A comprehensive model for a transition program to be used with persons with disabilities

Daniel R. Achatz

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A COMPREHENSIVE MODEL FOR A TRANSITION PROGRAM
TO BE USED WITH PERSONS WITH DISABILITIES

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
In
Rehabilitation Counseling

by
Daniel R. Achatz
September 1994
A COMPREHENSIVE MODEL FOR A TRANSITION PROGRAM
TO BE USED WITH PERSONS WITH DISABILITIES

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by
Daniel Roger Achatz
September 1994
Approved by:

7-27-1994
Dr. Margaret H. Cooney, First Reader

Date
Dr. Ronald K. Pendleton, Second Reader
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Abstract

Statement of the Problem

Historically, a key goal of agencies working with persons with disabilities has been gainful employment. The old way of placement of individuals with disabilities in the job market was the "place and pray" approach. The frustration of such consumers not knowing what to expect on the job or how to conform to the culture of the work environment often contributes to their failing in maintaining employment.

Procedure

This project represents the development of a comprehensive model for a transition program to be used with persons with disabilities. This model will be able to be used in various rehabilititional agencies where a main goal of vocational services is sound job placement. For this project the proposed comprehensive transition model has been developed in the form of a demonstration manual.

Description of the Manual

Acknowledgments:
Dr. Margaret H. Cooney and Dr. Ronald K. Pendleton
for their support with my project.

This project is dedicated to my father and mother,
Mr. Clarence J. Achatz and Mrs. Mary Ann Achatz
who have always supported my goals,

Thank you.
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SECTION 1 - INTRODUCTION

Statement of the Problem

Objective

The objective of this project was to develop a demonstration model which can be used in training in rehabilitation agencies where work is conducted with persons with disabilities. The old way of placement of persons with disabilities into the job market was the "place and pray" approach where by clients were haphazardly placed into jobs with little support from the agency. Persons with disabilities who were formerly referred to as clients are now referred to as consumers.

The frustration of such consumers not knowing what to expect on the job or how to conform to the culture of the work environment often contributes to their failing in maintaining employment.

Context of the Problem

During the past 150 years, since the establishment of the first sheltered workshop in the United States, there has been a movement to have consumers gainfully employed. 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 (Rubin & Rosessler, 1987).

During the 1960's the mentally ill and mentally retarded programs were expanded in both 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 consumer (Rubin & Rosessler, 1987).

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

The consumer 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 (Bolles, 1978).

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 (Bolles, 1994). The unemployed worker has traditionally been seen as loathful and undesirable (McDaniel & Flippo, 1986).

The consumer has suffered from not being seen as a contributing factor to the community. The first principle based on the value of work for the consumer is the negative perception held by society of those who are not deemed contributers to their community. The second principle is that although consumers have limitations that render them at times the inability to contributing, they never limit the person's basic human rights (Bolles, 1978).

The development of new concepts related to consumers has given way to programs to develop vocational training. The Job Training Partnership (P. L. 97-300) implemented in 1984, assisted in developing programs to prepare youth and unskilled adults for entry into the labor force. The program afford job training to those economically disadvantaged and
other individuals facing serious barriers to employment. But just as important the program assisted those who are in special need of such training to obtain productive employment.

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 consumers 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 consumers was developed so that work would be present before supported employment services began. Supported work incorporates several underlying principles including integrated work settings, paid employment, on-going support, priority of service provisions to with with more severe disabilities and unconditional inclusion of individuals (Rosen, Buusson, Dakunchak & Cramp, 1993).

The typical supported work model is industrially integrated. The industry or employer is the host industry and the consumer may be placed either individually or in groups. The employment options for the consumer 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 Transition Programs developed in the secondary school level will prepare Developmentally Disabled students to move into the vocational and community programs. To expand the effectiveness of instruction, transition programs need to be developed with a framework that includes certain characteristics. Transition programming is an interagency approach in that effectiveness involves the whole community.

The evaluation of the consumer can provide both an insight and environment that can add to the development of a higher level of functioning, with the emphasis on moving the person into the labor market. Following are next two case studies which are examples of two types of consumers that may be evaluated in rehabilititional agency transitional programs.
CASE STUDY #1

Reason for referral:
The consumer was referred because special education instructor wanted to have consumer try working at clerical task.

Disability:
Developmental Disabled

History:
The consumer is a sixteen year old caucasian female who resides in Costa Mesa, California. She is five feet ten inches tall and weighing 140 pounds. She has been in pre-vocational training for two years. The consumer was place at Fairview Developmental Center in August 13, 1973. She started her pre-vocational training in 1991 and has been learning janitorial skills, kitchen worker skills for that time frame.

Family:
The consumer has a mother (age 49), sister (age 27) and male friend to family (age 18). The father is decease. The consumer stated that she has another sister (age 23) living in Los Angeles. The consumer stated she gets along with all family members.

Social:
The consumer was neat and clean and will groomed. The clothing the consumer wore was appropriate and neat. The consumer appeared confident and gave the impression of not being interested in the session. The consumer appeared to have limited social interaction with her peer group, outside of a few friends.

Consumer's daily activities are attending CORE training Monday thru Friday 9:00 a.m. to 11:30 a.m.. The consumer is in different programs during the day. She participates in cooking classes two times a week with an adult education program (Community College).

Education:
The consumer has been in Special Education program for the past 15 years and in
CORE pre-vocational for 2 years. The consumer works very hard in her classes and attentive to task. The consumer has received limited vocational training in the past 2 years.

**Employment:**

The consumer has never been employed.

**Consumer's Statement:**

The consumer stated that she might like to work in the groundskeeping program.

**Perception of consumer and relationship to the consumer's goals:**

The consumer appears ready for employment, but on a limited basis. This is due to the consumer's need for introduction to work and the hours that are needed to be successful in employment. Both the consumer's family and the professional staff are supportive of the consumer's goals for employment.

The consumer's limited social involvements will be expanded by interaction with other consumers involved in the program. The consumer appears to want to work. Support from the consumer's family and program staff will add to the success of placement in the Vocational Program.

The potential goals for the consumer include the consumer in social skills training, identification of a career choice, and vocational training.

The second case study shows a male student and the different issues he would bring to job placement.
CASE STUDY # 2

Reason for Referral:
The consumer is a seventeen year old male who resides in Costa Mesa, California. He is five feet eight inches tall and weighs 160 pounds. He was referred for transition into vocational training. The consumer was noted to be neatly dressed and well groomed. The consumer is slim and had a nice appearance. During the course of the interview, the consumer was personable and appeared to answer this Vocational Resource Specialist's questions openly. The consumer appeared to be friendly.

The consumer stated he wants to participate in exploring vocational interests. The consumer stated he is interested in working in an occupation that is outdoors. However at this time he is unsure what type of occupation he is interested in pursuing.

Social History:
The consumer was born in Hawaii and lived there until his family moved to Costa Mesa, California where his father started teaching at Coastline Community College. The consumer's family which lives in California, includes parents, siblings, grandparents, uncles and aunts. The consumer has friends that he has met in the community as well as at Fairview Developmental Center.

The consumer is involved with vary types of programming (adult education, and art projects).

Medical/Psychological History:
The consumer's is developmentally disabled with excellent health. The consumer has not had any major or minor injuries. The consumer has been at Fairview Developmental Center for the past fourteen years. The consumer's medications have been given for behavior disorders.
Vocational:

The consumer has been in Vocational training in Special Education classes for three years. The consumer appears motivated and anxious to become involved in exploring occupational options. This Vocational Resource Specialist will work with the consumer to establish vocational goals given the consumer's interests, physical capabilities, and current labor market.

Recommendations:

1. Conduct Vocational Exploration - This Vocational Resource Specialist recommends that vocational exploration be conducted within the consumer's interest and attitudes, identify potential and feasible vocational directions. Exploration will be conducted both by this Vocational Resource Specialist and by the consumer.

2. Meet with the consumer - This Vocational Resource Specialist will meet with consumer on a weekly basis for 90 days to discuss concerns and to evaluate consumers explorations.

The two case studies have been presented to show the need to evaluate the individual's potential to match him or her to a job. In most job placements, job separations which has occurred within the first six months of employment, and many occur within the first 12 weeks. In most of the cases, job lost appears to be because the individual will not complete the activities required for successful employment. Some of the problems can also be exacerbated by the job coach's who are often inadequately trained or have limited experience remediating problems which threaten job retention (Jausss, Wacker, Berg, Flynn & Hurd, 1994).
Problem Statement

The problem is that for transition to employment to be successful rehabilitation agencies need to develop specific training techniques in order for the consumer to be employable. A program needs to be specific to concerns of both of consumers and the rehabilitation agencies.

Purpose of the Project

The purpose of this project, is to develop a model for a Transition Program for rehabilitation agencies. The program will provide rehabilitation agencies with guide lines of employment retention and how to integrate those guides lines into the programming. The placement of consumers from non-employment into employment has been ineffective. By developing a comprehensive transition models consumers will have more opportunities for successful placement.

Definitions

**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, for the handicap is likely to continue indefinitely. Substantial limitations will occur 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 consumer'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.
**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 consumer's ability to perform job tasks independently and to maintain a satisfactory level of work performance when the job coach is off-site.

**Individualized Education Program (IEP)** - Is a communication plan between parents and educational staff about what services will be provided to the student and the anticipated objectives. This is a commitment of the resources necessary for the student to receive special education and related services and management tool to insure that the student is provided the necessary special education and related services appropriate to the pupil's special learning needs. Serves as an evaluation device for use in determining the extent of the pupil's progress toward meeting the projected outcomes. Assist in resolving differences between the parents and the educational provider about the pupil's needs and program.

**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 he/she 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.

**Individualized Transitional Program (ITP)** - The ITP is a added statement to the IEP of the needed transition services for students beginning no later than age 16 and annually thereafter (and when determined appropriate for the individual, beginning at age 14 or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or both) before the student leaves the school setting.
**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.

**Job Coach** - 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.

**Rehabilititional Agencies (Transitional Programming)** - A program which employs/trains individual in areas of employment options which are decided by the Vocational Resource Specialist. The employment options as of this writing are: Animal Care, Assembler, Clerical, Food Service, Janitorial and Laundry Worker. Other areas that are addressed are work adjustment training (training in self-control, self-discipline, work tolerance, work habits, work performance, work attitudes, and knowledge of work itself), social skills training: following direction, asking questions, co-worker interaction, grooming, counseling and other skills that assist in the consumers employability and success in the community.

**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 this requires 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.
**Transition** - A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and/or community participation. The coordinated set of activities is based upon the individual student's needs, taking into account the student's preferences and interests, and will include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

**Vocational Resource Specialist** - A rehabilititional professional assisting teachers and trainers in the areas of designing work tasks and assembly lines for the most efficient work production; negotiates contracts with community industries and obtain work for the consumers in the rehabilititional agencies program. Knowledgeable of departmental regulations and accrediting agencies regarding the vocational training and employment opportunities provided in the program.

**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 of consumers 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 groundskeeping. Facilities typically keep the participants on their payroll and transport the individuals to the work sites via van.

Limitations

This study is limited by:
1. The state and federal government support of program development.
2. The ongoing changes in rehabilititional agencies as they relate to the community and the multitaceted needs of persons with disabilities.

Assumptions

It is assumed that:
1. Deinstitutionalization, normalization, least restrictive environment and mainstreaming have shifted in order to facilitate opportunities developing in community businesses and industry.
2. By aggressive marketing and guaranteeing support for employed consumers, rehabilititional agencies will provide job opportunities for consumers in businesses and sub-contracting.
3. Employer involvement has created greater social recognition and vocational opportunities for people with disabilities.
Delimitations

1. The rehabilititional agencies are limited to the consumers in the community. The development of other programs in the area of transition is unknown.

2. The program in the community is limited to rehabilititional agencies area of business. No assumption of the long-term programming for Transition Program had been made.
SECTION 2 - REVIEW OF THE LITERATURE

Introduction

The review of the literature will discuss the following areas; 1 ) Legislation 2.) Programming/Transition/Supported Employment 3.) Employment/Placement 4.) Rehabilitation agencies:

1. Review of Legislation:

In the course of the 1970's new legislation, P.L. 93-112, (Rehabilitation Act of 1973), P.L. 94-142 (Education for Handicapped Children Act of 1975); P. L. 95-93 (Youth Employment and Development Projects Act of 1977), lead the way to provide the mechanisms that would serve and trained the disabled and disadvantage populations. Because of new legislation the 1970's became known as the "total programming decade".

The total programming decade brought to the field of rehabilitation/education terms like mainstreaming, least restrictive environment, deinstitutionalization, and normalization. All of these terms have as a focus the delivery of services to special population groups.

The 1980's was to be declared the "Implementation Decade". All the legislation, theories, and plans were to be put in place in order for the targeted groups to be served. The movement of equality of opportunity required that human service agencies cooperate together as they develop their continuum of services. The three fields that are involved in providing service is Special Education, Vocational Education, and Vocational Rehabilitation.
2. Programming/Transition/Supported Employment:

For years, the remedial, developmental approach completely dominated programs for persons with handicapping conditions. Conceptually, persons who were congenitally disabled were viewed as having faulty developmental patterns. Educational programs were fashioned to bring the individual along the developmental continuum to the point where they would, ideally, exhibit "readiness" to learn higher level skills. For the most part, readiness never came to be realized for a large number of individuals. There was not any movement out of day centers into the competitive job market. In a effect the disabled individual never became ready and thus, never really accomplished anything and life was barren.

Transitional employment and supported work features job coaching services to assist many of disabled as they stake their claim in the competitive work force (Ludlow, 1988). The goal of transition services is a planned movement from secondary education to adult life that provides opportunities which maximize economic and social independence in the least restrictive environment for individuals with exceptional needs.

The major features of transitional model is that it service individuals in a community setting. Strive to provide programming that encompasses the full continuum of a "normal" lifestyle in which rehabilititional agencies has developed training and employment options for the individual.

The domain of transition is integrated community based vocational training, in which rehabilititional agencies will provide to the individual the option to learn and be paid as a employee in the area of work. The program will attempt to fully integrate the individual in the community and no longer attempt to shelter the individual. The training is to put the individual in the actual setting and allow the skills to develop there.

The Office of Special Education and Rehabilititive Services has developed a model for
Supported Employment with the falling objectives:

1. Complexity of post-school services often inhibits effective transition to work.
2. The focus on support employment is for students with all types of disabilities.
3. The goal of support employment is paid employment which is sustained and enhancing to the individuals lifestyle.

3. Employment/Placement

The one problem with placement of consumers is estimated that approximately 650,000 students with disabilities who leave school yearly, a total 26% or 169,000 will be on welfare (Ludlow, Turnbull, & Luckasson). The U. S. Commission on Civil Rights (1983), reports that unemployment rates among handicapped persons ranged from 50% to 70%. The numbers (455,000) are high for this population to be unemployed and the cost to our community is just as high.

The development of transition programming from special education to vocational training will assist the consumer to be ready for employment. Support work for consumers will provide employment opportunities that are 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%. In most job placements, job separations has occurred within the first six months of employment, and many occur within the first 12 weeks. In most of the cases, job lost appears to be because the individual will not complete the activities required for successful employment. Some of the problems can also be exacerbated by the job coach(s) who are often inadequately trained.
or have limited experience remediating problems which threaten job retention (Jausss, Wacker, Berg, Flynn & Hurd, 1994).

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). Supported work incorporates several underlying principles including integrated work settings, paid employment, on-going support, priority of service provisions to with with more severe disabilities and unconditional inclusion of individuals (Rosen, Bussone, Dakunchak & Cramp, 1993).

4. Rehabilitation agencies:

Rehabilitation agencies will need to train staff members if transition from school to work/supported employment for consumers 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 consumers into the community will need better trained professionals. Rehabilititional agencies staff will need specific training to increase consumers success within the program and placement in community employment. This implies that staff training should be developed to support integration in the community.
Consumers now have more opportunities to engage in competitive employment than ever before. As supported employment has expanded, individuals labeled mentally retarded have a better chance to get and keep jobs in the community. In 1988, supported employment services made it possible for almost 25,000 individuals to find work in community job sites at minimum or near minimum wages. Supported employment has developed options for people with mental retardation so that an individual who cannot hold a job without long term support can still be employed in a community setting (Schriner, Roessler & Berkobien, 1993).

Some individuals may go directly into employment, some may benefit from continuing vocational training while others may enter supported employment. The development of transition programming to rehabilititional agencies is a positive move to better serve the individuals in the community.

A Chronology of Events in the Development of Transitional Programming:

1834 The first sheltered workshop in the United States
1917 Smith-Hughes Act provided the basis for Vocational Education
1920 Smith-Fess Act
1943 Barden-LaFollette Act
1954 Vocational Rehabilitation Act Amendments
1964 Civil Rights Act
1965 Vocational Rehabilitation Act Amendments
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
1990  Individuals with Disabilities Education Act (IDEA)

Summary

This is a overview of the review of the literature. The review demonstrated the problem of placement of consumers into gainful employment. Likewise the need for support to maintain employment has been indicated. Transition is a viable program to assist consumers and communities with these employment issues and concerns.
SECTION 3 - METHODOLOGY

Introduction

Rehabilitation agencies may use this demonstration model for persons with disabilities. The consumers are trained or contracted to employers, and are paid minimum wage or above. Individual wage certificates for sub-minimum wages are obtained from the Department of Labor only if necessary for the consumer to maintain employment.


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 consumers areas of skill and career interest. Based on the information obtained, the types of jobs suitable to each consumer were targeted. The Job Development program staff works with the consumer's program provider. Counseling and education has been offered to ensure that everyone involved understands the program, accepts their responsibility for involvement, and is committed to assisting in successful placement and employment maintenance.
Placement

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

Training

In this stage the consumer has been accompanied by a job coach on the first day of training/employment. Activities include:

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

As the consumer became more independent on the job, the job coach fades from the work site. The length of time between placement and fading is determined on an individual basis.

On-Going Support

Program staff has developed plans for the provision of support services needed for each consumer to maintain employment in this placement. Some services are provided by program staff, and some services are provided by the consumer'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

Consumers who lost their jobs will be assisted with finding new employment. The consumer therefore re-enters the job development phase and the entire process is repeated.

Program Evaluation

Rehabilitation agencies use the City Programs Data Collection Management System. The system determines the extent and type of services provided and a cost benefit analysis of services as it relates to the participant's earnings.

Calender of Events

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

* February 1994  Develop Transition Program Topic
* March 1994    Write first draft of proposal
* April 1994    Develop Transitional Program
* May 1994      Develop Staff Training Program
* June 1994     Develop Project into second phase
* July 1994     Rewrite Project and make changes
* August 1994   Final phase, send Project to printer

Summary

Historically, the placement of consumers has been the goal of most agencies working with the this population. The old way of placement of consumers 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 often contributed to consumers failing in employment.

The transition programs consist of vocational education, special education, job/task analysis, skills training, behavior management, and job development. The employment program represents the development of a system and support to the consumer that will emphasize the use of a vocational educator/special educator working and training along side the consumer.

Deinstitutionalization, normalization, least restrictive environment and mainstreaming have shifted so that the safeguard of handicapped individuals into a sheltered environment is no longer a priority as opportunities have developed in business and industry. Employer involvement has created greater social recognition and vocational opportunities for people with disabilities.

The employment of the disabled has had a troubled past due to under-employment and society's fears of persons with disabilities. The need to remove society's blindness to employing disabled individuals is still a problem. But this has caused new developments within the rehabilitation service programs. Transitional programs are one of these new and innovated developments.

The movement to integrate consumers into the community will need trained professionals. Transitional support staff will need specific training to increase consumer's success within the communities. This implies that staff training needs to be developed to support the integration of consumers into the community.
APPENDIX A

A COMPREHENSIVE MODEL FOR A TRANSITION PROGRAM
TO BE USED WITH PERSONS WITH DISABILITIES
INTRODUCTION TO TRANSITION

A coordinated set of activities, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including, vocational training, integrated employment and supported employment. The development of employment and other post-school adult living objectives may include the acquisition of daily living skills and functional vocational evaluation.
INTRODUCTION TO TRANSITION

Transition from school to employment calls for a range of choices that have a lifelong consequences. The transition to employment for consumers is often made more difficult by limitations that are imposed by other's perception of disabilities and the complex array of services that are intended to assist in adult adjustment.

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 challenges of adulthood and maturity through marked changes in the settings and circumstances of their lives.

Rehabilitation agencies have gone through many changes in the past few decades of providing service. When rehabilitation agencies started serving consumers they were only working deadend workshop settings, but services have expanded to more community integrated programming.

The consumers are referred to a rehabilitation agency by an interdisciplinary team. Some of the consumers become employees and are paid a hourly wage, others are paid as determined by their productivity.

The consumer must be 18 to 22 years or over before admission into the program. The consumer must meet minimum work performance criteria.

The staffing is made up of professional, educational and clinical personnel. Rehabilitation agencies have educational, clinical staff and community colleges to support classroom instruction. Rehabilitation agencies also utilize volunteers and foster grandparents in providing more individualized attention.

Rehabilitation agencies are funded through proceeds from subcontract work, allocations from State and Federal government. Rehabilitation agencies offer a variety of training opportunities at various locations throughout the their facility and community. These areas
can include landscape maintenance, car wash, messenger service, horticulture, animal care, assembly, packaging, clerical and materials handling.

Rehabilitation agencies are a provider of subcontract services to area businesses. Consumers are provided an opportunity to develop appropriate skills and behaviors in settings that approximate a normal production and work environment.

In conjunction with Community College, classroom instruction is also provided to consumers who require additional training in such areas as refinement of motor skills, specific job instruction, and money management and other consumer skills.

Rehabilitation agencies have expanded programming in the area of Transition Services. The program will meet the needs of those consumers who are in special education programming and are at least 18 years of age.

Pre-vocational programming, assist consumers in the area of work readiness training. Some of the types of readiness training that consumers can explored are, janitorial, landscape maintenance, horticulture, assembly, clerical and materials handling etc...

Consumer skills training is another part of the pre vocational training that consumers receive.

Consumers over the age of 14 years receive a formalized vocational assessment every three years, depending on their current involvement in vocational education. An assessment team, which is made up of special education teachers and job coaches in the rehabilitation agencies program will complete the assessments. If and when a consumer is referred by the ID team for evaluation. Rehabilitation agencies will assess the consumer in active programming to determine appropriate placement within the program or for further evaluation and training in a pre vocational program (Appendix A).

Once the consumer is placed into a rehabilitation agency he/she will work in the workshop or be placed in a supported employment program. The development for supported employment (Appendix B) came about because 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 employment options are in two basic types of placements, individual and group. The following is a description of the models currently in use.

**Individual Placement:** Individuals are placed in community/workshop jobs and support is provided at the worksite 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.

**Enclave Crew:** The enclave crew is a single purpose employment. Landscaping and janitorial are typical kinds of work done by crews. The size of the crews are three to eight workers, working under one job coach / supervisor. Crews operate on grounds or in the community, 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 supported employment. Interactions with nondisabled co-workers is only possible in integrated job sites and not in segregated settings. Rehabilitation agencies development of integrated employment is a feature of quality employment. Rehabilitation agencies will specifically target employment sites that offer the conditions for consumers to have
interactions with non disabled persons.

The development of Transition Program will involve consumers with severe disabilities, and provide a variety of employment modes.

The objectives of the Transition 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.

G. To bring about changes in the community and community integration opportunities.
JOB COACHING-

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.
THE ROLE OF THE JOB COACH

The job coach role is important to the success of Vocational Services programming, the success of Transition Services and the success of integration of persons with severe disabilities into the community. Job coaches perform multiple service roles, such as travel training, consumer counseling, and assessment. Job coaches need to be flexible with their multifaceted schedule of responsibilities.

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

The job coach is involved in day to day training with the consumer 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 consumer. The job coach follows along with the consumer to job interviews, helps fill out applications, communicates the consumer's abilities, and helps the consumer's entry into the job.

Once the consumer is employed the job coach works side by side with the consumer. The job coach will analyze the job, break tasks into manageable components, and use the least intrusive methods to help the consumer master skills and increase productivity. The job coach might perform a great deal of the job at first, until the consumer's work is satisfactory to take over the job. The job coach will fade away from the job as the consumer'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 and changing the
belief that the consumer can be a productive worker. The job coach needs to share
information and develop communications with parents to instill and maintain confidence.

The job coach must enlist change in employers preconceived attitudes 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 consumer. The job coach will serve to help the consumer integrate into the
workplace.

The following is a summary of a job coach: 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 (Appendix C).

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 consumers. 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 consumer'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; such as dress codes, behavior, jargon, and the culture of the worksite from
company to company.

2. Job coaches must be able to asset all the requirements and needs of a particular job.
They need to understand job analysis which include all the related and subtle skills that
affect the consumer success in the job.

3. Job coaches may need to restructure jobs to facilitate the success of a consumer.
This might require negotiation with the employer for approval of any restructuring of work
routines.
4. Job coaches will develop systematic training skills sufficient to assist consumers, including consumers 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 coaches 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 consumer to assume gradually increasing job responsibilities.

6. Job coaches 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 coaches will implement strategies for the provision of training and support by co-workers and supervisors. They will strike a balance between the needs of the consumer and the degree of cooperation and assistance available in each individual worksite.

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

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

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

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

The process of determining, by observation and study information relating to all aspects of a specific job. The job analysis process breaks the sequence of job duties into trainable and specific components.
The philosophy and the application of normalization principles (Appendix D) are essential in the development of effective training in the workplace. As a job coach the focus isn't only on the job the consumer 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 consumer into the work place.

The analyses of a job is the beginning of developing a training plan. It is important for the job coach to spend time efficiently and effectively, because the work you do with the consumer 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 consumer on the job.

The job coach will need to spend time on the job and with co-workers before the consumer is placed at the job. The time spend on the job will help develop the training plan and include the activities the consumer must do to comply with the employer's standards. It's 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 consumer's skills and assistance needed, and the time the employer wants the job to begin for the consumer. If the consumer needs to be on the job before the analysis is completed, the job coach can take advantage of the situation and have the consumer 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

There are two major components:

* Orientation
* Job site analysis

**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.

* Application form
* 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 descriptions and placement methods
* Transportation
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 consumer 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 consumer.

* **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 the workday.

* **Accommodations to the worksite culture:** Areas of concern are the dress codes, the amount of flexibility, and the rules of the organization.

(Job Analysis forms can be reviewed in Appendix E and Appendix F)

**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 strategies
4. Ask permission to observe
5. Avoid topics of conflict
6. Remember the employee is the expert
7. Verify job data and terminology with supervisor

8. Keep good records

9. Dress like an employee

10. Write down all important facts

11. Avoid topics about conflicts or grievances

12. Phrase questions to elicit open ended response and not a yes or no response

13. Adhere to pertinent subjects

**GUIDELINES TO REMEMBER WHEN COMPLETING A JOB 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 vital to know whether or not the consumer 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.
Time Study Procedures

In order to determine productivity and commensurate wage the job coach will need to do time studies. The time studies are first completed on persons who are not disabled. Next, time studies are completed on persons who are disabled consumers working the same job. This information is then compared to determine the wages that will be paid to consumers with disabilities. The first part of the process includes:

1. Determine what job task(s) will be completed by the consumer. It may be a single task or several different tasks. The job coach will have to make sure that the task is defined exactly:
   a. What steps are included in each task?
      Example: if a consumer is required to clean a restroom, does the task include returning the materials and or mopping the floor?
   b. What material/equipment are used to complete each task?
      Example: is powdered or liquid cleanser used?
   c. What is the criterion for completing the task, or the acceptable degree of error?

2. If the task is lengthy and has several discrete component parts, it may be wiser to time each part of the task separately. Separate times for parts for a longer task are useful if two or more consumers share the job, each completing a part of the job.
   Example: at a restaurant setting up the dining room takes about 45 minutes and has several subtasks:
   a. taking the benches down;
   b. refilling and wiping the condiments and napkin holders;
   c. cleaning the tables.
   If the task is timed as a whole and a consumer will only be wiping the tables, it's
impossible to accurately calculate his or her productivity.

3. In some cases, the task is a simple one which takes a person who is not consumer less than 1 or 2 minutes (e.g. putting lid a on a bottle, collating a 3 page letter, etc...). In these cases, it is necessary to time a person for a minimum of 25 minutes.

4. Although you may plan to provide an adaptation for completing the job, do not use the adaptation when timing the person who is not disabled. Use the standard method of completing the task without adaptations.

5. After determining what the task(s) are:
   a. Time three persons who are not disabled as they complete the task(s) using a stop watch or a clock with a second hand (these persons should be considered average workers who are experienced at the job);
   b. Next, fill in the appropriate information on the time study form for persons without disabilities. This will give the norm for that task.
   c. Convert the times of the three persons into decimals as outlined below:

   - 15 seconds = .25 decimals seconds;
   - 30 decimals seconds = .50 seconds;
   - 45 seconds = .75 decimals seconds

   d. When the time study is completed on the three non-disabled people, the consumer then can be timed for the task. The consumer is timed three times on the task. The average of the task taken and divided by the norm to get the production rating.
Example: 6.25 minutes divided by 12.50 minutes = 50% production rate for the consumer, which is times by the prevailing wage to give the hourly wage for the consumer; 
.50 X $4.25 = 2.125 or $2.13, always around up to the next hold number.
SKILL ACQUISITION -

The consumer is instructed in skills that will enable them to be successful on the job such as learning to perform all the job duties accurately and efficiently.
INTRODUCTION

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

Once the job/task analysis has been completed, the job coach should be comfortable with the daily work routine and systematic instruction for the consumer to gain job skills may begin.

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

PROCESS TASK ANALYSIS

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

1. **Format:** the content organization

2. **Trainer action:** how the job coach interacts with

   the consumer
provides knowledge about the task.

b. Motivating strategies: job coach action that develops motivation for the consumer to accomplish 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.

a. 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 what 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 undesired behavior is a good process. Some considerations when picking a format are what is the most
efficient and effective, considering the task, where is the complexity of the task: sequence of events or discrimination, how does the components of the task line up, what is the length of the cycle.

**TRAINING AVENUES**

Training avenues the job coach uses communicates information to the consumer about the job. The avenues used most are auditory (verbal), kinesthetic (physical), visual (gestures) and modeling (demonstration). Training avenues for the consumer should be use based on the degree of effectiveness each training avenue has for the consumer. 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.
* consumer may attend more to sound than to the visual.
* consumer may talk to self quietly, mumble, or whisper during work.
* Job coach gives the consumer a specific instruction such "cutter".
* Job coach instructs the consumer 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 consumer and use only when necessary. Instruction should never be against resistance only with cooperation from the consumer. The job coach needs to be responsive to the consumer'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 consumer through the task by forming his hand around the consumer's hand and guiding the hand and fingers.

**Visual (gestures):** Communicates information without the use of language (auditory) or touching (kinesthetic). 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 consumer who is unable to imitate, but effective in informing the consumer what is expected, what a routine looks like. Modeling routines before training demonstrates respect for the consumer 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 consumer is to do.
(The job coach will train the consumer 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 consumer'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 consumer acquires more of the skills.

The job coaches will collect data and develop a sequential analysis of the task. The job coaches will make data collection decisions and number the steps in the task. This data will be included on the data sheet and how the data is to be used.

Start training without taking data for the first 30 minutes. Stop training, and chart the data. Resume training, and do not collect data for 15-30 minutes, keep in mind steps done without assistance. Resume training, without collecting data for 20-40 minutes: target steps that require more assistance. Stop training, chart the approximate number of cycles and the steps requiring more assistance.

Resume training; for the first several days, keeping data on a cycle by cycle basis on the the steps requiring more assistance. 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 needs to 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 consumer acquires more information about the task. The job coach will successfully fade when the consumer 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 consumer 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 consumer to consumer. The job coach can give less and less specific information as the consumer acquires the job skills.

Fading can be done by: (a) start training with the avenue which require less from the consumer and more from the job coach; then going to, (b) training avenue which require more from the consumer 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 consumer 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**

The job coach is an important factor in the success of the consumer's job retention. The job coach has to train the consumer to learn the job and the following is a helpful reminder.

**Dignity:** The job coach will provide training that allows the consumer to maintain their dignity. consumers 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 consumer'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 consumer if reinforcing or correcting behavior.

**Timing:** The job coach should deliver cues in a timely fashion. Corrections should be immediately after a consumer 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 consumer 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 consumer as well as the workplace. The job coach should adjust their attitudes and strategies to meet these changing needs.
MANAGEMENT OF BEHAVIOR -

A way of helping individuals to increase the frequency of behaviors considered desirable.

A tool which makes it possible to assist consumers increase their work habits and skills, and learn new, more appropriate social behaviors.
BEHAVIOR AND BEHAVIOR MANAGEMENT

The last section on training focused on the instruction of a task, but when working with the consumer the job coach has to deal with different types of behavior. The behavior the consumer acts out could cause training time to be 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 and mood, has on a consumer when they interact. The interaction between the job coach and the consumer 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 consumer 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 consumer with information related to the task.

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

In situations in which the consumer 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 consumer can maintain the behavior without the process influence. Process influence will increase the amount of learning time for the consumer.
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 consumer learn a task on their job. A behavior will usually have **environmental cues**, an example could be a consumer is working cleaning a table at a canteen and a person they do not like walks by them. The consumer becomes very up set and shouts very loudly and wants to hit the other person. The cue was the other person. Other **environmental cues** could be the following in which a behavior problem could occur.

* 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 consumer. These questions might start with:

* What was the consumer 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 so the behavior can be changed or modified. The behavior management plan should be written clearly and with action verbs in short sentences. The plan should contain the falling dynamics in the following order:

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

**Observation:** The job coach must be able to determine what the consumer 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 consumer 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 consumer 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 consumer, such as a token.

The job coach must have a plan in which to work with the consumer'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. The following will help bring about new behavior:

* Determine the goal
* Start with behaviors already in the consumer'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 consumer will be fading to the verbal prompt.

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

**Intermittent reinforcement schedule:** Reinforcers are given after predetermined period of time or after a predetermined number or 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 consumer 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 consumer is reinforced after a predetermined fixed number of correct responses.
Variable ratio schedule: Reinforcement is delivered after a average number of responses. As the consumer 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 consumer starts at the worksite. The job coach could ask the consumer what they like or dislike, but this method might not be valid for the consumer with multiple disabilities and limited language skills. In such cases the job coach should observe the consumer in different work setting prior to placement. The job coach needs to fill out a vocational profile (Appendix D) and interview family members and professionals who know the consumer which is crucial in selecting the consumer'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 consumer as identified through:
  a. interviews with the consumer
  b. interview family, care providers, significant others
  c. observation of naturally occurring behaviors
  d. pairing potential reinforcer with consumer behavior
PROMPTS

When using a prompt, there is a hierarchy of least intrusive to most intrusive behavior. Start at top which is least intrusive to the bottom which is the most intrusive is the list of prompts. The following prompts may occur:

* **Visual:** Written words, signs, pictures and may be permanent

* **Situational:** Closeness of the job coach to consumer may be an inadvertent prompt for the consumer. Need to fade job coach/adult away before consumer 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 consumers 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 consumer 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 consumer
* Specific behavior required of the job coach or people involved
* A data collection procedure

**FADING**

The fading process needs to start when the job coach has determined the consumer is ready. The consumer will resist at first, but the job coach needs to be systematic with fading. When planning how to fade the job coach needs to monitor the consumer and be flexible. Each consumer 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 the these warning signs can make effective intervention possible (Appendix G).

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

The first thing to do is assist the consumer to tell you what happened. Keep asking until it is clear. Calmly ask for specifics. Keep asking and don't accept general statements of anger. Ask for specific descriptions of behavior and interactions.

Soon there will be a reasonably rational description of what happened. But mostly the job coach will have helped the consumer 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 consumer 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 another person should deal with the consumer. More than one person intervening will only added the crisis. The time to teach acceptable behavior is before the crisis occurs.

KEY ELEMENTS OF CRISIS INTERVENTION

DO'S 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'T'S 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 as unsure of your ability.
* 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.
MARKETING AND PLACEMENT

DEVELOPMENT

A variety of employment options can be increased by identifying and contacting community business. The use of salesmanship skills and the emphasis placed on the advantages of employing consumers or sub-contracting work to a rehabilititional agency.
JOB DEVELOPMENT

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

The process includes the following activities:

* **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 consumers.

* **Analyzing jobs:** Study a job systematically to determine:
  a. What functions will the consumer perform
  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 consumer

* **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 consumer by (Appendix G):
  a. Review of history; work, education and special training
b. Observe consumer in work setting

c. Interview consumer 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 consumer's readiness for employment

* Preparing the consumer to find and hold employment: Counseling consumers 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 consumers to specific jobs: Comparing work functions of the job and matching consumers who have the necessary skills, interests, aptitudes and abilities to meet those demand. Critical in job development and job - consumer matching.

* Providing follow along services: Assist the consumer 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 consumer to determine progress on the job and interview employer to determine
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 VOCATIONAL RESOURCE SPECIALIST 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.

SALESMAINSHP QUALITIES

* **Enthusiasm:** A Vocational Resource Specialist has a strong excitement on behalf of a cause or subject. If the Vocational Resource Specialist isn't positive about the consumer's potential and program services, the employer will not be convinced.

* **Sincerity:** A Vocational Resource Specialist has to be sincere because Insincerity can be picked up by employers very quickly.

* **Industriousness:** A Vocational Resource Specialist works hard and enjoys it.

* **Poise:** A Vocational Resource Specialist is able to handle themselves in any kind of situation.

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

* **"You" Attitude:** A Vocational Resource Specialist knows how to put themselves in the other person's place, thinks of the person and their interests.

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

* **Friendliness:** A Vocational Resource Specialist likes 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 Vocational Resource Specialist to establish a rapport with all kinds of people. The employer must feel a sense of identification with the Vocational Resource Specialist. The liking of people can be most evident in situations where the Vocational Resource Specialist is considerate of others when they don't have to be.

* **Appearance:** A Vocational Resource Specialist 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 Vocational Resource Specialist has a outlook on the world that is mature.

* **Mannerisms:** A Vocational Resource Specialist 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 Vocational Resource Specialist 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 Vocational Resource Specialist 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:** A Vocational Resource Specialist should have a good voice, it should be convincing, have variety, and enunciate clearly.

* **Handshake:** A Vocational Resource Specialist's handshake is neither the dead fish nor the bone crusher variety, but a firm sincere shake.

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

* **Persistence:** A Vocational Resource Specialist is persistent, but not to the point of being disagreeable.

* **Sense of humor:** A Vocational Resource Specialist has a sense of humor, and never takes themselves' too seriously.

* **Cheerfulness:** A Vocational Resource Specialist is cheerful.

* **Assertiveness:** A Vocational Resource Specialist has to be assertive, but not to the point of offending.
*Endurance:* The Vocational Resource Specialist's last interview of the day is as well conducted as the first. The Vocational Resource Specialist 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 TO COMMUNITY AND PROGRAMS**

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
SUCCESSFUL TELEPHONE SELLING SKILLS

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 consumer'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 Vocational Services. 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 consumers 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
Ninety percent of all sales are made on the 5th call. Ninety percent of all placement specialists don't make the 5th call.

EMPLOYER MEETINGS

When meeting face to face with the employer, a good preparation that is well organized and polished, will be respected by the employer. If hiring takes place, the Vocational Resource Specialist and employer will begin a process in which communication, trust and
coordination will develop.

The Vocational Resource Specialist 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 Vocational Services brochures
9. Be honest, straight forward and objective

After the Vocational Resource Specialist has given the presentation, record the employer contact on an 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 Vocational Resource Specialist and the employer.

The Vocational Resource Specialist should send a follow-up letter (Appendix H) to the employer a few days after the contact to express thanks for their time, etc...

The following is a review of what a successful Vocational Resource Specialist does:

* They have a 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

Treatment Plan Form
Sample of Processing Treatment Plan

Name_________________________ Date______________

1. Potential vocational goals suggested by consideration of evaluation of evaluation data:

A. Most optimal vocational goal:
   suggested by consumer yes____ no____
   1. Supporting evaluation data regarding physical functioning:
   2. Supporting evaluation data regarding psychosocial functioning:
   3. Supporting evaluation data regarding educational/vocational functioning:
   4. Special considerations (e.g. economic considerations):

B. Next most optimal goal:
   suggested by consumer yes____ no____
   1. Supporting evaluation data regarding physical functioning:
   2. Supporting evaluation data regarding psychosocial functioning:
   3. Supporting evaluation data regarding physical functioning:
   4. Special considerations (e.g. economic considerations):

C. Third optimal vocational goal:
   suggested by consumer yes____ no____
   1. Supporting evaluation data regarding physical functioning:
   2. Supporting evaluation data regarding psychosocial
functioning:
3. Supporting evaluation data regarding physical functioning:
4. Special considerations (e.g. economic considerations):

2. Services needed for achieving each vocational goal.

A. Most optimal vocational goal:
1. Pertaining to physical functioning:
2. Pertaining to psychosocial functioning:
3. Pertaining to educational/vocational functioning:
4. Services for special considerations:

B. Next most optimal vocational goal:
1. Pertaining to physical functioning:
2. Pertaining to psychosocial functioning:
3. Pertaining to educational/vocational functioning:
4. Services for special considerations:

C. Third most optimal vocational goal:
1. Pertaining to physical functioning:
2. Pertaining to psychosocial functioning:
3. Pertaining to educational/vocational functioning:
4. Services for special considerations:

3. Vocational goals expressed by the consumer that appear to be appropriate based on evaluation data. Discuss:
APPENDIX B

Supported Employment Overview
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 consumers, the employment specialist determines the types of jobs that would be most compatible with the skills and abilities of the consumers. For example, lifting and carrying, endurance and the ability to communicate are the types of skills that may influence the kind of work a consumer 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 care providers of prospective consumers 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 care provider 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 consumers, the employment specialist chooses the person who is best suited to the job. For example, a consumer 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 consumer has not had experience running a vacuum cleaner, this skill can be trained on the job by the employment specialist. When a job-consumer match is made, the employment specialist accompanies the consumer on his/her job interview. If the employer decides to hire the consumer, the training phase begins.

Supported employment provides intensive 1 to 1 training on the job site only after the consumer 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 consumer requires bus training, the employment specialist meets the consumer at his/her home and together they take the bus to the job site. This continues until the consumer is able to take the bus independently. At the job site, the employment specialist trains the consumer to do all the tasks and duties required of the position. If at first the consumer is
unable to complete the tasks at a desired rate, the employment specialist works along with
the consumer so the work is complete on time and to the employer's expectations. Other
job related skills that the consumer 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 consumer, the employment specialist can respond and advocate for the consumer.

When the consumer 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 consumer. If the consumer continues to do well,
the employment specialist will continue to fade intervention until the consumer is working
independently. Throughout this training and fading phase, the employment specialist
works closely with the consumer'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 consumer's parents to determine if there are any problems or
changes. Evaluation of the consumer'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. Consumer assessment and worksite analysis resulting in appropriate job match recognizes the consumer'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 consumer's needs for job retention. In this way the marketing principle of creating, funding, promoting, and distributing services based on customer (read consumer) needs rather than supplier (read fund or/provider) constraints underlies Supported Employment services. Marketing and promoting Supported Employment services with this consumer-focused approach varies little from the approach of any successful vocational rehabilitation or job-training service. What makes a difference is the technology of consumer 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 consumers 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
consumer 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 consumer 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 consumers need. This is based on the consumer assessment process which needs to happen concurrently with targeted job development. This information allows the marketer/vocational resource specialist to focus and prioritize specific labor market research and promotional activities. Throughout the process the Transitional Service, 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
- consumer, 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

CONSUMER 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 consumer and a particular job. Therefore, any and all information collected on a particular consumer 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 consumer, 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 the specific tasks of a 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 consumer 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 consumer'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 he/she coordinates the steps into one process depends on job requirements and consumer needs.

At this point, the job coach may elect to complete the next step in work site 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 consumer/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

k. The person to ask for answers to work questions

l. Personalities in the work area

m. Procedures for what to do when there is "down time"

n. Proper clothing and safety equipment

o. Difficulty in meeting production or training standards

Review of the job description

Prior to training the consumer/employee, it may be necessary to revise the job description. Perhaps some parts of the job may need to be restructured for a particular consumer'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 consumer 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 consumer/employee who is to be trained. A common sense approach to task analysis
for individual placement is to wait until the consumer 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 consumer 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 work site 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 consumer/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 consumer/employee, the job coach will need flexible work hours to provide intensive job and job related skill training.

For consumer/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 consumer/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
    consumer/employee's performance?
11. What is your plan for monitoring the consumer/employee after
    stabilization?
12. What is your plan for being an advocate with the employer, co-
    workers and the consumer/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 consumer'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, consumer, 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 consumers 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 consumers directly the assumption should not be too easily made that a consumer 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 consumers 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 consumer, 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 consumer, 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 worksite, routine follow-up with the employer, the employee, and the primary care provider is crucial to the continued success of the severely disabled worker. Problems and concerns can be dealt with while still small issues, and the on-going 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 consumer 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.

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APPENDIX C

Job Coach's Job Description
The list below 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 consumers as to Vocational Services procedures.

2. Responsible for providing on-going support services to consumers in supported employment who have not reached stabilization.

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

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

5. Responsible for the orientation of new consumer workers at Vocational Services.

6. Responsible for facilitating peer support groups for consumers.

7. Responsible for completing all required documentation and reports for Vocational Services.

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 consumer workers.

12. To provide on the job training to Vocational Services consumers.

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.

**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 Vocational Services for problem solving
* Be aware of the power of meaningful work for consumers
* Embrace the notion of supported employment - anyone can work
* Create job matches by having consumers try different tasks within a job.
* Invite different co-workers to lunch with the consumer and yourself
* Promote that there is permanent support when talking employers
* Always learn the job by performing it before training the consumer
* Instill confidence in the consumer
* 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 consumer do more of the work
* Offer your services as a liaison between the employer and the consumer
* Assist the consumer to develop a work ethic and transferable work skills
* Get co-workers involved in problem solving, and develop a sense of teamwork
* Job opportunities and work can change people's lives
APPENDIX D

Normalization Principle
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.
APPENDIX E

Job Analysis Form
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-----
   LOCATION off public or handicapped transportation route-----

Specifics/Comments:

3. STRENGTH very light work (4-5 lbs.)------ light work (10-20 lbs.)---
   LIFTING AND average work (30-40 lbs.)------ heavy work (50 lbs and up)-
   CARRYING

Specifics/Comments:

4. ENDURANCE light work up to 4 hours------ light work 8 hours------
   heavy work up to 4 hours------ heavy work up to 8 hours------

Specifics/Comments:

5. ORIENTING small area only------ one room------ several rooms------
   building wide------ building and grounds------

Specifics/Comments:
6. MOBILITY  poor ambulation/sit/stand in one area------
   fair ambulation/stairs/minor obstacles------
   full physical abilities------
Specifics/Comments:

7. RATE  slow------ average steady pace------ above average/sometime
   fast pace------ continual fast pace------
Specifics/Comments:

8. APPEARANCE  grooming of importance------ cleanliness only
   REQUIRED neat and clean required------ grooming very important-
Specifics/Comments:

9. COMMUNICATION  none/minimal------ key words/signs needed------
   REQUIRE unclear speech accepted------clear communication in sentences
   signs needed------
Specifics/Comments:
10. SOCIAL
   few/minimal-- appropriate responding---
   INTERACTIONS unclear speech accepted-----
   clear communication in sentence signs needed-----

Specifics/Comments:

11. BEHAVIOR
   many unusual behaviors accepted-----
   ACCEPTANCE few unusual behaviors accepted-----
   RANGE no unusual behaviors accepted-----

Specifics/Comments:

12. ATTENTION TO
   frequent prompts available
   TASK / intermittent prompts/high supervision-----
   PERSEVERANCE intermittent prompts/low supervision-----
   infrequent prompts/low supervision-----

Specifics/Comments:

13. SEQUENCING OF
   only on task performed at a time-----
   JOB DUTIES 2-3 tasks required in sequence-----
   4-6 tasks required in sequence----- 7 or more tasks required
   in sequence-----

Specifics/Comments:
14. INITIATION OF
    initiation of work required------
    volunteering helpful------

    WORK/MOTIVATION
    staff will prompt to next task------

Specifics/Comments:

15. DAILY CHANGES
    more than 7 changes------ 4-6 task changes------
    IN ROUTINE
    no task changes------ 2-3 task changes------

Specifics/Comments:

16. REINFORCEMENT
    frequent reinforcement throughout task------
    AVAILABLE
    reinforcement throughout the day------
    reinforcement throughout the week------
    minimal reinforcement/pay check only------

Specifics/Comments:

17. EMPLOYER
    very supportive of workers with disabilities------
    ATTITUDE
    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 reduced 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 an 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:
APPENDIX F

Job Analysis Sample
1. **State title of occupation:** Forklift Driver

2. **State name of business or industry:**
   Kriesel Industrial Services,
   12875 South Reservoir Street, Chino, CA. 91710

3. **State date and time of visitation:**
   Date 1-27-94
   Time 8:45 a.m.

4. **Describe the work performed in this occupation:**
   The driver moves **bundles of paper** from work stations to storage or vis a visa. Lifting or pushing the bundles, which are stacked three high (about 7 ft high, 4 ft wide, 3 ft deep and 550 lbs.). In storage the bundles are stacked three high or 21 feet from floor to last bundle. The driver moves **plastic storage tubs**, which are full of tissue boxes or lose tissues and are lifted and carried to work stations or stacked three high (each tub is 5 1/2 ft. high by 7 ft. wide by 5 ft deep, 1200 lbs.). Driver will move pallets of completed product, pallets are 4 ft. by 4 ft. about 6 1/2 ft high,. The driver loads/unloads truck trailers of tubs, paper bundles or pallets of tissues (complete product). The driver must at times move the tubs by physical effort to line the tub to the work station, in which tissue of boxes are thrown into.
5. Discuss some of the physical demands of work performed such as:

A. Sitting vs. Standing:

The physical demands of the driver is the cement floor which the forklift is riding on, with the driver bouncing up and down in a seat that is supportive of the back.

B. Weight Lifting:

The driver must at times move the tubs by physical effort to line the tub to the work station, in which tissue of boxes are thrown into.

C. Finger Dexterity:

The driver has to use his hand and fingers to control the control of the forklift. The hands are always in motion holding on, turning a wheel, moving a control or pushing a bundle or tub around.

D. Other physical Demands:

A driver is always looking around with quick head turning to watch out for other co-workers or the product they are moving.

6. Discuss the training and/or education required for occupation:

The drivers are trained in the shop with another trained driver. The employee looks of individuals that he feels could be trusted in the position and willing to learn if they have the intelligence to perform the task (most employee's do not have a high school degree). The training starts with the safety rules of operation, then the controls used in operation. After check out on the forklift the driver trainee is driven with trained driver to observe operation. The driver trainee completes introduction to forklift by driving the forklift and doing easy lifting (one bundle of paper) and placing bundle in storage. From then on the trainee is observed for a week doing more and more of the task of forklift driver.
7. Discuss and/or education possessed by person performing the job:

The person performing the task is a learning disabled person who have some training driving a forklift 10 years earlier. He was very motivated to be trained. The driver had a high school degree and could read and write to the level the employer needed for the job.

8. The salary range in occupation: $4.25-$8.00

9. Occupational hazards:

The driver has to be careful that the bundles of paper/plastic tubs/pallets don't fall when being transported to storage/work stations/truck trailers. Their could be damage to self/others or to the product. Driver should ask for assistance when moving bundles of paper/plastic tubs/pallets if physical assistance is need to do so.

10. Psychological stresses in occupation:

The driver has to be aware of the safety of others and product when driving the forklift. Being able to work fast because of the time dead line for moving products around the warehouse and on to trucks waiting to leave.

11. Career advancement:

Within Kriesel Industrial Services there is little to no advancement. The driver would have to look at the occupation as a learning experience and look else were for advancement in the forklift occupation.

12. Transferable skills:

The driver has developed skills that could be use in other occupations, they are: Driving a car or truck, managing receiving and filling orders for goods and production management.
13. Psychological rewards:
   A. Autonomy, Freedom of behavior: Forklift driver is seen in the warehouse as a step up out of the labor jobs.
   B. Exercise of Creativity: The driver can develop different processors of delivery product.
   C. Diversification: The driver was seen as a person that changed the perception of learning disabled because of his positive work skills.
   D. Service to others: The driver assisted others in the development of production safety and awareness of safety rules.

14. Environmental conditions of work-site: The environment is cold because of the warehouse size (35,000 sq. ft.) and the cement floor. There is paper dust in the work areas, which workers have to wear a mask over their nose and mouth. The drivers don't need to wear a mask. There is fair to poor air ventilation, only fresh air is through the truck doors being open. The driver has room to move in because of the size of the warehouse. The restrooms and breakroom is clean and ventilation and air-conditioning is provided.

15. Accessibility of the work area: The warehouse is laid out so that areas are have a storage area, work area and loading/unloading area. The work areas are marked with lines as well as the forklift lanes.

16. Perceptions of the occupation & person performing:
The occupation of forklift driver was a interest to me because I wanted to drive one. The driver has to be quick with moving product and organized to know where the product
is stored in the warehouse. The loading and unloading of trucks appear to be the hardest job. Drivers needed to see when perception was limited and the trailer small to hold the pallets.

The forklift driver that I observed was every safety aware. He followed all the rules of forklift operation. I ask him what were the rules of operation and he told me every rule in the shop. The driver knew forklift operation and could explain them to the letter. The driver appeared to be motivated to perform the task and operation.
APPENDIX G

Behavioral Management
To review another behavioral management technique the following outline of behavior change was developed 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 a while but positive reinforcement of the desired behavior changes behavior.
C. There are 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%)

Behavior management "basics".

A. Definition: a way of helping people to increase the frequency of behaviors we consider desirable. It is a tool which makes it possible to help consumers 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 consumers, 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.
APPENDIX H

Vocational Profile
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
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.)
APPENDIX I

Sample Letter - Job Development
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,

Vocation Resource Specialist
BIBLIOGRAPHY


