Strategies and Techniques for Vocational Success

Innovations in Employment Supports

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NEXT-LEVEL WORKFORCE EDUCATION

What I would want my job coach to know and do –
by Michael W. Smull

(While listening to a gathering of job coaches in Wisconsin I began to think of all of the things that people with disabilities have taught me about what they want their job coach to know and what they want their job coach to do. Some of what follows I learned from 10 years as a community service provider, much of it I learned from listening as I have been doing person centered planning with people from all over North America. The following list of requests represents a summary of what I have been told – with words and behavior.)

Understand how I want to live.

I know that you are only responsible for helping me with work, but what I do for work has to fit with how I want to live. Please do not divide my life into compartments. Listen to what I say about the rest of life. If I cannot speak for myself, talk to the people who support me where I live. If I am moving to a community job from a workshop or day program, remember that I may be leaving all my friends, and someone needs to help me stay in touch with them.

Understand the role of work in my life.

What work means to me may be different from what work means to you. Work may be how I get status; it may define who I am. What I do may be more important than how much I earn. Alternatively, work may be what I do so that I can afford what I enjoy. Or the role of work may be some mix of status and income. Regardless of whether or not I can put this into words, you need to make an effort to understand the role of work in my life.

Learn about my dreams/desires, gifts, and capacities.

You need to know what I am good at in order to find me a job where I can be successful. You also need to find out what my "fantasy" or perfect job would be. The job that I would really like may not be where I score the highest on your assessments. Help me get a job that I want. If the "perfect job" is beyond my grasp, see how close you can help me get.

Do not "place" me, offer me a job that you think will make sense for me.

Even if it took you six months to develop a job, it ought to be OK for me to say no. Part of respecting me is respecting my decisions. At the same time, if I need encouragement to try something new, if saying no is my way of saying I am scared, encourage me but do not coerce me.

Do not try to make me "independent".

Help me learn the skills that I will need to do the job. Help my co-workers learn how I learn and how to support me. Help me get to know my co-workers and to have reciprocal relationships with them. The result for you may be that I am more independent of the system. The result I want is the interdependence that all of us have.

Help me become part of my workplace.

Help my co-workers meet me (and get to know me) as a person rather than as a disability. Show them by your example. (They will learn more from how you treat me than they will from what you tell them.) Work on talking about me using respectful, people first language. Use language that empowers me. This will tell my co-workers that I am somebody that they should respect. Learn the culture and the "positive rituals" of the workplace. Help me enter the culture and participate in the positive rituals. Remember that your planning meetings may not help me be seen as a co-worker.

Be there if I need help because of challenges in other parts of my life, or changes at work.

Things that happen at home may affect my work. If people leave my life (e.g., family members who move, are hospitalized, or die; residential staff who leave) I may have problems doing my work. I will need support and understanding, I may need some time off and/or counseling. Remember that I may like my job because of who I work with. When people who are important to me leave my workplace, be ready to help me.

Keep listening to my words (and behavior) for requests for change – a change in responsibilities, supervision, pay, or where I work.

Just like any other worker, I may get tired of my routine. I may no longer find my job satisfying or enjoyable. I may want a raise. Because of how my co-workers and I relate to each other, I may need to change who I work with. I may want a complete change – in who I work for, what I do, and where I work. Changes like these require that you take into account the local job market, but please help me make the changes as I want them and when I want them. Change should occur on my schedule, not on yours. I may not want to wait for my next planning meeting.

Help me find new jobs as I want/need them.

This is important enough to mention twice. My experience is that if I complain about my job, I get counseling. If I act out my unhappy feelings, I get a behavior program. I can only get a new job by really screwing up the old job. Please help me build the kind of job history that you want to have. Let me build on success. Help me find new jobs as often (and as seldom) as I ask for them.

Michael W. Smull, Support Development Associates, Baltimore, Maryland, November 1993

https://allenshea.com/2016/10/20/what-i-would-want-my-job-coach-to-know-and-do/

Job Analysis
SAMPLE

Company: Contact:
Address: Email:

Job Focus/Position:
Applicant:

[See Discovery and/or other assessments for more information]

Core Work Tasks: [Identified by employer]	**Episodic Work Tasks:** [Identified by employer]
Job-Related Tasks: [Identified during Job Analysis]	**Important Cultural Aspects:** [And possible accommodations based on info in Profile]

Job Summary:

Job Trainer:

Transferable Skills Survey

Below is a list of common transferable skills. Think about your own experiences at school, volunteering, working, etc. and describe the experiences you have that demonstrate the skill.

Transferable Skill	Experiences Related to Skill
Strong work ethic	
Being punctual	
Meeting goals	
Setting high standards for self	
Produce quality projects/work	
Teamwork	
Willing to share credit/power	
Collaborating with others	
Including others	
Empowering others	
Managing conflict	
Representing others	
Communication	
Speaking effectively	
Writing concisely	
Listening attentively	
Perceiving non-verbal messages	
Facilitating group discussion	
Initiative	
Initiating new ideas	
Promoting change	
Accepting responsibility	
Interpersonal	
Cultivating relationships	
Conveying feelings	
Perceiving feelings, situations	
Problem-solving	
Identifying problems	
Developing evaluation strategies	
Demonstrating web-like thinking	

Transferable Skill	Experiences Related to Skill
Analytical	
Forecasting, predicting	
Extracting important information	
Constantly learning and reflecting	
Flexibility / Adaptability	
Cooperating	
Enlisting help	
Open to difference	
Detail-oriented	
Following directions	
Gathering information	
Managing details	
Organization	
Reporting information	
Coordinating tasks	
Managing time	
Setting and meeting deadlines	
Leadership	
Finding a common purpose / goal	
Articulating a vision	
Motivating	
Delegating with respect	
Managing groups	
Coaching	
Self-confidence	
Expressing ideas	
Asserting oneself appropriately	
Defining needs	
Friendly / Outgoing	
Being sensitive	
Providing support for others	
Tactfulness	
Providing appropriate feedback	
Enforcing policies	

Strategies and Techniques for Vocational Success

Creativity	
Suggesting ideas	
Imagining alternatives	
Initiating new ideas	
Strategic planning	
Identifying resources	
Setting goals	
Entrepreneurial / Risk-taking	
Negotiating	
Persuading	
Selling ideas or products	
Attitude / Sense of humor	
Having a positive attitude	
Being optimistic	
Acceptable workplace actions	
Other skills	
Adapted from: https://www.careercliff.com/transferable-skills-definitions-types-examples/ https://docplayer.net/19992286-Skills-assessment-worksheet.html	

Multiple Intelligences

Linguistic Intelligence or "word smarts" is competence with spoken and written language. It is the ability to effectively use words to express ideas (as well as understand the ideas of others through their words) and to comprehend complex vocabularies using uncommon, technical, or foreign words. This type of intelligence is often found among writers, public speakers, language learners and teachers, and in other professions which involve juggling words and speech. Linguistic intelligence has also been associated with academic problem-solving and abstract reasoning skills. Those who are high in this type of intelligence often enjoy crossword puzzles, Scrabble, reading and writing, and all manner of wordplay.

Logical-Mathematical Intelligence, "number smarts" or "reasoning smarts," is the ability to work well with numbers, complex concepts, and scientific ideas. It involves calculating, quantifying, hypothesizing, and thinking in mathematical abstractions and sequential reasoning, as well as inductive and deductive thinking. People who are high in this type of intelligence are often interested in sequential patterns, logical connections, puzzles, strategy games, experiments, and games that involve numbers (such as Sudoku). This type of intelligence is often found among mathematicians, detectives, and scientists.

Musical Intelligence or "sound smarts" is the ability to distinguish and appreciate the different elements of music as exhibited by singers, musicians, composers, conductors. People high in this type of intelligence are usually keen listeners who excel in their capacity to create, remember, and discern musical patterns, as well as melodies, beats, and songs. It is not uncommon to find people high in musical intelligence humming, drumming, or singing to themselves. Many also learn better through devices that involve rhymes, beats, or songs.

Bodily-Kinesthetic Intelligence or "body smarts" is the ability to use the body to communicate, solve challenges and problems, and process information through movement, gestures, and facial expressions. This type of intelligence is associated with dexterity, flexibility, coordination, and other somatic-motor skills. Dancers, athletes, sculptors, carpenters, and surgeons all tend to be high in body smarts. Those with this kind of Intelligence often learn better through movement, doing, touching, and physically interacting with others. They also usually have good muscle memory and tend to be great with tools.

Spatial-Visual Intelligence or "picture smarts" is the capacity to think in spatial relations and images. People high in this trait often excel in areas related to artistic skills, mental imagery manipulation, pictorial imagination, and spatial analysis. This type of intelligence is often found in photographers, painters, interior designers, graphic designers, navigators, architects, and other professions where visual thinking is at a premium. Picture smart individuals are often found doodling or drawing; they are good at distinguishing and blending colors, interpreting visual illustrations, and seeing the patterns in visual input and imagery.

Interpersonal Intelligence or "people smarts" is the ability to effectively interact with and understand other people. People high in this trait are usually known for their advanced communication skills, empathy, and ability to assess others' feelings and intentions correctly. They are also usually great at solving conflicts and creating positive relationships around them. Psychologists, educators, politicians, social workers, and people who work in sales are usually high in this trait.

Intrapersonal Intelligence or "self smarts" is the ability to understand oneself and utilize such knowledge in one's decision-making and planning. People high in this trait are typically well aware of their thoughts, feelings, weaknesses, strengths, and motivations. Moreover, they usually have rich and rewarding introspections and like to process their experiences in depth. They express their feelings creatively and put others at ease by being maturely self-aware. This type of intelligence is often demonstrated by psychologists, writers, theorists, philosophers, scientists, and spiritual leaders.

Naturalistic Intelligence or "nature smarts" is the ability to be in tune with the natural world and discern the patterns that govern its ecology. People high in this trait are interested in learning more about nature, exploring and saving the environment, and nurturing life. They are typically skilled at looking for relationships, differences, and patterns in nature. Nature-smart people enjoy hiking, camping, gardening, and other outdoor activities. This intelligence is demonstrated by farmers, biologists, foresters, geologists, breeders, horticulturists, and animal trainers.

Resource: https://www.idrlabs.com/multiple-intelligences/test.php

Multiple Intelligences Assessment: https://www.idrlabs.com/multiple-intelligences/test.php

DUNN and DUNN LEARNING STYLE MODEL
Designed and Developed by Dr. Rita Dunn and Dr. Kenneth Dunn
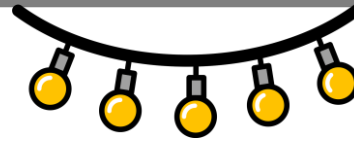
Stimuli

Elements

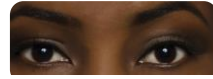| Environmental Elements | SOUND | LIGHT | TEMPERATURE | SEAT DESIGN |
| Emotional Elements | MOTIVATION | CONFORMITY/RESPRONSIBILITY | TASK PERSISTENCE | STRUCTURE |

Sociological Elements

ALONE · PAIR · PEER · GROUP · AUTHORITY · VARIETY

Physiological Elements

PERCEPTUAL ELEMENTS

AUDITORY · VISUAL · TACTUAL · KINESTHETIC · INTAKE · TIME OF DAY · MOBILITY

Psychological Elements

ANALYTIC

GLOBAL — Global thinkers strive to know the bigger picture

IMPULSIVE

REFLECTIVE

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Dunn and Dunn's Learning Style Dimensions		
Dimension	**Elements**	**Key Questions**
Environment	Sound Light Temperature Seating design	Does the learner prefer a noisy, busy, well lit, warm environment or a quiet, subdued, cooler environment? Should the learning environment be formal (e.g. desks and chairs) or informal (e.g. pillows)?
Emotional	Motivational support Persistence Individual responsibility Structure	Does trainee need limited or higher levels of emotional support? Does the learner like to concentrate on and finish one task at a time or whether they are gifted with the ability to do several things simultaneously? The responsibility element refers to whether the learner is conforming or non-conforming. When does the learner assume individual responsibility? Does the learner need lots of structure, such as precise information on exactly how to do something? As we become older, or understand expectations, we tend to have less need for structure.
Sociological	Individual Pairs Teams Adult Varied	Does the individual learn best when alone or working with someone? How much guidance from adults do they want or need? Does the learner enjoy autonomy as well as a variety of working in pairs, and on teams.
Physiological	Perceptual Intake Time Mobility	Is the learner an auditory, visual, tactual, or kinesthetic learner? Does the individual like to snack while learning or reward self after completing an activity? When is the optimal time for learning and doing? When is the person at their best? Does the individual require freedom to move during learning?
Psychological	Global Analytical Impulsive Reflective	Does the learner approach problems, globally or analytically? Do they prefer to build things up bit by bit from facts and figures [analytical], or do they prefer to get the big picture first [globally]? Does the learner prefer to jump into problems [impulsive] or pausing to reflect before starting?

Creating a Task Analysis

New Employee Onboarding

The Role of the Task Analysis in OPWDD Vocational Services

A task analysis is used to break complex tasks into a sequence of smaller steps or actions. For some individuals with IDD, even simple tasks can present complex challenges. Understanding all the seps involved for particular tasks can assist in identifying any steps that may need extra Instruction and will help teach the task in a logical progression.

As task analyses are developed, it is important to remember the skill level of the person, the age, communication and processing abilities, and prior experiences in performing the task. When considering these factors, task analyses will need to be individualized.

A job analysis is not a list of duties that someone is required to complete for their job, it is a specific activity that someone is having trouble with. For example, Bob is required to sweep and mop the floor, wipe down the counters, wash the pots and put away the utensils. There are too many complex activities listed to create a task analysis. Bob is able to do all the activities except filling the mop bucket. Filling the mop bucket becomes the targeted task. If there were other parts of the job that were challenging, more task analyses might be required.

Whether you are coaching in Discovery activities, Community Prevoc or SEMP, a task analysis can be used to help someone learn a complex task when challenges appear. Coaching begins where skill ends.

On the next page the steps of a task analysis are listed, and each step is described going forward.

Steps of a Task Analysis

1 Identify the target task and materials needed.

2 Break the task into components.

3 Identify the requisite skill of the learner.

4 Confirm the task is completely analyzed.

5 Determine how the task will be taught.

6 Implement interventions and monitor progress.

1 Identify the target task and materials needed.

The target skill should consist of a series of chained discrete steps. A single discrete skill is not appropriate for task analysis, nor is a task with multiple variable and/or outcomes.

Turn on faucet — too simple. This is a discrete skill, which is a brief, well-defined action that has a clear beginning and end. They are single, specific skills, such as flicking on a light, closing a door, or putting an item in the trash.

Sweep floor, mop floor, empty trash, wipe counters — too complex. Multiple variables, with multiple outcomes, makes using a task analysis too difficult.

Identify all materials needed to complete a task. For example, making scrambled eggs requires an egg, bowl, fork, spatula, fry pan, stove, and plate.

The task analysis focuses on only the target skill. You'll notice in the scrambled eggs example, we didn't focus on the activity or materials needed to clean up, because that is not the target task.

2 Break the task into components.

Segment the target skill into more manageable components by:

1. Completing the skill and recording each step.

2. Observing another person complete the activity and recording the steps.

3. Confirm that each component consists of at least one discrete skill.

Example: Target skill is making an espresso

	Required Steps:
1	Remove porta-filter (where the coffee goes)
2	Empty used coffee grounds into garbage bin
3	Scoop fresh coffee ground, using coffee scoop
4	Deposit and pack fresh coffee into porta-filter
5	Position porta-filter onto machine and twist right to lock into place
6	Position cup under porta-filter
7	Press "espresso" button to start

3 | Identify the requisite skill of the learner.

Coaches need to determine whether the learner has the required skills needed to learn the task. This is done by collecting baseline data on performance of the target skill. Skills that are already mastered do not need to be included as part of the task analysis. This helps determine how much detail will be included in the steps of the TA. A good way to assess for baseline data is to observe the learner attempt the task. This will reveal where skill ends and learning needs to happen.

Example: Target skill is making an espresso

	Required Steps	Required Skill
1	Remove porta-filter (where the coffee goes)	Grasp handle firmly, twist left
2	Empty used coffee grounds into garbage bin	Hold porta-filter in one hand scoop out with the other hand
3	Scoop fresh coffee ground, using coffee scoop	Ability to scoop; concept of full and level
4	Deposit and pack fresh coffee into porta-filter	Requires hand-eye coordination
5	Position porta-filter onto machine and twist right to lock into place	Grasp handle firmly, strength to twist porta-filter to right
6	Position cup under porta-filter	Understand the concept of "under"
7	Press "espresso" button to start	Knowledge of where to find the espresso button

This illustration is only an example of how to identify the requisite skills. The steps and required skills will vary depending on a learner's knowledge of the task. Steps and skills may be differently detailed, depending on other factors. It will also vary with the type of equipment and employer expectations.

4 Confirm the task is completely analyzed.

To ensure a task has been completely analyzed, have a person who is not too familiar with the task run a trial. Just like it's difficult to proofread our own writing, it's not recommended to trial a task analysis we have created.

5 Determine how the task will be taught.

Make sure steps are manageable for the learner. Amend if steps need to be condensed or expanded. Determine what teaching techniques will be used, such as forward, backward or mixed chaining, or total task presentation. Considerations of learning preferences, as well as the task being taught, will influence the teaching method, or combination of strategies.

Match method to:
- Learner temperament
- Learner's learning preferences
- History of what has and has not worked for this learner in the past
- The environments within which the learner functions best

6 Implement interventions and monitor progress.

It is important to track progress when teaching someone a new skill. Utilize the tracking information to see where learning is happening, and to determine to what strategies the learner is responding. This will inform amendments to the task analysis or teaching approaches, as well as preserve valuable information for future learning.

Tips for using a task analysis:

- A task analysis is not a list of duties someone has to complete to do their job.

- A task analysis for every function of a job is not a good use of time and resources. It is best used when someone is having difficulty with a particular task.

- Allow enough time between trials for learning to occur. If someone continues to struggle, try another way.

- A task analysis works best for activities that occur in sequential steps and have a beginning and end. It is not effective for tasks that require a judgement call. For example, it will work well when teaching how to transfer a phone call, but not for how to route a call based on what a caller is asking.

- When identifying the requisite skill, focus on knowledge, skill, and ability, as this is easier to measure. Do not identify personality characteristics as a requisite skill as this is impossible to teach, i.e., patience, love, empathy, desire, motivation

Task: Heat up tomato soup using a stove top and fill a bowl with soup.

Tools and Materials Needed:

	STEPS	REQUISITE SKILLS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Exercise │ Pulling It All Together

DIRECTIONS: Based on the case scenario your group has been assigned, create a coaching plan with considerations to support needs in relation to the following: learning style, transferable skills, accommodation needs, functional limitations, and the nature of the job.

1	Sandy has just been hired as a barista at Barnes & Noble Cafe. The responsibilities include welcoming guests, operating an espresso machine, making specialty drinks, tea, and serving prepared food items. ***Strengths*** — Sandy is friendly and outgoing. His preferred learning style is visual, kinesthetic, and logical. Sandy has strong attention to detail and can follow verbal instructions. ***Support needs*** — Sandy has difficulty with written information. He also tends to forget steps of a task and doesn't ask for help. Sandy likes people but can also appear shy when he speaks low and doesn't hold eye contact.

COACHING PLAN:

2	Josie has been employed at a childcare center for 5 years. She is considered an exemplary employee. Recently, a new owner has started and wants all employees to know the Health Department guidelines for the kitchen area, as there will now be a rotating schedule for cleaning the microwave, refrigerator, counters, and floors. Each employee will be responsible for an assigned week. The center will offer 1 in-person training to review and demonstrate expectations. ***Strengths*** — Josie is familiar with the center and the kitchen area. Her preferred learning style is musical, interpersonal, and intrapersonal. She is familiar with her routine and never cuts corners. When listening to music she can relax and move faster. ***Support needs*** — Josie struggles with change in her routine and becomes anxious when she doesn't understand. When she started her position, she was given a written task list, which was difficult for her to follow, and she moved to picture diagrams.

COACHING PLAN:

3	Jeff has been hired as an Associate in the sea food department at a Whole Foods. The essential functions of his position will be to display the seafood in an orderly and appealing fashion, help customers select items, weigh, wrap, and price. Jeff is also responsible to clean the case at the end of business, adhering to health codes. A job requirement is the ability to lift 50 lbs. ***Strengths*** — Jeff's preferred learning style is visual, kinesthetic, and interpersonal. He is a recent graduate of a vocational high school, with a concentration in culinary arts. He has some knowledge of sea food products, how to measure and use a scale, and has good communication skills. ***Support needs*** — Jeff has training experience in food service but has no real-world work experience. Jeff has auditory process disorder, which disrupts the way his brain understands what he is hearing. He does not have any physical limitations but struggles to lift 50 lbs.

COACHING PLAN:

4	Sarina has been employed at a senior care facility for 10 years as an aide. She recently completed a 140 hr. CNA training program through Erie 1 BOCES. The $1,865 fee was paid for by her employer as a professional development opportunity. She has been doing many of the required tasks as an aide, but will now have additional responsibilities, including medication administration, checking patient's vitals and reporting deviations, documentation using a laptop, and following nursing directives. ***Strengths*** — Sarina's preferred learning style is visual, interpersonal, and intrapersonal. She was required to have a 9th grade reading and 5th grade math level to complete the certificate. Sarina is very familiar with procedures, the residents, and their families. She is enthusiastic about her work and has high energy and stamina. ***Support needs*** — Sarina has an accommodation in place where she takes (2) 7.5-minute breaks as opposed to (1) 15-minute break, due to anxiety, when needed. Sarina is on the spectrum and has difficulty managing time, organizing, and prioritizing.

COACHING PLAN: