INNOVATIONS IN EMPLOYMENT SUPPORTS

Advanced Job Coaching

About today

- Today’s schedule
- Sign in and sign out
- Site details
- Engage!

1. Introduction to Employment
2. Discovery: Assessment and Planning
3. Creating Connections: Developing Opportunities and Engaging Business
4. Advanced Job Coaching Skills
5. How to Deliver the OPWDD Designed Work Readiness Curriculum
6. Pathway to Employment: OPWDD Required Training
7. Supporting Employment: Medicaid Service Coordinators & Brokers
8. Quarterly Director’s Meeting
9. Employment Training Program (ETP) 101
10. Beyond Discovery
11. Management Skills for SEMP Leaders
TODAY...

**Purpose:** Expand on job coaching skills and techniques

**Process:** Discussion, practice and application

**Payoff:**
- Increased job retention and career development
- Enhanced business partnerships
- Innovative coaching strategies

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**SUPPORTED EMPLOYMENT STATISTICS**

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**What are we trying to do?**

Learn all about a person

Make job matches

Job coaching
The Foundation

Mission: We help people with developmental disabilities live richer lives.

Vision: People with developmental disabilities enjoy meaningful relationships with friends, families and others in their lives, experience personal health and growth and live in the home of their choice and fully participate in their communities.
KEY ELEMENTS OF HCBS SETTINGS REGULATION

- Integrated in, and supports full access to, the greater community.
- Selected by the individual from among setting options;
- Ensures individual rights of privacy, dignity and respect and freedom from coercion and restraint;
- Optimizes autonomy and independence in making life choices; and
- Facilitates choice regarding services and who provides them.

WHAT IS INTEGRATED EMPLOYMENT?

Work settings where workers with developmental disabilities have opportunities to interact with, and work alongside, co-workers who do not have disabilities are considered integrated.

WHAT IS NOT INTEGRATED EMPLOYMENT?

If supervisors, job coaches and other staff are the only people without disabilities that workers interact with, then the setting does not meet the definition of integrated.
WEARING MANY HATS

Employee vs. Business
- Trainer
- Counselor
- Developer
- Negotiator
- Advocate
- Champion
- Cheerleader
- Manager

JOB COACHING
What works best?

DO

DON'T

“I suppose it is tempting, if the only tool you have is a hammer, to treat everything as if it were a nail.”
Abraham Maslow
COMPLETING A TASK ANALYSIS

- What are the natural cues?
- What does the task look like if it is done correctly?
- Where does the task fit into the full cycle of the job?

TASK ANALYSIS

<table>
<thead>
<tr>
<th>STEP</th>
<th>SKILLS REQUIRED</th>
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</thead>
<tbody>
<tr>
<td>1. Take out bread</td>
<td>Knowledge of location of ingredient</td>
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<tr>
<td>2. Open bag</td>
<td>Untwisting a twist tie</td>
</tr>
<tr>
<td>3. Take out 2 pieces of bread</td>
<td>Counting 2 objects</td>
</tr>
<tr>
<td>4. Take out peanut butter</td>
<td>Knowledge of location of ingredient</td>
</tr>
<tr>
<td>5. Take out jelly</td>
<td>Knowledge of location of ingredient</td>
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<tr>
<td>6. Open peanut butter</td>
<td>Ability to twist off a lid</td>
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<td>7. Put bread knife into peanut butter</td>
<td>How to hold a knife</td>
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<td>8. Put peanut butter on knife</td>
<td>How to scoop with a knife</td>
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<tr>
<td>9. Put peanut butter on one side of bread</td>
<td>How to smear with a knife</td>
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<td>10. Open jelly</td>
<td>Ability to twist off a lid</td>
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<tr>
<td>11. Put bread knife into jelly</td>
<td>How to hold a knife</td>
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<tr>
<td>12. Put jelly on knife</td>
<td>How to scoop with a knife</td>
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<tr>
<td>13. Put jelly on top of peanut butter</td>
<td>How to smear with a knife</td>
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<tr>
<td>14. Put piece of bread on top of jelly</td>
<td>Knowledge of concept of “top”</td>
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</table>
Completing a Task Analysis

Discovery Analysis

Discrepancy Analysis

<table>
<thead>
<tr>
<th>Job Requirement</th>
<th>Applicant Skill</th>
<th>Discrepancy</th>
<th>Support</th>
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<tbody>
<tr>
<td>1. Lift 30 lbs.</td>
<td>1. Can lift 30 lbs.</td>
<td>Yes</td>
<td>1. Will lift items to cart</td>
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<tr>
<td>2. Carry 30 ft.</td>
<td>2. Can carry up to 5 feet</td>
<td>Yes</td>
<td>2. Use cart to move items</td>
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<td>3. Follow written instructions</td>
<td>3. 3rd grade reading level</td>
<td>Yes</td>
<td>3. Instructions can be recorded</td>
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<tr>
<td>4. Stand for up to 4 hours</td>
<td>4. Can stand for 4 hours</td>
<td>No</td>
<td>MATCH</td>
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The Training Plan
What Do You Need Know?

- Before they can start work
- About the workplace culture
- To support the goal of inclusion
- To supporting retention
- Long term career planning

WORKPLACE CULTURE

WORKPLACE CULTURE
“AHA”

Tell me about a time when you were surprised by something you were able to learn, but didn’t think you could at first?

What made the difference?

What Might be Getting in the Way?

- Motivators and reinforcement
- Relevance and choice
- Learned helplessness

JOB COACHING:
STRATEGIES AND TECHNIQUES

Approaches Methods Techniques
### FORWARD CHAINING

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**TOTAL TASK PRESENTATION**

**CLUSTERING**
MASS TRIAL PRESENTATION

COACHING INTERVENTIONS

• Training
• Modifications
• Restructuring
• Accommodations
• Natural supports

TECHNOLOGY
JOB-SITE CHALLENGES

- Determine the scope
- Fact finding:
  - When?
  - Where?
  - Triggers/antecedents?
- What is the function of the behavior?
- What strategies can be used?

READY TO FADE?

- Review training plan and progress notes, assess level of skills accomplished
- Gather feedback from external support team
- Gather feedback from internal support team, focus on supervisor’s satisfaction level
- Initiate the extended services planning process

EXTENDED SUPPORTS

Job Retention
- Maintaining skills
- Facilitate cross training

Career Development
- Ongoing exploration
- Pathway to Employment
- Meeting off site
NEVER STOP ASKING QUESTIONS

- **Step One:** revisit the stakeholders success definition, have we created strategies for meeting their expectations
- **Step Two:** support the employer or volunteer site performance appraisal process, create a plan to respond to findings
- **Step Three:** conduct satisfaction discussions, act upon findings
- **Step Four:** continued career development

Contact Information

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