

The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue, creating a modern and professional aesthetic.

# Nicholas A. Villani, President/CEO

Career and Employment Options, Inc. (CEO)



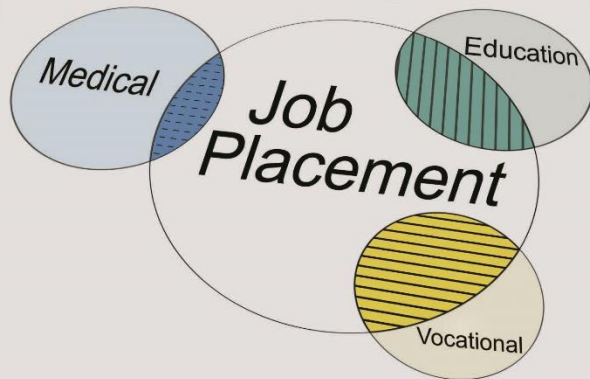
# “Standards of Excellence for Community Based Work Instruction”.

Vocational Rehabilitation and Employment Agencies know how to do Community Based Work Experiences BETTER... than schools.

# Vocational Engagement Model

## VEM

A JOURNEY INTO THE INTERSECTION OF DIFFERENT DISCIPLINES  
TO REINVENT THE JOB PLACEMENT PROCESS



A Manual For Human Service Agencies And School Districts On How To  
Develop Programs That Offer Job Placement And Related Skills

NICHOLAS A. VILLANI

Please take a look at my book  
for Job Placement  
It expands the discussion of  
standards and working within  
schools as well.

The Vocational Engagement Model is the evolutionary change in the provision of job placement services. It encourages “guardrails” for staff to work within while retaining their own creativity. The end result is total personal engagement, management of the job placement process with true cost optimization.

# Today's Presentation

- ▶ Standards of Excellence for Community Based Work Instruction
- ▶ Standards of Excellence for Implementation of Community Based Work Instruction
- ▶ Understanding how to work with districts while applying these standards.
- ▶ Instruction for Staff
- ▶ Worksite Supervision and Documentation
- ▶ Social Skills Instruction into the IEP and the Worksite

# This is my last presentation

- ▶ 42 years working in vocational, transition and employment for students and adults with disabilities.
- ▶ Taught MS level Transition Services at college on Long Island
- ▶ Setting standards for staff.
- ▶ Those standards make what we do as important than any academic curriculum.
- ▶ Functions of community base work are extremely important as academic curriculum.

# Standards of Excellence

- ▶ Community Based Work is what we do every day,
- ▶ Our ultimate goal is to have the person employed,
- ▶ School's ultimate goal is to graduate the student.
- ▶ We understand the often macabre, difficult and often wonderful challenges the workplace can present.
- ▶ Voc Rehab gets how to provide this instruction.
- ▶ We understand how to do this better yet are not considered the professionals such as teachers.

# The Goal of this Presentation

- ▶ Explain how important standards are for CBW.
- ▶ Explain the variations of working with school districts.
- ▶ Develop standards in your organizations to use with school districts.
- ▶ Establish your standards as a marketing instrument to both inform district personnel on how best to provide services.
- ▶ Use our field's expertise to improve the general approach of community-based instruction.
- ▶ Improve the gap between people with and without challenges in the workforce.

# Services to Provide to School Districts

- ▶ Vocational Assessments
- ▶ CDOS Work Experiences and Documentation
- ▶ Career Services instruction
- ▶ College Preparation (non-academic)
- ▶ Career Labs (See the VEM book)
- ▶ School Business Partnerships
- ▶ One Stop Center information and linkages
- ▶ Linkages to adult services



# Genesis of CEO's Standards of Excellence

- ▶ We never clarified the specific approach that should be considered whenever a student or adult is in a community-based worksite.
- ▶ We never specified exactly how from soup to nuts.
- ▶ We do now, but still Standards of Excellence requires ongoing supervision, support and oversight.
- ▶ Reduces the level of variation between staff and supervision.

# Genesis of CEO's Standards of Excellence

- ▶ W.E. Deming format of management that is built upon the concept that lack of quality services is the result of variations.
- ▶ Either Common Cause or Special Variations.
- ▶ Common Cause being systematic issues inherent to the organization.
- ▶ Special variations are attributed to an individual person or situation.
- ▶ I saw the variations of implementation within our company.

# Work experiences are the key with structure

- ▶ We have developed a set of standards for all the people we serve to ensure that there is both continuity and a high level of performance that is required for each site.
- ▶ The standards should have the flexibility to address the needs of anyone either from alternate assessment, CDOS students or Regents track students.
- ▶ NY State VR clients must also receive the same standards with of course variations .
- ▶ The standards must be able to clearly identify what is expected from the staff person involved.
- ▶ The standards also include how the employer, student, district and staff interactions must be conducted.

# What are the “Standards of Excellence” and “Standard of Implementation”

- ▶ Two formats for the Standards.
  - ▶ One is the 10 Standards of Excellence for Community Based Worksites for Students and Adults.
  - ▶ The other is 10 Standards of Excellence for Proper Implementation of a School Based Worksite.

# 10 Standards of Excellence CBW for Students and Adults

1. Evidenced based instruments must be used to determine the student's career interest and capacity.
2. Worksites are chosen to provide the student/client with a specific skill, social environment, occupational experience and outcome that enhances the student/client overall capacity to make a more seamless transition into the workforce.

#1 Give documentation for  
District Student and Family

#2 Keep the lawyers out of the equation.



# 10 Standards of CBW for Students and Adults

3. Workers and supervisors of the business are given both the understanding of the roles of the student/client while at the worksite and encouraged to act as mentors and natural supports for the student/client.
4. Workers and supervisors of the business are given the explanation that our role is to encourage independence and interactions with the workers and supervisors of that business to facilitate a real work experience.

Encourage business participation and start the process for natural supports.

# 10 Standards of CBW for Students and Adults

5. All worksites will have a job analysis that provides an overview of the worksite and provides the student/client, the family district and the consultant with a perspective of the worksite and its requirements that will be formulated into an instructional format.
6. Data must be taken at the site that demonstrates student/client skill acquisitions as to Independent Capability through the use of the Task Analysis which will then be used to develop relevant goals to the student/client transition plan (where appropriate).
  - #1 This data is fundamental to the development of the IEP.
  - #2 Keeps the lawyers out.

# 10 Standards of CBW for Students and Adults

7. Data must be taken at the site that demonstrates student/client and fluency to achieve Industry Standard levels of performance as designated by the business or by the data gathered by the staff.
  8. All community based work sites mimic the tasks required by workers at that business that includes multiple tasks that converge into the a Job Task Schedule and utilizing work equipment and materials where feasible and possible.
- #1 Data must used to to quantify that Industry Standard which will then be used to develop relevant goals to the student/client's transition plan.



# 10 Standards of CBW for Students and Adults

9. CEO staff will expand the role of the student client through thoughtful and appropriate advocacy in order to enable the student/client to achieve the fullest participation in the worksite well as get the greatest degree of skill from their experience.
10. All worksites are to be developed with absolute candor to the business and student/client and their families as to the worksite experience's inclusion into the students/client plan of needed experiences and skills.

# Summary of 10 Standards

1. Evidence based instruments to define student interest.
2. Sites are chosen enhancing capacity to make a more seamless transition to a job.
3. Co-workers and managers understand our role.
4. Co-workers and managers participation and understanding of their role.
5. Job Analysis
6. Task Analysis and Independent Capability
7. Industry Standard
8. Mimic regular jobs and utilize Job Task Schedule
9. Thoughtful and appropriate advocacy
  - ▶ Absolute Candor

# 10 Standards for “Implementation of Worksites”

- I. Preparing for the Worksite
- II. Safety and the Workplace
- III. Attitude, Measurement and Knowledge of the Worksite
- IV. Appropriate Modifications
- V. Coordination with District Staff
- VI. Industry Standard
- VII. Natural Supports
- VIII. Individualize the Worksite. No Group Hugs.
- IX. Employment Class
- X. What is purpose of the internship and proper closure for students and business

# I. Preparing for the Worksite

- ▶ Staff required to visit the worksite PRIOR to bringing the students. Become well versed in the tasks required.
- ▶ Job Analysis must be completed (as best as possible) prior to the students going to the worksite.
- ▶ Some of the Task Analysis should be completed as well.
- ▶ Pictures, videos of the worksite and co-workers, supervisors at the site should be taken.
- ▶ If district staff are involved, they are required to have access to the information PRIOR to going to the site.
- ▶ Employment Class should be held prior to the students starting using the pictures, videos, Job Analysis and Task Analysis as teaching materials.

## II. Safety and the Workplace

- ▶ OSHA is the governing body of all workplaces and CEO staff must have knowledge of OSHA standards.
- ▶ **A conversation regarding any potential hazards, safety issues MUST take place, because it is not excusable to say that “he/she (business person) never told me that had a serious safety hazard”.**
- ▶ Any concerns or lack of concerns must be documented into the Job Analysis and discussed with the students and teacher.

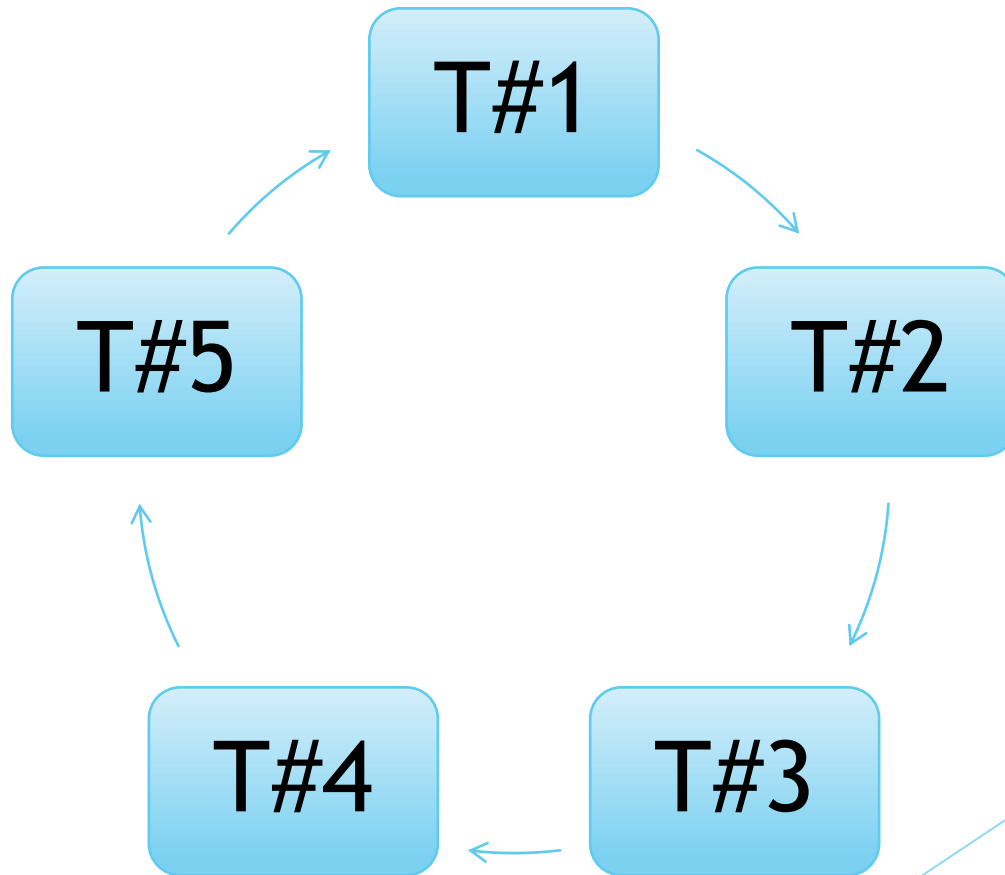
# III. Attitude, Measure and Knowledge of the Worksite

- ▶ The students must be instructed to enter the internship with the same attitude and level of decorum as if they were arriving for a job they would be getting paid for.
- ▶ The students are required to sign in at the beginning and end of each work day.
- ▶ ALL ASSIGNMENTS ARE TO BE GIVEN THE DAILY WORK ASSIGNMENTS BY THE BUSINESS NOT THE CONSULTANT OR DISTRICT STAFF.
- ▶ Students must have prior knowledge of the work tasks and/or the Job Task Schedule.
- ▶ Industry Standard should be performed at least once per week or when appropriate for that student.

# III. Attitude, Measure and Knowledge of the Worksite

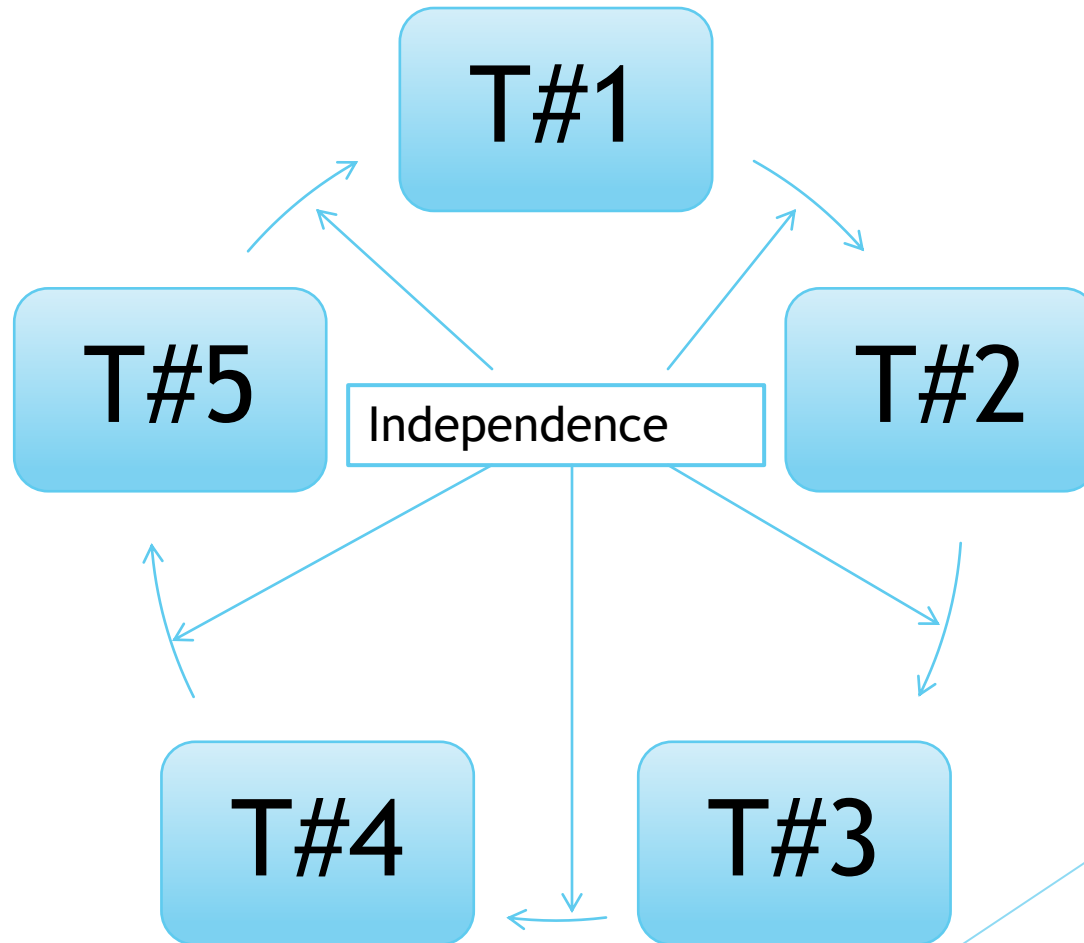
- ▶ Utilization of the Task Analysis is the measurement of the student's independent capability of the specific task.
- ▶ This is a requirement for staff on the worksites. The TA is not required if the student demonstrates fluency upon the initial performance of the task and all future performance of the task.
- ▶ Student performance of chaining tasks almost always requires a TA to measure the student capacity to move from task to task.

# Many Jobs Have Reoccurring Tasks





# Many Jobs Have Reoccurring Tasks



# Chaining

- ▶ The student or adult who can chain the tasks required are the people who generally are able to be maintained employed.
- ▶ This is your mission to get them able to chain their job responsibilities from task to task.

# IV. Appropriate Modifications

- ▶ Work tasks should be assigned based upon intellectual, physical or emotional capacity.
- ▶ Modifications to the tasks should be consistent with those normally found in the workplace or can easily be implemented in the workplace.
- ▶ Physical limitations should be considered when developing assignments.
- ▶ Modifications and accommodations can be appropriate when implemented but should never have staff or district staff as part of the modification.
- ▶ Difficult to perform tasks must be discussed with supervisors and a plan must be developed to either make accommodations or replace the task.

# V. Coordination with District Staff

- ▶ District staff at the sites must be able to follow the format designed by the Career Consultant.
- ▶ Use of Demonstration, Instruction and Probe techniques should be shown to the district staff as a means to provide instruction.
- ▶ Under no circumstances are district staff allowed to engage in a pedagogical approach that differs or countermands the CEO models or practices. In the event you see this and district staff believe their approach is more effective an immediate meeting is required.

# VI. Industry Standard

- ▶ Industry Standard should be established prior to starting the worksite.
  - ▶ The Industry Standard measurement must be completed after the student has demonstrated an acceptable level of independence.
  - ▶ The Industry Standard form provides the Career Consultant with a percentage against the IS as well as a percentage needed to attain IS.
  - ▶ This number enables you to look for the behaviors, time on task, and other factors that could be enabling the student to achieve or not achieve IS.

# VII. Natural Supports and Social Skill Development

- ▶ Natural Supports enable the student, then ACCES client to perform independently on the site without Consultant or district staff support.
- ▶ Development of appropriate social skills should be brought to the district staff for evaluation and put into the IEP if deemed a need.
- ▶ Each staff person is required to identify and develop the Natural Supports available at each worksite.
- ▶ If district staff are involved they must be provided with instruction on how to integrate Natural Supports into the student's workday and not provide over-prompting supports.
- ▶ A Task Analysis of how well the student can access Natural Supports can be developed as well.

# VIII. Individualize the Worksite

## NO GROUP HUGS!!!!

- ▶ Students must be given the greatest degree of autonomy at a worksite that is both safe and feasible to supervise for the Career Consultant.
- ▶ If there is a group of students, they should be dispersed within the worksite and performing the tasks they have identified as preferable.
- ▶ Consultants must rotate between students who are performing the tasks.
- ▶ Use of TA's is still required as you rotate between students.

# IX. Employment Class

- ▶ Employment Class and the worksite are inexorably linked.
- ▶ The class can utilize Career Zone, O\*Net to discuss feasibility of the worksite into the student's career plan and give the student a broader idea of the "Career Cluster" associated with the worksite.
- ▶ A full identification of ALL the jobs that are contained within the worksite must be discussed. This gives students a better picture of the jobs available NOT just the ones they are engaged in.
- ▶ Utilizing the Job Analysis, TA, IS information about other jobs at the site, the student's experience, discussion of developing a conclusion of whether this is a good career possibility for them must occur.



# X. Closure

- ▶ Student should be instructed to define and explain the tasks and overall purpose of the internship as part of their Career Plan and Employability Profile.
- ▶ When Career Consultant develops the worksite into the Career Plan and the Employability Profile the student should lead the process and instruction should be to enable the student to make decisions and formulate thoughts for entry.
- ▶ The student must create a Thank You letter to the business for their hospitality and community support.
- ▶ The student is required to send a letter or make a request to the business for a recommendation letter for their portfolio. As sample letter will be provided to the Career Consultant.

# Some Common Mistakes in the Pedagogical Processes

1. Over-prompting: providing too many instances of “help” without permitting the individual to “self-correct” or determine how or why their response was incorrect or ineffective.
2. Over-direction: providing too much verbal direction in a manner that “tells the student what to do” rather than provides “clues” to help that student figure out what to do on their own.
3. Over-stimulation: creating an environment in which there are too many stimuli (simultaneous voices, simultaneous directions, clutter, light, noise, etc.)
4. Inconsistent Teaching Practices: using a number of different practices with a single individual, disallowing them to create a routine or “style” for completing tasks (may happen due to individual teacher’s inconsistency, or a result of too many people giving directions)

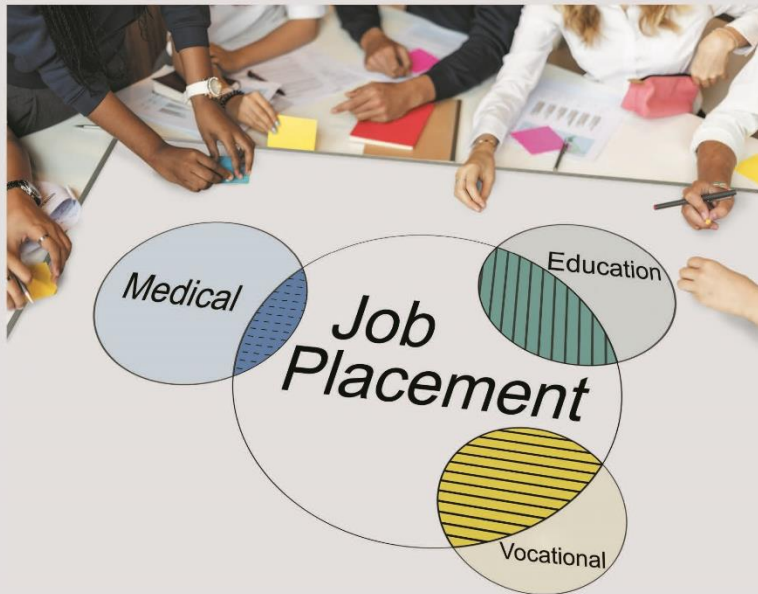
# Fundamentals

- ▶ What we want our clients to receive as a result of our services:
  - ▶ A format is Evidence, Research and Promising Practice Based.
  - ▶ A service that provides a track for families toward a viable outcome for their child.
  - ▶ Staff that are able to work with district staff and create a seamless approach to services between students, families, district staff and CEO.
  - ▶ Connections to a multitude of businesses that enable students to have varied experiences.
  - ▶ Documentation that enables a district to have ample information for CSEs, families, staff and possible litigation.
  - ▶ Responsive to issues that affect the students.

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Thank you all for the service you provide and I want to wish you all the best in your careers.

Continue the great work you do.

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