

# **Foundations for Vocational Success**

## **Series 1**

**Innovations in Employment Supports**

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**[info@eleversity.org](mailto:info@eleversity.org)**

**(585) 340-2051**



## **Important Information You May need**

**ETP Supervisors are available to answer questions and assist you.**

*Please submit any employment and vocational service questions you may have to:*

[employment.technical.assistance.questions@opwdd.ny.gov](mailto:employment.technical.assistance.questions@opwdd.ny.gov)

### **Contact Eleversity:**

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Email: [info@eleversity.org](mailto:info@eleversity.org)

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### **Trainer Contact Information:**

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### **Access class materials:**

<https://eleversity.org/resources/opwdd-innovations-resources/>

# Innovations Training Engagement Protocol

3

**Thank you for being on-time and ready to learn using zoom functions.**

Late arrivals or unprepared learners will need to reschedule. [*prepared* means you have all technology required and the ability to use it]

- Choose a quiet space that will allow for listening and sharing.
  - Use headphones as needed.
- Set up your equipment at a desk or table and sit within arm's reach of your computer so that you can easily engage when prompted.
  - Do not lay down or sit far from your equipment.
  - Tablets must be propped up and in landscape view.
  - Keep the camera centered on your face and avoid walking around.
- **Limit multitasking and outside distractions:**
  - You will get a 10-minute break mid-way through, please use that time to address outside matters.
  - Do not make or take calls during class, including texting or scrolling.
  - Avoid having conversations with those around you, including others in the office taking the same training.
- Whether you are billing or not, you must fully participate and follow protocol.
- Must attend each course as scheduled and, in its entirety, to receive credit.
  - Be mindful of your time off camera.
- **Training cannot be completed on a cellphone.**
- Only 1 person per device.
- 100% participation is required (chat discussions, poll questions, unmute and share, breakout rooms, etc.)
- Look alive!

# Innovations Training Engagement Strategies for Success 4

- Unfamiliar with zoom?
  - Seek instruction and support from your manager, co-workers, IT, kids, or any other experienced zoom user.
  - Access Zoom tutorials via Zoom website.
- Use the Zoom app and be sure to update regularly.
- Have you downloaded the class materials?
  - Go to Eleversity.org-> Resources-> OPWDD Innovations Resource -> [Scroll down to the desired class]
- Having an **unexpected emergency**? [flood in the kitchen, sick baby/pet, work related crisis, computer died].
  - If it can be resolved quickly, notify the TA in the chat box.
  - If it cannot be resolved, notify the TA in the chat box, remove yourself, and reschedule. If needed, call 585-340-2051.
- Need a bio-break?
  - Can you wait for the break or end of class?
    - Yes – sit tight
    - No – message the TA that you will be right back
- Feeling sleepy or tired?
  - Stand up and stretch – move your body but stay in view of camera.
  - Grab some water, coffee, soda.
- Have you lost connection with zoom?
  - If you still have internet, use the link to return to the class
  - If you're having trouble resolving the issue, call 585-340-2051. If you do not reach a person, be sure to leave your name and the name of the class.
  - If the issue is not quickly resolved, you will need to reschedule for the course.

# Our Coaching Pledge

WHEN TEACHING, TRAINING, INSTRUCTING, ASSESSING, AND COACHING, I PLEDGE...

To Do	NOT TO DO

<b>PERSON'S NAME:</b>				
<b>FUNCTIONAL LIMITATIONS – PRIMARY AND SECONDARY DISABILITIES</b>				
<b>Mobility</b>	A person has a functional limitation when he or she, because of a disability, lacks the physical, cognitive, or psychological ability to independently travel or move about safely within home, work, and community environments.			
	<b>Indicators of serious limitation</b>	<b>Result of disability</b>	<b>*Result of other</b>	<b>Services that will support limitation</b>
Indicators of serious limitation	1. Is significantly restricted or unable to safely travel or move about within common community, training, home, or work environments.			
	2. Other (Specify)			
Comments:				
<b>Communications</b>	A person has a functional limitation when he or she, because of a disability, cannot accurately and efficiently give or receive information (through speaking, listening, reading, or writing) without reasonable accommodation, adaptive aids, or technology.			
	<b>Indicators of serious limitation</b>	<b>Result of disability</b>	<b>*Result of other</b>	<b>Services that will support limitation</b>
Indicators of serious limitation	The individual's communications ability is significantly limited in speed, clarity, or duration. For example:			
	1. Cannot hear or understand the content of ordinary spoken conversations.			
	2. Cannot be readily understood by others with familiarity.			
	3. Cannot print or write short notes (Keep door closed, No exit, Out of order, Don't walk, Sweep floor, and other messages requiring "survival" writing skills).			
	4. Cannot read signs or short notes.			
	5. Other (Specify)			
Comments:				

## Foundations for Vocational Success

<b>Self-care</b>	A person has a functional limitation when he or she, because of a disability, does not have the physical, cognitive, or psychological ability to independently perform the routine activities of daily living.			
	<b>Indicators of serious limitation</b>	<b>Result of disability</b>	<b>*Result of other</b>	<b>Services that will support limitation</b>
Indicators of serious limitation	1. Cannot perform routine activities of daily living and/or self-care to the extent that it impacts employment.			
	2. Other (Specify)			
Comments:				
<b>Self-direction</b>	A person has a functional limitation when he or she, because of a disability, does not have the physical, cognitive, or psychological ability to independently plan, initiate, organize, make decisions, and carry out personal, social, and work activities after his or her self-care needs have been met.			
	<b>Indicators of serious limitation</b>	<b>Result of disability</b>	<b>*Result of other</b>	<b>Services that will support limitation</b>
Indicators of serious limitation	1. Cannot independently start tasks, finish tasks, do all the steps in a task, follow schedules, or decide on what to do next.			
	2. Other (Specify)			
Comments:				
<b>Interpersonal Skills</b>	A person has a functional limitation when he or she, because of a disability, cannot establish or maintain personal, family or community relationships, or cannot interact appropriately with others in the workplace, thereby affecting the ability to secure or maintain employment.			
	<b>Indicators of serious limitation</b>	<b>Result of disability</b>	<b>*Result of other</b>	<b>Services that will support limitation</b>
Indicators of serious limitation	1. Cannot establish and maintain working relationships with coworkers, peers, or family members.			

	2. Exhibits unacceptable workplace behaviors (such as hitting, yelling, temper tantrums, destruction of property, or targeted harassment) which interfere with the– a. Performance of others in training or work settings; or b. The individual’s performance in training or work settings.			
	3. Is avoided or rejected by coworkers or peers because of issues related to disability presentation or uncontrolled movements.			
	4. Other (Specify)			
Comments:				
<b>Work tolerance</b>	A person has a functional limitation when he or she, because of a disability, cannot meet the strength, stamina, endurance or psychological stresses of a job regardless of the work skills possessed by the person; or cannot tolerate the physical environment of the workplace.			
	<b>Indicators of serious limitation</b>	<b>Result of disability</b>	<b>*Result of other</b>	<b>Services that will support limitation</b>
Indicators of serious limitation	1. Is significantly restricted in ability to meet typical physical employment requirements to perform previous job or usual line of work, such as: a. Is unable to lift or carry objects required. b. Is unable to sustain continuous or prolonged paced movement of the arms, hands, or fingers. c. Is unable to sustain a continuous or prolonged standing or sitting position of the body. d. Is unable to sustain consistent physical work effort.			
	2. Is significantly restricted in ability to tolerate typical psychological stresses in the work environment.			
	3. Is unable to tolerate the common environmental conditions found at work.			
	4. Is unable to sustain a consistent mental work effort.			



Foundations for Vocational Success

	5. Is unable to complete tasks at a pace comparable to that of typical people in the general workforce.			
	6. Other (Specify)			
Comments:				
<b>Work skills</b>	A person has a functional limitation when he or she, because of a disability, lacks the work skills, work experience or ability to perform the essential job tasks needed to secure or maintain employment consistent with his or her strengths, resources, priorities, concerns, abilities, capabilities, and informed choice.			
	<b>Indicators of serious limitation</b>	<b>Result of disability</b>	<b>*Result of other</b>	<b>Services that will support limitation</b>
Indicators of serious limitation	1. Is unable to perform the work skills essential to maintaining employment in the previous jobs and does not have other work skills which can be used to enter and maintain a job comparable in skill which is readily available locally.			
	2. Has not learned the work skills usually possessed by the average person of comparable age, education, and experience which can be used in employment, which is readily available locally, or in another area to which the individual is willing to relocate.			
	3. Other (Specify)			
Comments:				
* Other causes include poverty, legal issues, lack of education, environmental restrictions, limited English proficiency not related to a disability, and age, sex, race, or cultural factors.				
Adapted from: <a href="http://content.dcf.ks.gov/rehab/Policy%20Manual/Forms/Part-23_Functional_limitations_worksheet.pdf">http://content.dcf.ks.gov/rehab/Policy%20Manual/Forms/Part-23_Functional_limitations_worksheet.pdf</a>				

## COGNITIVE IMPACT TABLE

COGNITIVE DOMAIN	EVERY DAY AND VOCATIONAL IMPACT OF DEFICITS
<b>EXECUTIVE FUNCTIONING</b> [executive function is	<ul style="list-style-type: none"> <li>▪ disorganized or unfocused job search strategies</li> <li>▪ confusion over how to register for classes</li> <li>▪ excessive time and distress when grocery shopping</li> <li>▪ unable to determine vocational goals</li> <li>▪ chronic tardiness or missed deadlines</li> <li>▪ unable to schedule own time or projects effectively</li> <li>▪ unaware of how supervisors assess their work</li> <li>▪ often surprised and unprepared for problems on the job</li> <li>▪ unrealistic expectations</li> <li>▪ slow to "catch on" to office procedural changes</li> <li>▪ poor follow-through on direction or assignments</li> </ul>
<b>ATTENTION</b>	<ul style="list-style-type: none"> <li>▪ loses track of current task</li> <li>▪ frequently observed to be "off-task"</li> <li>▪ unable to sit through a lecture at school</li> <li>▪ difficulty proof-reading</li> <li>▪ excessive socialization</li> <li>▪ distracted by outside noise</li> </ul>
<b>LANGUAGE AND COMMUNICATION</b>	<ul style="list-style-type: none"> <li>▪ difficulty with telephone use, misunderstands messages</li> <li>▪ poor or very slow report writing</li> <li>▪ does not catch on to "hints" from others</li> <li>▪ talks too slowly for others</li> <li>▪ confuses other staff when attempting to explain or teach job tasks</li> <li>▪ frequently misinterprets supervisor memos</li> </ul>
<b>SENSORY PERCEPTUAL</b>	<ul style="list-style-type: none"> <li>▪ may get lost easily</li> <li>▪ unable to learn how to read blueprints</li> <li>▪ requires repetition/simplification of messages</li> <li>▪ incorrect recording of telephone messages</li> <li>▪ unable to recognize differences between similar work materials</li> <li>▪ problems assembling items from a diagram</li> </ul>
<b>MOTOR SKILLS</b>	<ul style="list-style-type: none"> <li>▪ clumsiness or slowness handling equipment</li> <li>▪ frequent accidents/injury on the job</li> <li>▪ messy work samples due to poor dexterity</li> <li>▪ slow or inaccurate typing, data entry, or handwriting</li> <li>▪ problems with mobility or lifting</li> </ul>
<b>SOCIAL/EMOTIONAL</b>	<ul style="list-style-type: none"> <li>▪ history of conflict with supervisors or coworker</li> <li>▪ unable to "connect" with customers or deal with complaints</li> <li>▪ problems accepting constructive feedback</li> <li>▪ highly distressed or agitated over every day work demands</li> <li>▪ perceived as cold or unhelpful by retail customers</li> <li>▪ shares personal life details with customers or coworkers</li> </ul>
<p><i>Functional Assessment of Individuals with Cognitive Disabilities: A Desk Reference for Rehabilitation</i>, Michael McCue, Ph.D., CRC, et al., Center for Applied Neuropsychology Pittsburgh, PA, 1994</p>	

<https://askjan.org/a-to-z.cfm>

Questions to Consider:

1. What limitations is the employee experiencing?
2. How do these limitations affect the employee and the employee’s job performance?
3. What specific job tasks are problematic as a result of these limitations?
4. What accommodations are available to reduce or eliminate these problems? Are all possible resources being used to determine possible accommodations?
5. Once accommodations are in place, would it be useful to meet with the employee to evaluate the effectiveness of the accommodations and to determine whether additional accommodations are needed?
6. Do supervisory personnel and employees need training?

**Group 1**

Disability — Autism

**Position:** *Setting up and maintaining breakfast buffet Hampton Inn*

Breakfast attendant is responsible for setting up, cleaning, assisting guests, sanitizing, prepping hot foods and making coffee during the shift.

Area of support:	Services / accommodation that will support limitation:
<p><b>1. Managing time</b></p>	
<p><b>2. Stress tolerance</b></p>	

<b>Group 2</b>	<b>Disability — Intellectual Impairment</b>
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Position: Stock associate, Walgreen’s

Shelving new stock, removing items that are 2 weeks from expiring.

<b>Area of support:</b>	<b>Services / accommodation that will support limitation:</b>
<b>1. Limited reading ability</b>	
<b>2. Limited memory and recall for directions</b>	

<b>Group 3</b>		Disability — Auditory processing disorder	
<p><b>Position:</b> <i>Baker assistant — Wegman’s</i></p> <p>Follow verbal instructions, read and follow recipes, customer service.</p>			
<b>Area of support:</b>		<b>Services / accommodation that will support limitation:</b>	
1. <b>Attentiveness/concentration</b>			
2. <b>Takes longer to learn new things</b>			
<b>Group 4</b>		Disability — Cerebral Palsy	
<p><b>Position:</b> <i>Library clerk</i></p> <p>Reshelving books in a multi-level city library, uses a computer to sign in and out, and on occasion to help a customer.</p>			
<b>Area of support:</b>		<b>Services / accommodation that will support limitation:</b>	
1. <b>Walking long distances</b>			
2. <b>Difficulty typing</b>			