtaining parts and materials
g. Procedure for handling finished goods
h. Expected work behavior (for example: can you sit, eat, smoke?)
i. The names of all things involved with the job
j. The person to ask for answers to work questions
k. Personalities in the work area
l. Procedures for what to do when there is "down time"
m. Proper clothing and safety equipment
n. Difficulty in meeting production or training standards

Review of the job description

Prior to training the client/employee, it may be necessary to revise the job description. Perhaps some parts of the job may need to be restructured for a
particular client's needs, adaptations may need to be designed, or the sequence may need to be adjusted. The job coach should have a task sequence with an approximate time frame that is approved by the employer before client training begins. This will insure that the expectations of the employer are consistent with the job coach's understanding of the requirements.

**Task Analysis**

Task analysis, the process of breaking the sequence of job duties into smaller, trainable components, may be written by the job coach at this time if the job coach is familiar with the client/employee who is to be trained. A common sense approach to task analysis for individual placement is to wait until the client begins training in order to identify those tasks which will need intensive training and therefore require task analysis. It may be efficient to observe the client performing task before developing a detail task analysis.

**JOB COACHING**

Job coaching refers to the open ended process of intensive training, modification of effective strategies and the fading of support on the job. Job coaching follows effective job development and job match, relies on an adequate level of worksite analysis and must be coordinated with all other services that effect job success. The plan for job coaching will vary according to the training needs of the client/employee and the complexity of the job.

The first few weeks of employment are extremely intensive for the job coach. Since the employer was promised that the work would be completed
according to company standards, the job coach may have to perform the majority of the job task and begin training at the same time. Initially, instruction will focus on one or two tasks. From the first day, the job coach begins orienting the company supervisor about training methods in preparation for fading form the site. Depending upon the training needs of the client/employee, the job coach will need flexible work hours to provide intensive job and job related skill training.

For client/employees that are having difficulty learning parts of the job, it is necessary to complete a task analysis for those job parts. A task analysis provides a consistent series of steps, divided into trainable components which provide a blueprint for training and the fading process. The next step will be to develop the task analysis into a data collection format in order to identify the kinds of errors which are occurring and to develop training strategies to remediate those errors. Sometimes there are training problems which require a change in prompts, in the frequency of practice, in motivational strategies, or modification of the task. Occasionally, a behavior intervention is required in order to decrease or eliminate a behavior that can't be ignored in the workplace.

Answers to the following questions will provide the job coach with the basics of training needed:

1. What is the sequence of tasks required to complete the job?
2. How does the job routine change?
3. What are the rate and accuracy standards of each task?
4. What is the most efficient and effective method of completing each task?
5. How do the task vary?
6. What is the client/employee's daily schedule?

7. What is your training plan including the fading process?

8. What is your plan for integration?

9. What is the most unobtrusive and effective means of prompting the person you are training?

10. What is your plan for increasing and the maintaining the client/employee's performance?

11. What is your plan for monitoring the client/employee after stabilization?

12. What is your plan for being an advocate with the employer, co-workers and the client/employee's family?

Advocacy with the employer and co-workers takes place from the time the job coach begins the discussion of Supported Employment with the employer through the follow-along period. At the workplace, employer, supervisors and co-workers need to understand the training methods, including behavior management techniques and any accommodation needed by the worker. Co-workers and supervisors are made a part of the training program. This encourages communication and social interaction enabling the worker to become a valued part of the company. The job coach needs to facilitate co-worker socialization during breaks and lunch, as well as during those momentary social interactions. The job coach's contact with the client's family or residential service provider is equally critical to the success of the Supported Employment placement.
BUSINESS SERVICES

Many employment and training programs that provide services to persons with severe disabilities are rapidly understanding that their management, clientele, and experience represent real value to employers. Many businesses are willing to pay for placement and training services particularly in areas of low unemployment, high turnover, and entry-level positions. The marketing and sales expertise have used for so many years to bring work into the facility can now be focused externally.

How do providers get started in the area of Supported Employment? Interestingly enough, the answer lies in the same method that most modern start-up businesses are using --a research and development project. The private sector method is to "float" the experimental project by use of venture capital, stock, or loans. While these same methods could be open to non-profit and school organizations by special arrangement, the most common start-up method is to utilize foundation, state or federal grants. Other sources could be excess revenues from subcontract operations.

Experience in starting up Supported Employment projects with in existing organizations has resulted in two organizational strategies. One is to experiment with a Supported Employment project as an organizationally separate venture, with the value being that allocating resources and evaluating results can be more clearly planned and measured. The other strategy, which might follow the first, would be to evaluate and strategically plan the potential for conversion of an entire facility-based organization. In any case experimenting with a variety of Supported Employment approaches combined with careful evaluation of costs and benefits are critical to
organizational planning of Supported Employment.

The business of Supported Employment is personnel service to employers. From the employers' perspective a Supported Employment provider can be a human resource support that combines the services of an employment agency and a temporary agency. Individual placement services benefit an employer by improving the quality and reducing costs of hiring and training new employees. Further benefits may be provided to an employer by retaining an individual or group placement on the providers' payroll. Responsibility for managing, hiring, training, assuring quality control of a business operation can be contracted to the provider.

Traditional community-based employment efforts can be vehicles for Supported Employment as well. Groundskeeping and janitorial crews operated as separate business ventures or as departments of businesses can be valuable placements as long as they are integrated and cost-effective.

BIDDING

The bid to a potential employer/customer can include the entire cost of providing placement and training services. Some providers have been able to bid not only material costs, direct labor and benefits, tooling and equipment and indirect labor, but have included general and administrative costs, including some of the rehabilitation/training costs.

Profit margins also should be added to reflect competitive pricing of the particular kind of personnel service being offered. Proper bidding of employment services along with public fee for service funding as needed will create a cost-effective service for providers.
Along with proper and competitive bidding practices Supported Employment providers involved in contracted services must follow standard business practices such as:

* Service and cost agreements via letters of understanding or purchase orders
* Credit applications
* Insurance agreements and adequate coverage
* Clear written agreements as to mutual responsibilities and performance expectations

**WAGES**

The principle of wage equity, or "equal pay for equal work" needs attention by Supported Employment services. Whether placing individuals directly on employers' payrolls or paying individual or group placement clients on a provider payroll a fair wage must be paid. In individual placement the provider or job coach must make sure that the new employees doing similar jobs. When providers are paying clients directly the assumption should not be too easily made that a client needs a sub-minimum wage certificate. Employers may value factors such as dependability and quality performance more highly than simple speed measures.

If a sub-minimum wage is required in order to maintain a placement the principles of the federal Fair Labor Standards Act must be follow—a fair rate of pay must be paid based on a commensurate wage standard to that industry and job. Department of Labor (DOL) procedures and certificates have been
adapted to include virtually any paid integrated type of placement option for clients with severe disabilities. Applications and instructions for certificates are available from local DOL offices.

PROJECT MANAGEMENT

Project management for Supported Employment consists of all those activities required for successful assessment, job match, follow-along, and program evaluation. Supported Employment requires coordinated delivery of all these services. The provider or contracted job coach delivering Supported Employment services must be certain that someone is taking responsibility for each aspect of the Supported Employment placement. These services are often NOT performed by an individual employment specialist, but may be part of the duties of the Case Responsible Person, the general management of the agency providing the Supported Employment option, or the Vocational Rehabilitation Counselor.

These services include, but are certainly not limited to, interactions with and data gathering from the client, his or her primary care provider, present program provider, and significant others, together with knowledge of the community. Included also is management of the process which produces a plan of supported employment for an individual client, detailing the steps necessary, and the responsibilities for implementation along stated time lines.

A great deal of "background" knowledge is required if the provider agency, or employment specialist is to do a thorough job. Such information as local job markets, other service provider programs, community attitudes toward persons with disabilities, inter-agency agreements / policies /
procedures, funding agency requirements, and federal SSI/SSDI reporting procedures are detailed.

After placement is made, and the job coach has faded from the work site, routine follow-up with the employer, the employee, and the primary care provider is crucial to the continued success of the severely disable worker. Problems and concerns can be dealt with while still small issues, and the ongoing relationship with the employer builds a mutual trust and advocacy for the employee. This follow-along may be the most critical element in the long term effectiveness of the supported employment program.

Program evaluation may be considered in two broad areas-- Outcome and Process. Outcome data should be collected in a routine manner which will document growth and progress toward independence on the part of the consumer. This may include hours worked, wages paid, time on the job, social skill development, advancements, promotions, etc.

Process data is necessary to evaluate program effectiveness and costs, and for licensing and certification such as CARF. Necessary information includes record keeping and hours spent in aspects of client assessment, job development, job coaching, follow-along services, etc.

In summary, Project Management may be thought of as the ribbon of continuity which ties all the pieces of a successful Supported Employment placement together. It may be the most difficult new organizational consideration placed on an agency beginning Supported Employment service options.
The above was prepared by the staff of the California Supported Employment Training Project, University of San Francisco/Rehabilitation Administration, under contract to the California State Department of Rehabilitation with funds for the Office of Special Education and Rehabilitation Services. Contributing staff include Richard Robinson, Paul Andrew, Kathryn Bishop, Dale Dutton, and Kathleen LaMar.

January, 1988
THE NORMALIZATION PRINCIPLE


Normalization means sharing a normal rhythm of the day, with privacy, activities, and mutual responsibilities. It also means a normal rhythm of the week, with a home to live in, a school or work to go to, and leisure time with a variety of social interaction. A normal rhythm of the year should be recognized, with the changing modes and ways of life and of family and community customs as experienced in the different seasons of the year.

Normalization also means opportunity to undergo the normal developmental experiences of the life cycle: infancy, with security and the respective steps of early childhood development: school age, with exploration and the increase of skills and experience; adolescence, with development towards adult life and options. As it is normal for a child to live at home, it is normal for adults to move away from home and establish independence and new relationships. Like everybody else, people with disabilities should experience the coming of adulthood and maturity through marked changes in the settings and circumstances of their lives.

Normalization also means that normal respect and understanding should be given to the silent wishes or expressed self-determination of persons with disabilities; that relationships between sexes should follow the regular patterns and variations of society; that the some basic economic patterns of life followed by others should apply also to persons with retardation.
Finally, normalization also means that if persons cannot or should not any longer live in their family or own home, the homes provided should be of normal size and situated in normal residential areas, being neither isolated nor larger than is consistent with regular mutually respectful or disinterested social interaction and integration.

The normalization principle means making available to all persons patterns of life and conditions of everyday living which are as close as possible to the regular circumstances and ways of life of society.

Thus, the normalization principle rests on the understanding of how the normal rhythms, sequences and patterns of life in any cultural circumstances relate to the development, maturity and life of the handicapped, and on the understanding of how these patterns apply as indicators for development of proper human services.

The principle applies to all people with disabilities, whatever their degree of handicap and wherever they live. It is useful in every society, for all age groups, and can be adapted to social changes, and individual growth. So it should serve as a guide for medical, educational, psychological, social, and political work in this field, and decisions and actions made according to the principle should turn out more often right than wrong.

The application of the normalization will not "make people with disabilities normal". But it will make their life conditions as normal as possible, respecting the degrees and complications of the handicap, the training received and needed, and the social competence and maturity acquired and attainable.
VOCATIONAL PROFILE

1. Identification Information

Name______________________________________________________________

Date of Birth________________________________________________________

Social Security#_____________________________________________________

Address________________________________________________________________

City_________________________________________________________________

Zip Code_____________________ State ____________________

Phone______________________________________________________________

Marital status: Single______________ Married____________________

Current occupation/status:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. Residential/Domestic Information

Family (parent/guardian, spouse, children, siblings)
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Family support available:

Services near home:

General types of employment near home:

Transportation availability:

3. Educational Information

History and general performance:
Vocational training:__________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. Work Experience Information

Informal work performed at home:____________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Formal chores at home:_______________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Informal jobs performed for others:___________________________________________

__________________________________________________________________________

__________________________________________________________________________
Sheltered employment:

Paid work:

5. Learning and Performance Characteristics

6. Preferences

Type of work the applicant wants to do:
Type of work the parent/guardian feels is appropriate:

What the applicant enjoys doing at home:

Observations of the kinds of work applicant likes to do best:

Observations of social situations applicant likes best:
7. Flexibility/Accommodations That May Be Required in Workplace

Habits, routines, idiosyncrasies, etc.:__________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Physical/health restrictions:__________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Behavioral challenges:_______________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
8. Description of "Ideal" Employment Situation

(This is composite, narrative description based on input by applicant, parents/guardians, service agency staff, and data from profile.)

_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________
_________________________________________________________________