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

- 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

Core Classes

- Beyond Discovery
- Job Development
- Community Prevocational Services
- Employment Training Program (ETP) 101
- Management Skills for SEMP Leaders

Quick Bites

- More information is available on our website at: www.Elevens.org
Sessions 1 & 2

<table>
<thead>
<tr>
<th>SCHEDULE</th>
<th>PURPOSE</th>
<th>PAYOFF</th>
</tr>
</thead>
<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</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understand how our role enhances employment success</td>
</tr>
<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>
</tr>
</tbody>
</table>

- 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

*All numbers represent December annually
### Community Pre-Vocational (Waiver Service)
- Prepares people for paid employment or meaningful activities.

### Pathway to Employment (Waiver Service)
- Creates a vocational plan and prepares people for paid work.

### Employment Training Program (ETP) (Program)
- Provides an opportunity time limited paid work experience after Discovery and targeted job development.

### Supported Employment (SEMP) (Waiver Service)
- Provides job coaching, job development and support on a job.

<table>
<thead>
<tr>
<th>Time</th>
<th>Community Pre-Vocational (Waiver Service)</th>
<th>Pathway to Employment (Waiver Service)</th>
<th>Employment Training Program (ETP) (Program)</th>
<th>Supported Employment (SEMP) (Waiver Service)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years or more</td>
<td>Discovery, community work experiences, volunteer opportunities and career planning</td>
<td>Discovery, community work experiences, and develop a vocational goal</td>
<td>Discovery, job development, Intensive SEMP, and Internship/Work opportunity at a community business that agrees to hire the individual</td>
<td>Community-based, competitive, integrated employment</td>
</tr>
<tr>
<td>1 year or less</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-going</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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

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]
How Do you Learn Best?

Auditory Instructions

Teaching Job Tasks

Learning Style Assessment

- Naturalist: 52%
- Musical: 9%
- Verbal/Linguistic: 72%
- Intrapersonal: 44%
- Logical/Mathematical: 64%
- Interpersonal: 40%
- Bodily/Kinesthetic: 19%
- Visual/Spatial: 84%

https://alis.alberta.ca/careerinsite/know-yourself/multiple-intelligences-quiz/

Teaching Job Tasks

Auditory Instructions

- Take an 8 ½ by 11” inch sheet of paper and put it on your desk. Fold it down the middle lengthwise. Open up the paper after folding it.
- Make a ½” fold at the top of the sheet.
- Fold this flap over 2 more times.
- Fold the left and right top corners down so that they touch in the middle of the page.
- Fold the airplane in half on the original lengthwise fold.
- Fold each wing down to give the airplane a streamlined appearance.
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.
Kinesthetic – Visual - Auditory

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** on either side of the center. The plane is now ready to fly!
Dunn and Dunn

- Sociological
  - Individual, pairs, teams, authority varied

- Environmental
  - Sound, light, temperature, seating design

- Psychological
  - Global, analytical, impulsive

- Physiological
  - Perceptual, intake, time, mobility

- Emotional
  - Individual, pairs, teams, authority varied

- Sociological
  - Motivation, persistence, responsibility, structure

Amy's Learning Style

- A little anxiety
- Connect to Prior knowledge

PROMPTING LEVELS

- Natural cues
- Visual / picture
- Proximity / shadowing
- Indirect verbal
- Direct verbal
- Gestural
- Modeling
- Physical / touch
COMPLETING A TASK ANALYSIS

Step 1: Identify the target task
Step 2: Identify the prerequisite skill of the learner and materials needed to teach the task
Step 3: Break the task into components
Step 4: Confirm the task is completely analyzed
Step 5: Determine how the task will be taught
Step 6: Implement intervention and monitor progress

Requisite Skill

K: Knowledge
S: Skill
A: Ability

VS.

K: Knowledge
S: Skill
A: Ability

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?**

---

#### Teaching Job Tasks

### Forward Chaining

**Teaching Job Tasks**

<table>
<thead>
<tr>
<th>Round 1</th>
<th>Round 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check</td>
<td>Check</td>
</tr>
<tr>
<td>Measure 2 cup of cream and pour into jar</td>
<td>Measure 2 cup of cream and pour into jar</td>
</tr>
<tr>
<td>Check</td>
<td>Cross</td>
</tr>
<tr>
<td>Measure 3 tsp vanilla and pour into jar</td>
<td>Measure 3 tsp vanilla and pour into jar</td>
</tr>
<tr>
<td>Cross</td>
<td>Cross</td>
</tr>
<tr>
<td>Measure 2 lbs sugar and pour into jar</td>
<td>Measure 2 lbs sugar and pour into jar</td>
</tr>
<tr>
<td>Cross</td>
<td>Cross</td>
</tr>
<tr>
<td>Screw lid on jar</td>
<td>Screw lid on jar</td>
</tr>
<tr>
<td>Cross</td>
<td>Cross</td>
</tr>
<tr>
<td>Shake vigorously for 5 minutes</td>
<td>Shake vigorously for 5 minutes</td>
</tr>
<tr>
<td>Cross</td>
<td>Cross</td>
</tr>
<tr>
<td>Put jar in freezer and leave over night</td>
<td>Put jar in freezer and leave over night</td>
</tr>
<tr>
<td>Check</td>
<td>Cross</td>
</tr>
</tbody>
</table>

---

**ICE CREAM in MASON JAR**

**Task Analysis** Amy Scott
### Backward Chaining

<table>
<thead>
<tr>
<th>ROUND 1</th>
<th>ROUND 2</th>
<th>ROUND 3</th>
<th>ROUND 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1 cup of cream and pour into jar</td>
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<td>Measure 1 cup of cream and pour into jar</td>
<td>Measure 1 cup of cream and pour into jar</td>
</tr>
<tr>
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<tr>
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<td>Put jar in freezer and leave overnight</td>
</tr>
</tbody>
</table>

### Mixed Chaining

<table>
<thead>
<tr>
<th>ROUND 1</th>
<th>ROUND 2</th>
<th>ROUND 3</th>
<th>ROUND 4</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<tr>
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<td>Put jar in freezer and leave overnight</td>
</tr>
</tbody>
</table>
“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

FROSTY’S AUTOPSY SOON TOOK ON AN AIR OF UNPROFESSIONALISM
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
Communication

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

Hard Skills
- Tell time—analogue 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
- Time Management
- Feel the passage of time—minutes, hours, weeks, months, years
- Envision end results
- Initiative
- Plan B—re prioritize
- Decision-making
- Multi-tasking
- Critical thinking
- Problem-solving
- Strategic thinking
- Value planning process—ownership
- Delegation

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

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

Workplace Culture
- Co-worker Support
- "Gathering Places"
- Break Routine
- Special Language
- Personalization of workspace
- Celebrations
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? or 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

Natural Supports

- 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

Length of Employment for Individuals who Terminated Jobs in SEMP in 2019

<table>
<thead>
<tr>
<th>Years</th>
<th>Percent (%) of Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-1</td>
<td>30%</td>
</tr>
<tr>
<td>1-2</td>
<td>18%</td>
</tr>
<tr>
<td>2-3</td>
<td>11%</td>
</tr>
<tr>
<td>3-4</td>
<td>7%</td>
</tr>
<tr>
<td>4-5</td>
<td>7%</td>
</tr>
<tr>
<td>5+</td>
<td>27%</td>
</tr>
</tbody>
</table>
Reasons Individuals Quit Jobs: Individuals in SEMP in 2019

- Dissatisfaction with Job Tasks: 39%
- Dissatisfaction with Hours: 16%
- Loss of Benefits: 8%
- Family Issues: 8%
- Lack of Interest: 29%

Reasons Individuals were Fired: Individuals in SEMP in 2019

- Inability to Perform: 21%
- Poor Performance: 22%
- Violation of Rules: 14%
- Behavioral: 22%
- Poor Attendance: 13%
- Productivity: 8%

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/#.XUO7huhKjIU
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

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