

SUPPORTED EMPLOYMENT & SYSTEMATIC INSTRUCTION

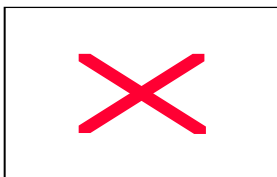
A GUIDE FOR EMPLOYMENT CONSULTANTS

The Rural Institute & Griffin-Hammis Associates, LLC
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GRIFFIN – HAMMIS ASSOCIATES, LLC



Guiding Principals

of the Try Another Way Model

Marc Gold and Associates

- & We can best serve people with disabilities by training them to do marketable tasks.

- & Learning situations based upon respect of an individual's worth as a person and capabilities will lead to better learning.

- & All people can demonstrate competence if given training supports appropriate to their needs.

- & A lack of learning should first be interpreted as insufficient use of teaching strategies rather than the inability of the learner.

- & Integration of all people is more important than the acquisition of skills.

- & Training should be done in environments where information will be used.

- & We should train natural trainers as well as human services trainers.

Supported Employment

Basics of Supported Employment

What is Supported Employment?

Supported Employment is a strategy that enables people with the most significant disabilities to work in the community. Supported Employment is:

For people who, due to their disability, are not be able to obtain and maintain a job without assistance.

- & A job in the community working along side peers without disabilities.
- & Being paid a commensurate wage.
- & Ongoing support for the life of the job based upon the needs of the individual.
- & Being an employee of a company in the community.

Who is eligible for Supported Employment?

- & Any one who is old enough to work.
- & Supported employment is a strategy that works for all people regardless of type or severity of disability.

Premises of Supported Employment

- & People do not need to “get ready” to work.
- & People with severe disabilities will learn best if trained in the environment where that specific knowledge will be applied.
- & Everyone regardless of the severity or the type of disability, has a right and responsibility to work, live, and play in their community.

Types of Employment Opportunities People with Disabilities Traditionally have been Offered:

- 1) Sheltered Workshop
- 2) Mobile Crew
- 3) Enclave
- 4) Dispersed Enclave
- 5) Individual placement

Do people with more severe disabilities need to be placed in a group employment setting such as a sheltered workshop, enclave, or mobile crew prior to having their own job in the community?

No. Research has shown that if you start out in a Day Activity Center intending to “get ready” to work by moving up the continuum through sheltered work, enclave that it would take 54 years until you got your first job in the community. Supported Employment was conceptualized because the continuum didn’t work. The people with the most needs were not getting jobs in the community. Supported Employment is based upon the belief that everyone is ready to work **now.**

Through individualized job development a job is found or created for each person based upon their interests, abilities and support needs. All job environments differ not just by what type of work is being performed but by what type of behavior is acceptable, the company culture, and the social atmosphere. The atmosphere at a water bottling plant is going to be very different from the environment of a large law office. All of us fit into some environments better than other environments, however, the fit into an environment may be more crucial for people with disabilities.

The challenge for Supported Employment professionals is not to get people with disabilities “ready” to work in every environment by teaching lots of prerequisite skills. The challenge is instead, to get to know a person well enough to determine what type of environment is the best match for them, to locate such an environment, and train the person to competently perform the job. If the person needs to increase their skills, skills can be taught in the actual work environment.

What if a person with a disability isn’t able to do any of the jobs which are available in the community?

If a person is unable to do an entire job because of stamina, mobility, or any other reason, pieces of the original job can be carved out to form a new job for the employee (see the article on job carving at the end of this manual). This process is referred to as Job Carving, Job Restructuring, or Job Creation. This newly created position must still be a valued job and useful to the employer. When carving out a position be careful not to take all the undesirable pieces of someone else’s job or, on the other hand, don’t take the one piece of the job that everyone looks forward to doing at the end of the day. A typical selling point of job carving is that often times employers are paying highly skilled employees to perform entry level tasks as part of their day to day duties. If these entry level tasks were carved out and given to an entry level employee, then the higher paid employee would be freed up to perform more of the duties only they can perform. In the end the employer gets more production for his expense.

Who provides the training and support to people on the job?

There are numerous titles for the person who typically provides the support or facilitates the provision of support. This variation reflects the ongoing evolution of the field of Supported Employment and, therefore, the professionals in the field. In the initial stages of Supported Employment this professional was called a Job Coach. They were responsible for providing all the training to the employee on the job, served as a liaison between the new employee and their coworkers and the boss, and often times they were supposed to pick up the slack of the new employee’s production, cover for the new employee if they were out for the day, and guarantee that everything would be wonderful for the boss. The downfalls of this model were many. The primary problem was that employer and coworkers didn’t feel much ownership for the process of hiring, training, and supervising this new employee. In an attempt to make hiring a worker with a disability a very easy process for the company and employer, the Job Coach became a barrier between the coworkers, boss and the new employee. When the Job Coach faded from the work site, the employer and coworkers didn’t know how to interact with the employee. Often times they assumed that they needed the skills of a Job Coach to even provide feedback to the

employee about performance. The employee on the other hand might have depended on the Job Coach to assist when they had a question or needed support, rather than on the boss. The work might, not develop the skills and supports needed to succeed in the job after the Job Coach faded. By marketing that they fixed everything, the Job Coach removed ownership for the new employee's training and ongoing supervision from the employer. Also in marketing such a package to the employer, an unspoken message could have been communicated that an employer needed all these perks to make hiring a person with a disability worthwhile.

The role of the Job Coach has evolved into that of an Employment Consultant or Employment Specialist. Instead of being the person who trains, supervises and intervenes on behalf of the new employee, the Employment Consultant provides support to the coworkers and the employer to orient, train and supervise the new employee with a disability **as they would any other employee**. The Employment Consultant constantly evaluates whether or not the training being provided by the employer and coworkers is adequate for the employee to learn the tasks of the job and perform them up to the employer's standards. The Employment Consultant provides suggestions to the person training the new employee or may decide that they themselves have to provide training on some tasks to enable the new employee to learn them. In this new role the Employment Consultant **augments** the supports naturally available in the environment rather than replaces them. This model allows relationships and supports to develop for the new employee from the beginning of their employment.

If The Employment Consultant isn't training what are they doing?

The Employment Consultant is observing and evaluating how the new employee is doing. They are available in case the employer needs some assistance.

Employment Consultant Role:

- & Identify and facilitate the development of natural supports in the work environment.
- & Assist the new employee to fit in.
- & Support the employer and coworkers to interact with and include the new employee in all aspects of the job.
- & Oversee the training of the new employee, provide consultation to the natural trainer about teaching strategies or adaptations.
- & Assist the employer to identify **all** the tasks with which the person will need to be trained.
- & Provide training to the new employee if needed.
- & Ensure that all the supports necessary for the employee to perform the job (transportation, support at home to remember uniform, etc.) are in place.

II. Phases of Supported Employment

What types of supports are provided through Supported Employment?

- & Assessment
- & Job Development
- & Job Analysis
- & Training
- & Follow-along Support

□ Assessment

The supports provided to help someone find and keep a job depend on what the individual needs. However, there are typical strategies that are used to help an individual with this process. The first step to helping someone find a job is getting to know them. What are they good at? What types of things do they like? Knowing person's hobbies and non-vocational interests leads to understanding what types of jobs and environments might be best. Additionally, these interests may lead to someone they know who has a job to fill or knows someone who has a job. Furthermore, determine how the person learns best and what type of supports they need in various situations. For people with more difficulty communicating this information, talk to people who know them well and spend time with the person in different places doing a variety activities. Get to know how the person expresses preferences and dislikes nonverbally. People need the opportunity to try different things before they develop likes and dislikes.

Some people enjoy exploring different jobs by visiting a job site and shadowing another employee, or performing the job themselves for a few days or weeks through a job trial or work experience. These job experiences will provide functional information about what a person needs for supports, what their skills are on a job and what works for them and what doesn't. This is a **Functional Vocational Assessment** and can be funded by such agencies as Vocational Rehabilitation, the local one-stop, or school transition programs. People can learn a lot about what they do and don't want in a job by experiencing several different situations. Write the job experiences down. Chances are that the first job the person gets won't be the job they retire from. You will need this information again. This information should be compiled into a format called the Vocational Profile or other summary document. Even making a list of what works and what doesn't work for a person will be useful information. From the information gathered, the people assisting the job seeker share a clear vision of the ideal job characteristics for that individual.

Assessment

- & Perform Job Trials and Situational Assessments.
- & Document what works and what doesn't work.
- & Ask the person what they like about different jobs/work environments.
- & Observe people in various environments, especially if they don't verbally communicate in-order to see what they like and don't like.
- & Talk to people who know the individual well.
- & Compile a Vocational Profile or other summary document.

□ Job Development

The next step is developing the job. Many times a person, their family members, or friends will know of potential in the community. Involve these people in the job development process. Job developers consistently report that they find more jobs from connections than they do from making random calls to businesses. Once ready to start meeting with businesses, the job seeker may visit perspective employers with you or they may wait to meet the employer at the interview or when the job trial has been scheduled. People with limited social or communication skills may appear more competent actually performing a job than they would be able to represent themselves to a perspective employer during an interview setting. Ensure that whoever is responsible for finding a job for the individual shares the vision of the ideal job placement. If the person developing a job for the individual is not the same person who has assessed the individual's needs, interests, and abilities make sure this information is communicated clearly between them. Many times people who have lost jobs for performance, social or behavioral reasons were set up to fail from the beginning by being placed in jobs which didn't match their needs and interest.

Many people with disabilities are capable of looking for jobs themselves if provided with adequate support and training. Encourage the person to participate as much as they can in this process and provide them with the support to do so competently.

Job Development

- & Survey friends and families of the job seeker for potential job leads.
- & Ensure the Job Developer knows exactly what the person is looking for in a job.
- & Support the person to participate as much as they can in finding their own job.

□ Job Analysis

Once there is a commitment from an employer to hire or to serve as a situational assessment site, it is time to perform the Job Analysis. The Job Analysis is the first step in devising a plan for the new employee to learn the job. The best way to perform the Job Analysis is to spend at least one shift observing the employee's job in the company. Make sure that it is a typical day so that the analysis reflects what the employee will experience.

Steps of the Job Analysis:

- & Observe the job being performed by another employee (note any special techniques, production, and performance).
- & Observe environmental factors: noise, temperature, speed requirements, coworker interaction, unwritten rules of the work place.
- & Ask for explanations of the steps of the tasks, if necessary.
- & Have ever who typically trains new employees to train you in the task.
- & Perform the task yourself for a shift.
- & Write down all the expectations of the tasks on the Job Analysis form.

& Confirm with the employer that these actually are the expectations of the job.

The Employment Consultant analyzes the job and the work environment and compile a list of job tasks the worker will need to learn to perform the job. Some of these tasks will occur over and over and will be easier for the person to learn because they have many opportunities to practice during each shift. These tasks are called **Core Routines** and are typically the main task of a person's job. Other pieces of the job may be required on an "as needed" basis or, maybe just once each day on a job; these are referred to as **Episodic Routines**. The new employee will need to learn other things which aren't written into the job description such as: knowing when to go on break, when to return from break, who to ask for help, when a job is done, and how to look busy when they aren't. These are called **Work Related Duties**. Typically employers don't provide training in these areas because employees without disabilities just figure them out or don't require "training" to learn them.

The reason it is important to differentiate these types of routines is because it will effects the training plan. Routines that occur many times a day give the employee a lot of chances to learn the task. Routines which happen once each shift or as needed require judgement to determine when to do the task, the need to remember the task when it's not being done again and again. Depending on the worker, the Employment Consultant may need to teach these routines differently. Some-times to assist an employee in performing an episodic, or job related routine, you will need to adapt the task or the way in which the task is performed. For example, a worker may need a checklist which he follows to remember to punch in and out for his shift. Before creating an adaptation or changing a piece of the job, allow the employee to perform it just as any other employee does. Adaptations can make the employee appear different and thus be a barrier to the "fitting in."

Examples of Core Routines: bagging groceries at Albertson's, sorting mail, folding pizza boxes at Pizza Hut.

Examples of Episodic Routines: finding a price for an unmarked item for the cashier, determining what to do with an unfamiliar piece of mail, mixing pizza sauce.

Examples of Job Related Routines: punching in and out for break, going to the employee cafeteria for lunch, ordering your pizza for lunch.

Job Trial Summary

Individual: _____ Date of Report: _____

Dates of Assessment: _____ Days/Hours: _____

Assessment Site: _____

Employment Consultant: _____

OBSERVATION SUMMARY

Performance of Job Tasks: (Describe the tasks required of the worker, how they performed, their response to production and endurance requirements, attention to detail, etc.)

Job Environment: (Note the characteristics of the environment, noise level, coworker proximity and interaction, communication skills required, endurance and production requirements, appearance expectations. Describe how the worker performed in response to these characteristics.)

Strengths and Interests: (Note the specifics of the job task or environment which the worker liked and/or excelled at.)

Dislikes or things to avoid:

Supports the worker needed:

Critical Job Factors: (characteristics of the job tasks or environment which must be in place or must be avoided for the worker to succeed.)

Learning Style: (How did the worker learn best: *instruction, environmental factors, time of day.*)

Recommendations for future Placement: (Include additional information needed.)

The Job Analysis Process

1. **Conduct** a Vocational Profile or other individualized planning process to determine applicant needs and desires.
2. **Develop** the job site and negotiate the targeted job responsibilities with the applicant in mind.
3. **Assess** the potential for natural supports and the capacity of the setting to support all employees.
4. Through tours and site visits, **“capture”** all components and requirements of the job.
5. **Consider** all information about the job in relation to the person targeted for the job. If the “fit” seems right, go on to #6. If not, develop another job or target another prospective worker.
6. **Visit** the job site to begin a detailed Job Analysis for the tasks/routines identified in #4.
7. **Observe** the way in which current employees perform the various routines.
8. Based on the analysis, **Determine** who will be the initial trainer and **Decide** on the need for detailed job analysis and inventories for the various task/routines of the job. Some tasks may be deemed especially important by the employer, others may correspond to the identified deficit area of the prospective employee. Facilitators may choose to have direct input in the most critical routines and may work less directly with co-workers and supervisors on less critical and more infrequently performed routines.
9. Have someone at the job site **Teach** you the routines. Notice the procedures, cues, amount of supervision provided and complexity of the routines.
10. **Perform** the routines which are the most critical for success until you have a “feel” for the job.
11. **Write** task analyses and inventories for the tasks/routines that will require the most intervention. Write the steps of the analyses and

inventories to reflect the needs of a **typical employee** of the company. Consideration for the choice of the methods chosen for the various tasks/routines should first reflect the natural methods used in the company and secondly, if necessary, the particular needs of the employee.

12. **Get approval** from the employer on the methods chosen for the tasks/routines to be trained and any modifications or adaptations which are necessary to begin employment.
13. **Identify** procedures, including natural cues and consequences, in the work routines of the employee. For example, in one business the natural cue to take a break might be that the clock shows 10:00 AM and the consequence of not responding to the natural cue is that you miss your break. In another company, the natural cue for break may be a buzzer and everyone leaving their work stations and the consequence of not responding may be that the supervisor comes by and says, "It's time for a break!"
14. Based on #11 and your knowledge of the needs and skills of the employee, **consider** potential training strategies, motivating strategies, possible adaptations, and opportunities for job restructuring and partial participation with other workers which may be necessary in the back-up phases of the Seven Phase Sequence. Also, develop data sheets to reflect the number of steps you expect the employee will actually need to perform the critical tasks. The data sheets should be based on the steps identified in the analyses and routines developed in #9.
15. **Meet** and get to know other co-workers and supervisors in the setting. Try to remember names of employees so you can facilitate introductions when the new employee starts work.
16. **Find out** about company policies, acceptable dress codes, orientation procedures and other components of the company's "culture."
17. **Set** a start date, **communicate** with the employee and his/her family and **begin facilitation**.

JOB ANALYSIS FORM

1. COVER SHEET

Company _____

Employee _____
(See Profile for personal information)

Job Title _____ Telephone Number _____

Contact Person _____ Telephone Number _____

Address _____

City/State/Zip _____

Core Work Routines
(identified by employer & during Job
Analysis)

Episodic Work Routines
(identified by employer & during Job
Analysis)

Job-Related Routines
(identified during Job Analysis)

Accommodations Required
(Based on info in Profile)

Job Summary:

Job Trainer: _____

2. Job Requirements as Typically Performed

(Check only critical items. Fully describe the extent of the demand and outline possible adaptations/ accommodations if felt to be problematic for targeted employee.)

Physical Demands:

- Lifting
- Standing
- Continuous Movement
- Rapid Movement
- Walking
- Climbing
- Stooping
- Crawling

Sensory/Communication Demands:

- Vision
- Hearing
- Speaking
- Judgement

Academic Demands:

- Reading
- Writing
- Math

General Strength/Endurance Requirements:

Pace of Work:

Potentially Dangerous Components of Job:

Critically Important Components of Job:

Established Learning Curve or Probationary Period of Job:

3. WORK SITE CONSIDERATIONS

Special Clothing, Uniforms, Safety Equipment Required:

Tools To Be Used:

Equipment To Be Operated:

Materials To Be Handled:

Special Terms Used/Living Wage at Work Site:

Description of Environmental Conditions of Work Site:

4. TRAINING CONSIDERATIONS

Physical Position of Trainer in Relation to Employee: (initially and during fading)

Role of Trainer at Work Site: (list site-specific requirements)

Availability of Co-Workers/Supervisors as Trainers:

Description of Training Available from Employer:

Potential for Use of Adaptations, Modifications in Work Site:

Willingness of Co-Workers/Supervisors to Provide Support and Assistance:

5. The “Culture” of the Work Site

Employer’s Concern for Quality:

Employer’s Concern for Productivity:

Flexibility/Rigidity Observed:

Employee Social Groups and Non-Work Activities:

Observations on social customs, dress, language, etc.:

Leaders and Potential Allies Among Co-Workers and Supervisors:

6. Job Description

Schedule:

Number of Days of Work Per Week:

Days:

Hours _____ to _____
_____ to _____
_____ to _____
_____ to _____
_____ to _____

Sequential Chronology of Typical Work Day: (include all routines)

-Pay per hour; week; month:

-Fringe benefits:

7. Routines

Type of Routine (Core/Episodic/Job-Related) _____

Routine _____

How Often Performed _____

Content Steps/Skills

Decision*

Informing Strategies
(including instructional,
natural cues and adaptations)

WHAT IS A GOOD JOB MATCH?

& Successful employment may depend more on the match between people and their environments than on the personal characteristics of individuals.

(Berkson & Romer, 1980)

& The goal of job placement and maintenance is to maximize the fit or congruence. Congruence occurs when an individual's behavior is in harmony with the expectations of the environment.

(Thurman, 1977)

& A job match is the relationships and interdependence between the physical, social, and organizational ecologies of a work place.

(Chadsey-Rusch, 1988)

& A Job match is comparison of a person's behavioral capabilities and the performance requirements of the job including the identification of important mismatches.

(Schalock & Jensen, 1986)

Training

The Role of the Trainer is to:

- & Organize the information for the employee.
- & Support in a Respectful manner.
- & Provide enough information for the employee to learn the job.
- & Foster independence of the employee.
- & Ensure that the employee's performance meets the employer's standards so they are seen as competent and valued.

After performing the Job Analysis, the Employment Consultant has a clear understanding of all of the pieces of the job which the individual needs to learn. The Employment Consultant has a feel for what type of training the employer will provide, and a good idea of how the individual learns best. With all this information the Employment Consultant next decides how best to train the employee on the job.

The new employee should learn the job like any other new employee does, if they can. However, most work environments don't naturally provide a lot of training and support for people to learn entry level positions. The Employment Consultant must balance what is natural in the environment with extra support provided to enable the person to learn the job. If the employee has difficulty learning the job through the regular training process, the Employment Consultant steps in and trains portions of the job, or provides some suggestions to whomever is training, about how to provide information in a different way.

Natural means any person, system, device that is available in the work environment for all employees to learn and perform their job, (e.g. the person who usually orients new employees, the person who drives coworkers without cars to meetings, or a list of supplies). **Artificial**, on the other hand, is any thing or person brought from outside the job environment, or something from inside the job situation performing a non-typical function to assist the person with the disability to learn and perform their job, (e.g. an Employment Consultant, and adapted checklist, paying a coworker to provide additional support). Artificial supports are not necessarily bad, they just need to be used with caution. Access the natural supports available first before supporting the worker in a way which may make them appear different from their coworkers.

The quickest way to make the new employee stand out, and insure that coworkers feel they are not qualified to ever direct the person to the bathroom, is to bring unfamiliar jargon, strategies, or techniques to the work place. If you need to change the way a person is doing a part of their job, (e.g. they need to count out six tee-shirts before placing them in a package), use materials from the environment to design an adaptation. Better yet, have a coworker or the boss come up with an idea about how to change the task.

Training should:

- & Lead to the independent performance of the learner.
- & Be effective for the person.
- & Be compatible with the work environment.

The Role of the Employment Consultant if the employer is training:

- & Observe the training.
- & Provide Feedback to the Trainer.
- & Evaluate the learning of the employee.
- & Model interactions with the employee for the coworkers.
- & Present the values of Naturalness.
- & Stand back and resist the urge to do it yourself!

A Case Study

1. Jason attended a high school special education class. *He was eighteen years old and was labeled as having moderate cerebral palsy and mental retardation.* He was contacted by a local supported employment provider and was asked if he was interested in working half time during his last year of school. *Jason said that he would be very interested in working with computers.* A 20 hour per week job was found at a grocery in his area. The job which was negotiated required Jason to enter incoming grocery inventory into the market's computer program. *Jason did not have previous experience with computers and his teacher and parents were doubtful if he could successfully perform the job.*
2. In her preparation for the job *Laura, the Employment Consultant, performed a detailed job analysis of the grocery.* During this time, approximately one week, *she was able to observe all the required job components, to get to know the supervisors and co-workers, to get a feel of the culture of the market and to actually receive training and perform Jason's job duties.* Laura concentrated from the beginning on *clarifying the procedures and the methods used by the employer.* She carefully *considered the training strategies used by the store manager and by the co-workers she asked for assistance.* As she planned for the first day of Jason's employment, *Laura decided which tasks the company would probably be able to teach and those tasks which would require more powerful teaching.* She based this decision on her knowledge of Jason, gained during the Vocational Profile, and of her experience in the market.
3. *Laura then met with the store manager to clarify responsibilities and to explain her role as a facilitator/consultant rather than as the primary provider of training for Jason.* Of course, this was also done during job development, but she wanted to make sure everyone still understood. *She then wrote step-by-step procedures for a couple of the most potentially challenging job tasks.* The procedures were written from the perspective of the general training needs of the market, not of Jason. Laura then showed the store manager the procedures to make sure that the methods described were consistent with those typically used in the market. The manager was impressed with how useful the procedures might be with other new employees and he showed them to a few of the senior employees.
4. Starting with Jason's first day of work, and continuing throughout the period she was offering support, *Laura continuously evaluated whether she or someone in the market should teach each job skill.* If she decided that someone in the market could or should teach a skill, she planned time to ask the person in advance if they felt confident teaching Jason and if they would like her to suggest strategies which might be successful. *If Laura felt that a certain task was too complex for the natural capacity of the market, she would always ask the manager or another office employee to watch, at least for a short time, as she taught the task.*

5. *By the end of the first month of employment, it was clear that Jason was having a great deal of difficulty accurately inputting data into the computer. The problem seemed to be the long inventory sheets which the market received from their suppliers which listed the goods shipped per various orders. Using the Seven Phase Sequence, Laura began to solve the problem by changing the instructional cues from primarily conversational verbal, which was most natural to the setting, to gestural cues with limited verbal. She was concerned that all her talking was confusing to Jason. This strategy resulted in some improvement, but his inconsistency still remained.*
6. *Laura's next decision was actually in two parts. First, she double checked with the manager to determine if the market had experienced this type of problem and to discover their response, if any. The manager indicated that indeed other employees had encountered difficulty, but they usually got "straightened out" in a week or so. Jason was still experiencing difficulty after five weeks. She then looked at the most difficult parts of the task and considered breaking them down into smaller, more teachable, parts of the natural method. It was quickly clear to her that even though this strategy helped her focus more closely on the problem areas, it did not seem to help Jason perform the task any better.*
7. *Breakthrough! Finally, she considered an altogether different method or an adaptation of the natural method. Since she wanted to stay as natural as possible and since the inventory sheets were not produced at the market, but rather by suppliers, she did not try to change the sheets. Instead, she determined the number of suppliers, which was six, for the input for which Jason was responsible, and she developed a plexiglass overlay for each of the six forms.*

She:

- & asked the manager to help her design the devices and she arranged for a rehabilitation technologist to produce them. The overlays each had color coded positions which corresponded to the columns of the inventory sheets.
- & Jason was taught to determine the correct overlay, to slide the inventory sheet into the device, and to align the first row of figures. The color coded overlays provided Jason with quick visual feedback for his place on the sheet.
- & His consistency immediately began to improve.
- & The supervisor was so impressed with Jason's productivity increase, he suggested that the other part-time data entry clerk begin to use the overlays.

This effort was so successful, and naturally referenced, that the employer began to think of ways to make Jason's job easier. He was also much more comfortable with teaching new tasks which became necessary. The role of the employment specialist was able to smoothly evolve to a facilitator/consultant because of the teaching strategies which referenced natural approaches from the beginning.

Training Tools

1. Task Analysis

- & Organize the steps of the task for teaching.
- & Remind the trainer of the correct way to complete the task.
- & Promote consistency in training.
- & & Serve as a data collection method.
- & Are used to teach Core Routines.

A task analysis is a step by step break down of a job. It is a tool for organizing a task into teachable steps. When writing a task analysis, observe a worker from the work environment who normally performs the task. The steps of the task analysis should mimic the movements of the worker. Break the task down to the discrete motions of the worker. Do not write the task analysis based upon your knowledge of ideas of how you would do the task or based upon your experience doing a similar task at a different job site. You want to teach the employee how to do the job in this environment.

Example: Oiling pizza pans at Pizza Hut.

1. Get 10 large pizza pans.
2. Place on work table.
3. Get oil.
4. Place on table.
5. Pick up 1 pan.
6. Holding the pan, place the pan under the oil spout.
7. Depress pump 3 times.
8. Set oiled pans on work station in a stack.

2. Discrepancy Analysis:

- & Organize the steps of the task for teaching.
- & Include information about natural cues and consequences.
- & Assist the trainer in deciding which steps to teach and for which to provide adaptations.
- & Used with Job Related Duties and tasks that occur infrequently.

Also known as an Ecological Inventory, the Discrepancy Analysis is another tool used to organize steps of a task to be taught. It differs from the task analysis because in addition to listing the steps of the task, it also includes information about natural cues in the environment which might help the person learn the task; natural consequences of a person not performing a step of the task, and potential adaptations for steps the learner cannot perform. The Discrepancy Analysis is typically used to teach episodic routines and job related skills.

The same format to create an inventory is used as in a Task Analysis; Observe a coworker perform the steps of a task but pay close attention to what natural cues are available to prompt the learner to the next step. Also determine what the natural consequences will be if the learner does not perform a particular step of the task. Based upon the information gathered in the

Inventory and Discrepancy Analysis

The Inventory

An inventory is a sequential listing of the skills/steps typically used by non-disabled persons in the performance of an identified task in a natural setting. The listing is compiled by observing the actions of persons who routinely perform such tasks and determining the method most frequently used. Inventories serve several purposes:

- & Inventories provide “ecological validation” for the most natural method to be used in training.
- & Observations identify the range of acceptable/alternative methods which people use to perform routines.
- & Inventories help trainers ascertain the skills/steps of the targeted routines.
- & Inventories identify the natural order in which the skills/steps of a routine are connected.
- & Inventories serve as the basis for an ecologically-referenced assessment which measures the performance of a person with disabilities in comparison to non-disabled persons who typically perform the routine.
- & Inventories are used to design a plan for teaching/facilitating the targeted routines.
- & Inventories help trainers identify the natural cues and consequences which are available.

The Discrepancy Analysis

The sequence and the steps of the inventory are used as a “benchmark” for determining any discrepancies between the way a person with disabilities performs a targeted routine and the way in which non-disabled persons typically perform the routine. The trainer can also target specific skills/steps which a person does not currently perform.

To conduct a discrepancy analysis, the trainer must:

- & First, compile an inventory on a routine which a person with disabilities wants or needs to perform, in a natural environment.

- & Provide the individual who needs to learn the task an experience base by demonstrating the task during a series of naturally-occurring cycles or, as appropriate, by accompanying the individual on the activity several times while pointing out the natural cues and order of the task.

- & The trainer then accompanies the learner in the performance of the targeted routine for purposes of evaluation. For each step of the inventory, the trainer gives enough information to keep the routine going, but should not offer direct instruction unless an error is made.

- & The actions of the learner are noted on the inventory form next to each step/skill. The trainer should also note the manner in which the learner attends to and benefits from the natural cues and consequences which are available in any natural environment.

- & The discrepancies, together with the way the learner responds to the available natural cues and deals with the natural consequences, provide the basis for the training/facilitation plan used by the trainer.

Decision-Making Sequence for Facilitating Episodic and Job Related Routines

1. Provide no direct intervention. Facilitate the routine to occur using only the natural cues found in the workplace.

This decision allows the learner to acquire the skills of a task/routine merely by regular participation. This is the same manner most people acquire information about routines.

2. Provide systematic training.

- & Train the step each time it occurs in the natural sequence.

- & Break the step into smaller, more teachable steps. Then teach as in the first step.

- & When the step occurs in the natural sequence, halt the sequence, teach the step using a number of massed trials, then continue the sequence.

- & Pull the step out of the natural sequence and teach it in massed trials until criterion. Then plug it back into the natural sequence.

3. Modify the Natural Method

Change the natural method typically used to perform the task as a method which better matches the needs of the learner.

4. Provide an Adaptation

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Add an assisting device or other aid to the method which will assist the employee to perform the task.

5. Provide/Facilitate Partial Assistance.

Provide ongoing assistance on targeted steps of the job which will enable the learner to participate in the task to the greatest degree possible, if it is found that strategies 1-5 did not facilitate successful performance. The assistance can initially come from the trainer, but eventually must be provided by someone in the natural environment.

6. Restructure the Job/Routine

Negotiate with the employer for a more individually referenced set of responsibilities for the employee.

Discrepancy Analysis

Task: _____ Individual: _____

Date: _____ Location: _____

Content Steps	Discrepancy Analysis	Decision	Natural Cue
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1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Discrepancy Analysis

Task: Getting Cleaning Supplies together Individual: Peter A.
 Date: 12/00 Location: King Sooper's Grocery Store

Content Steps	Discrepancy Analysis	Decision	Natural Cue
1. Get Basket	Peter stood in doorway	Train during natural cycle	baskets stacked at entrance
2. Walk to supply closet with basket	+	N/a	Door
3. Locate spray bottle, feather duster, paper towels, and trash bags.	found towels but nothing else although they were close by	1) Picture Checklist 2) Put all supplies together in a basket with his name on it	Items in closet
4. Determine if you have enough supplies for shift	never located supplies	Coworker will check and replenish if low	supplies will be missing or spray bottle will be empty
5. If yes proceed to work			Head clerk has red vest
6. If not, find head clerk...	I prompted Peter to look for clerk. He found her	above strategy should help	Head Clerk
7. Ask for key to main supply closet	+	“	Key in hand
8. Find Main closet	Peter got lost in Store	“	Supplies in closet
9. Locate and replenish supplies	Peter just stood there	“	Key in hand
10. Return key to Head clerk	+	N/A	

Informing Strategies

There are various ways of providing information to learners and each person will respond differently to certain cues. For example, a person who has a hearing impairment will learn best if more visual cues are used than relying solely on verbal instructions. Although trainers need to use prompts or cues to teach students new skills they need to start planning how to remove those cues from day one to maximize the learner's independence and minimize their dependence on the trainer.

Types of Cues

Demonstration-show the person how to do the step by doing it yourself.

Verbal-tell them how to perform the step.

Gestures-point or indicate by motioning with your hand.

Physical Assist-place your hand on their hand to guide them through the task.

Other: written cues

- checklist, written or picture

- audio tape

- adaptations to task

Assists, also known as cues or prompts, are methods of providing information to the learner about how to do the task. When the new employee is first learning the task, it is best if they learn it the right way the first time. The trainer must provide enough information to enable the learner to perform each step correctly. Enough information needs to be provided in the early stages of training so that the worker does not make mistakes. The trainer needs to know all the steps of the task and be able to perform them proficiently in order to properly teach the task.

As the new employee becomes more familiar with the task, the trainer may decide to give the learner more of a chance to demonstrate whether or not they have learned the task by delaying the prompt or assist. Remember, the goal is for the person to perform the steps of the job independently. Gradually fade your presence, from the beginning, to encourage their independence. Once the worker has begun to learn the task, provide only the information the learner needs.

The trainer's job is to teach the person to perform the tasks correctly and up to the standards of the employer. Part of what needs to be taught is to recognize when the task is done, and when it is correct. Sometimes trainers actually impede worker learning unconsciously through their verbal and nonverbal communication to the worker. Comments such as "good job", "O.K. what's next", a smile or even a nod may be indicating to them that they finished and the task is correct. Individuals quickly become dependent on this support. Follow the "no news is good news" training strategy which means only provide feedback if the task is done incompletely or incorrectly. The trainer should remain quiet as long as the student is performing the task correctly. Remember though, when the person is first learning the task, trainers should provide enough information for them to perform all the steps completely and correctly. Trainers need to

refrain from overloading the student with verbal praise. It is difficult to fade the verbal praise and it probably won't be available in the work environment after the trainer leaves.

Examples of fading the intensity of cues

<u>Type of Cue</u>	<u>Cue at beginning of Training</u>	<u>Later Cues</u>
<i>Demonstration</i>	Demonstrate task for learner	Co-work task with learner
<i>Verbal</i>	Short info packed phrases	More conversational
<i>Gestures</i>	Exact simulation or direct point	Questioning gesture
<i>Physical</i>	Manipulate learners fingers	Nudge or touch learner

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When beginning training, always anticipate how to fade the teaching supports. Even if you do not think the person will ever be independent on a specific duty, (e.g. using the restroom independently), plan ahead to determine who will provide this support when you fade out completely. Would a coworker be able to help the person? Is there a Personal Care Attendant the person can hire? Could an adaptive device be installed in the restroom that would eliminate the need for a support person? Will they not need the support eventually?

Hierarchy of Instructional Assists

Most Assistance _____ Least Assistance

