Before we begin...

- For this day you will need 3 sheets of paper, 8.5”x11”. Does not need to be blank, scrap paper is fine.

Distance Learning Protocol

- Be on-time. Late arrivals will not be admitted.
- Choose an appropriate place to set up your webcam (e.g. not laying down or in bed, in front of a bright light)
- No smoking or vaping on camera
- Keep the camera centered and avoid moving around
- Minimize background noise and visual distractions
- Please, only 1 person per device
- Must attend the 2 days as scheduled to receive credit
- 100% participation is required (chat discussions, poll questions, etc.)
- No cellphones and tablets must be in landscape view.
Important Information from OPWDD

• OPWDD is open for business! ETP Supervisors are available to answer questions and assist you.
• Requests to bill Intensive and Extended SEMP hours are being processed regularly. If an individual is in need of hours, please submit a request.
• Please submit any employment and vocational service questions you may have to: employment.technical.assistance.questions@opwdd.ny.gov

Important Information from OPWDD

• Please be aware of the unique situations and difficult circumstances of the people you work with.
• Know who is on your roster and what services could benefit them.
  • What can they be working on now? Discovery? Work Readiness?
  • Will they be ready to get back to work if they've been furloughed or terminated? Are they maintaining or learning new skills?
• What services do you need to request now in order to be ready to support people returning to work?

Innovations Trainings

More information is available on our website at: www.Eleversity.org

Introduction to Employment Discovery: Assessment and Planning Effective Job Coaching Basics of Business Engagement Technology for Vocational Services Demonstrating the Benefits of Supported Employment to Businesses A Case Study in Discovery Beyond Discovery Job Development Community Prevocational Services Employment Training Program (ETP) 101 Management Skills for SEMP Leaders Quick Bites
# Sessions 1 & 2

<table>
<thead>
<tr>
<th>SCHEDULE</th>
<th>PURPOSE</th>
<th>PAYOFF</th>
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<tbody>
<tr>
<td>Class Credits</td>
<td>To gain a deeper understanding of coaching supports</td>
<td>Gain more skills to support people on the job. Understand how our role enhances employment success.</td>
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<tr>
<td>How to Engage</td>
<td>Explore a variety of coaching techniques and strategies through discussion and practice</td>
<td>Ability to create deeper relationships with businesses.</td>
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## Agenda
- Benefits of Job Coaching
- Instructional Techniques
- Workplace Culture
- Understanding Natural Supports
- Long-term Career Development
- Documenting Allowable Services

## OPWDD Supported Employment
**Number of Individuals in Competitive Employment 2013-2021**

<table>
<thead>
<tr>
<th>Year</th>
<th>Individuals</th>
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<tbody>
<tr>
<td>2013</td>
<td>7,384</td>
</tr>
<tr>
<td>2014</td>
<td>8,645</td>
</tr>
<tr>
<td>2015</td>
<td>8,367</td>
</tr>
<tr>
<td>2016</td>
<td>7,392</td>
</tr>
<tr>
<td>2017</td>
<td>8,743</td>
</tr>
<tr>
<td>2018</td>
<td>7,457</td>
</tr>
<tr>
<td>2019</td>
<td>8,835</td>
</tr>
<tr>
<td>2020</td>
<td>7,807</td>
</tr>
</tbody>
</table>

*All numbers represent December annually.*
Community Pre-Vocational (Waiver Service) | Pathway to Employment (Waiver Service) | Employment Training Program (ETP) (Program) | Supported Employment (SEMP) (Waiver Service)
--- | --- | --- | ---
Prepares people for paid employment or meaningful activities | Creates a vocational plan and prepares people for paid work | Provides an opportunity time limited paid work experience after Discovery and targeted job development | Provides job coaching, job development and support on a job
2 years or more | 1 year | 1 year or less | Ongoing
Discovery, community work experiences, volunteer opportunities and career planning | Discovery, community work experiences, and develop a vocational goal | Discovery, job development, Intensive SEMP, and Internship/Work opportunity at a community business that agrees to hire the individual | Community-based, competitive, integrated employment
Unpaid/Volunteer work or 14C Paid Experiences | Unpaid/Volunteer Experiences or paid at minimum wage | Wages paid by OPWDD at Minimum Wage until business hires | Paid by business at Minimum Wage or higher

Tools in the Toolbox

How Do OPWDD Employment Services Flow?

*Chart is designed for illustrative purposes only. An individual may apply for services in the order that makes sense based on individual circumstances.

Purpose of a Job Coach
1. Employer interaction
2. Teach job tasks
3. Teach and ensure acceptable work-related behaviors
4. Assist with navigating workplace culture
5. Facilitate reliance on natural supports
6. Continue career and skill development
Expectations of a Job Coach

- Maintain communication with all stakeholders
- Evaluate work performance
- Analyze tasks
- Understand the workplace culture
- Identify natural supports
- Map career paths
- Document services

1. **EMPLOYER INTERACTION**

   - Site Observation
   - Build a Relationship
   - Learn the Job
   - Communication Expectations
   - Fading Plan

**EMPLOYER INTERACTION**

- Conduct a site observation
  - What does the physical environment look like? Any challenges?
  - What does the flow of people and/or goods look like?
  - What can you observe about the culture?

- Establish a good relationship with the supervisor
  - Learn the chain of command
  - Learn their supervision style (hands-on, hands-off, preferences)
  - Clearly communicate the role of the Job Coach
  - Identify who the employee should go to if that supervisor isn’t available
Job / Site Analysis

• Core tasks – Essential functions of the job
• Episodic tasks – Things you do on occasion
• General requirements – Qualifying criteria (i.e., licenses, certifications, physical abilities)
• Work environment – Indoors / outdoors, temperature, noise, dust, lighting, etc.
• Work Culture Considerations – Elements of the work setting, including the people, that exist and increase the likelihood of inclusion

Pages 2-3 - Workbook

EMPLOYER INTERACTION

Learn the job (before day 1 if possible)
• Observe the job duties
• Shadow an employee
• Try to do the work yourself (if possible)
• Make sure you know exactly what the supervisor expects (quality, quantity, etc.)
• Ask questions

Ensure a thorough Discrepancy Analysis has been done
• Requires clear understanding of the job tasks
• Use Discovery Reports and documentation to understand employees’ abilities
• May have been done by the Job Developer

Setup communication expectations
• What is the supervisor’s preferred communication method?
• How often would they like you to check in?
• What time of day would they prefer to meet?

Communicate the fading plan
• What does independence look like to the supervisor?
• How long do you expect the intensive phase to last?
• How often will you be there in the intensive and extended phases?
2. TEACHING JOB TASKS
• Learning Styles
• Prompting Levels
• Instructional Techniques

Learning Style

Strengths and Intelligences
Perception and Personality Factors
Preferences and Environments

Multiple Intelligences
[Pages 4-10, Workbook]
Learning Style Assessment

- Naturalist: 20%
- Musical: 16%
- Verbal/Linguistic: 72%
- Intrapersonal: 16%
- Logical/Mathematical: 64%
- Interpersonal: 40%
- Bodily/Kinesthetic: 76%
- Visual/Spatial: 84%

[https://alr.alberta.ca/careerinsite/know-yourself/multiple-intelligences-quiz/](https://alr.alberta.ca/careerinsite/know-yourself/multiple-intelligences-quiz/)

How Do you Learn Best?

Auditory Instructions

Teaching Job Tasks
**Kinesthetic – Visual - Auditory**

1) First take a rectangular A4 (8 1/2” by 11”) sheet of paper and fold down the center dotted line on **DIG. 1** opening it out again afterwards.

2) Take the rectangular sheet and fold it on each side along the dotted line in **DIG. 2**.
3) Fold again along the dotted lines in DIG. 3.

4) With the folds facing up, fold the paper in half, down the middle where the first fold was made, bringing the edges together. DIG. 4 as a front view.

5) Fold the wings down along the dotted line in DIG. 5 one either side of the center. The plane is now ready to fly!
COMPLETING A TASK ANALYSIS

Step 6: Implement intervention and monitor progress

Step 5: Determine how the task will be taught

Step 4: Confirm the task is completely analyzed

Step 3: Break the task into components

Step 2: Identify the prerequisite skill of the learner and materials needed to teach the task

Step 1: Identify the target task

Teaching Job Tasks

Requisite Skill

- Knowledge
- Skill
- Ability

vs.

- Aptitude
- Personality characteristics

What is measurable?

[Page 32, workbook]
TASK ANALYSIS CONSIDERATIONS

Natural cues and contrived cues?
What does the task look like if it is done correctly?
Where does the task fit into the full cycle of the job?

ICE CREAM in MASON JAR

Task Analysis  Amy Scott

Forward Chaining

<table>
<thead>
<tr>
<th>WORKING ON IT</th>
<th>Mastered</th>
<th>Not Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROUND 1</td>
<td>Measure 1 cup of cream and pour into jar</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Measure 1 tsp vanilla and pour into jar</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Measure 2 tbs sugar and pour into jar</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Screw lid on jar</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Shake vigorously for 5 minutes</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Put jar in freezer and leave over night</td>
<td>✔️</td>
</tr>
<tr>
<td>ROUND 2</td>
<td>Measure 1 cup of cream and pour into jar</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Measure 1 tsp vanilla and pour into jar</td>
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<td></td>
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<td>✔️</td>
</tr>
<tr>
<td>ROUND 3</td>
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</tr>
<tr>
<td></td>
<td>Measure 1 tsp vanilla and pour into jar</td>
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<tr>
<td></td>
<td>Put jar in freezer and leave over night</td>
<td>✔️</td>
</tr>
<tr>
<td>ROUND 4</td>
<td>Measure 1 cup of cream and pour into jar</td>
<td>✔️</td>
</tr>
<tr>
<td></td>
<td>Measure 1 tsp vanilla and pour into jar</td>
<td>✔️</td>
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Measure 1 cup of cream and pour into jar
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Shake vigorously for 5 minutes
Put jar in freezer and leave over night

ROUND 3
Measure 1 cup of cream and pour into jar
Measure 1 tsp vanilla and pour into jar
Measure 2 tbs sugar and pour into jar
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Shake vigorously for 5 minutes
Put jar in freezer and leave over night

ROUND 4
Measure 1 cup of cream and pour into jar
Measure 1 tsp vanilla and pour into jar
Measure 2 tbs sugar and pour into jar
Screw lid on jar
Shake vigorously for 5 minutes
Put jar in freezer and leave over night

Working on it  ✔️  Mastered  ❌  Not Mastered

Backward Chaining

Teaching Job Tasks

ROUND 1
Measure 1 cup of cream and pour into jar
Measure 1 tsp vanilla and pour into jar
Measure 2 tbs sugar and pour into jar
Screw lid on jar
Shake vigorously for 5 minutes
Put jar in freezer and leave over night

ROUND 2
Measure 1 cup of cream and pour into jar
Measure 1 tsp vanilla and pour into jar
Measure 2 tbs sugar and pour into jar
Screw lid on jar
Shake vigorously for 5 minutes
Put jar in freezer and leave over night

ROUND 3
Measure 1 cup of cream and pour into jar
Measure 1 tsp vanilla and pour into jar
Measure 2 tbs sugar and pour into jar
Screw lid on jar
Shake vigorously for 5 minutes
Put jar in freezer and leave over night

ROUND 4
Measure 1 cup of cream and pour into jar
Measure 1 tsp vanilla and pour into jar
Measure 2 tbs sugar and pour into jar
Screw lid on jar
Shake vigorously for 5 minutes
Put jar in freezer and leave over night

Working on it  ✔️  Mastered  ❌  Not Mastered

Mixed Chaining

Teaching Job Tasks

ROUND 1
Measure 1 cup of cream and pour into jar
Measure 1 tsp vanilla and pour into jar
Measure 2 tbs sugar and pour into jar
Screw lid on jar
Shake vigorously for 5 minutes
Put jar in freezer and leave over night

ROUND 2
Measure 1 cup of cream and pour into jar
Measure 1 tsp vanilla and pour into jar
Measure 2 tbs sugar and pour into jar
Screw lid on jar
Shake vigorously for 5 minutes
Put jar in freezer and leave over night

ROUND 3
Measure 1 cup of cream and pour into jar
Measure 1 tsp vanilla and pour into jar
Measure 2 tbs sugar and pour into jar
Screw lid on jar
Shake vigorously for 5 minutes
Put jar in freezer and leave over night

ROUND 4
Measure 1 cup of cream and pour into jar
Measure 1 tsp vanilla and pour into jar
Measure 2 tbs sugar and pour into jar
Screw lid on jar
Shake vigorously for 5 minutes
Put jar in freezer and leave over night

Working on it  ✔️  Mastered  ❌  Not Mastered

Teaching Job Tasks

Total Task Presentation

Clustering

Repetition

REPEAT

10/22/2021
"Professional is not a label you give yourself — it’s a description you hope others will apply to you."
~David Maister, True Professionalism

Effective Job Coaching
3. Worksite Behavior
- Professionalism
- Responding to challenges

PROFESSIONALISM
- Modeling workplace behaviors
- Dressing the part
- Using appropriate language
- Setting boundaries
Stop It - Video

Discussion

What is your takeaway from Stop It?

JOB SITE CHALLENGES

• Determine the scope of the problem
• Do some fact finding
• Redefine the problem/issues to be addressed
• Generate alternative solutions
• Determine best alternative
Active Listening
- Listening to understand
- Maintain attention
- Listening without judgement
- Maintain emotions
- Paraphrase content
- Act on directives
- Reflect emotion
- Asking questions
- Self-awareness
- Open-mindedness

Responding
- Comprehension
- Read and respond to body language
- Being empathetic
- Express self clearly
- Exhibit positive body language
- Offer clarity
- Being clear and succinct
- Tone of voice appropriate to person and setting
- Provide feedback
- Use of gratuities
- Assert thoughts
- Understanding right timing

Communication

Hard Skills
- Tell time—analog and digital
- Understand how to utilize a calendar/day planner
- Identify tasks to be completed
- Use Outlook Calendar
- Have contingency plans
- Prioritize tasks in order of importance
- Forward Planning
- Backward planning

Soft Skills
- Envision end results
- Initiative
- Plan B—re-prioritize
- Decision-making
- Multi-tasking
- Critical thinking
- Problem-solving
- Strategic thinking
- Value planning process—ownership
- Delegation

Time Management

Functional Limitations vs. Lack of skills
- Determine the root of the issue
- What can be controlled?
- How can we provide support?
Functional Limitations

- Mobility
- Communication
- Self-care
- Self-direction
- Interpersonal skills
- Work tolerance

4. Navigating Culture

- What is Culture?
- How do we Assess it?

Workplace Culture

- Co-worker Support
- “Gathering Places”
- Break Routine
- Special Language
- Personalization of workspace
- Celebrations

Effective Job Coaching
Discussion
Describe something unique, special or quirky about your workplace?

Effective Job Coaching
5. Facilitating Natural Supports
• Natural supports
• Inclusion
• Fading

Examples of Natural Supports
✓ Co-workers
✓ Relatives
✓ Friends
✓ Classmates (former)
✓ Clergy
✓ People at local stores
✓ Postal Workers
✓ Local Merchants
✓ Crossing Guards
✓ Neighbors
✓ Teachers
✓ Staff – Present/Former
Natural Supports

Types of support needed:
- Learning job tasks
- Getting to work on time
- Access to appropriate attire
- Transportation
- Troubleshooting

Who fixes the printer when it’s jammed?
Who can redirect the person if needed?
Who works the same shift and can give a lift? A person about breaks, clocking out, etc?

Natural Supports

Don’t Foster Dependency and Learned Helplessness

- What are you doing for the person that should be done by a supervisor or other natural support?
- What are you doing for the person that they should be doing for themselves?
- Are you giving them space and freedom to fail?

Natural Supports

WHAT IS INCLUSION?
Discussion
Describe how you know you are integrated & included in your job?

ARE YOU INCLUDED?

BENEFITS OF INCLUSION

EMPLOYEE
- Higher self-confidence
- Increase of available supports
- Increased job satisfaction
- Improved Quality of Life

BUSINESS
- Greater diversity
- Enhanced morale
- Improved retention
- Increased employee satisfaction
When to Fade - ETP

- Talk to the employee you are supporting
- Talk to the business (supervisor, coworkers) about Intern's progress
- Communicate to ETP Supervisor and discuss plan to fade
- ETP Supervisor/Coach will discuss plan with Business
- Clearly explain the process that includes the decrease in job coaching presence
- Communicate plan to support team

When to Fade - SEMP

- Talk to the employee you are supporting
- Talk to the business (supervisor, coworkers)
- Clearly explain the process that includes the decrease in job coaching presence
- Provide assurances about ongoing follow up
- Ensure business has contact information for coach/agency
- Communicate plan to support team
Developing a Fading Plan

• Create a schedule
• Document progress
• Provide ongoing communication
• Initiate an Extended Services planning process
• Be ready to increase support if needed
• New tasks
• Personal challenges

What's the plan?

Effective Job Coaching
6. Continuing Career Development
• Job retention
• Providing feedback
• Accommodations
Employee Retention

- Continue to set SMART goals to keep progressing in the job
- Support and facilitate building relationships
- Assess for ongoing satisfaction with current position
- Explore opportunities within business
- Cross-train in other positions or tasks
- Keep the conversation, about career development, ongoing

UPSKILLING: Definition: Teach (an employee) additional skills

- Improves retention
- Boosts morale
- Increases employer satisfaction

WHY PEOPLE LOSE JOBS

Have you addressed these?
PROVIDING FEEDBACK

- Keep it Positive
- Be Specific and Timely
- Ensure Open, Two-Way Communication

Adapted from https://blogs.managementconcepts.com/a-quick-refresher-on-giving-feedback/}

Discussion

Describe how you use your phone or other technology to support your life?

Accommodations
**APPs: The New Revolution in Job Supports**

- Readily available and pre-installed APPs and technology can be used for a variety of job placement support needs.
- Can assist with: attendance, tardiness, leaving early, attitude, appearance, appropriateness, taking initiative, communication, abusing break times, staying on task, etc.

**Types of APPs – Examples:**
- Picture schedules
- Video modeling, video prompting, continuous video modeling, video feedback
- Task sequencing
- Time management
- Communication
- Transportation

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**Contact Information**

info@Eleversity.org  
www.eleversity.org  
585-340-2051