

Strategies and Techniques for Vocational Success

Innovations in Employment Supports

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Part 1 Where to Start

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In general,
people with
disabilities
want the
following from
their job
coach:

- Understand how I want to live.
- Understand the role of work in my life.
- Learn about my dreams, desires, gifts, and capacities.
- Do not "place" me. Offer me a job that will make sense to me.
- Do not try to make me independent. (Recognize that everyone needs support from others in their work.)
- Help me become part of my workplace. (This includes being a part of the social life of the workplace.)
- Be there if I need help because of challenges in other parts of my life.
- Keep listening to my words (and behavior) for requests for a change (i.e., a change in responsibilities, supervision, pay, or where I work).
- Help me find new jobs as I want or need them.

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~Michael Smull

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Creating the coaching plan...

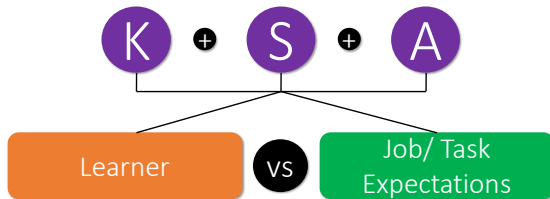


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—The Job Match—

Knowledge, Skill & Ability Required



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Where to look for solutions — Learner

- Job development plan
- Vocational development plan
- Discovery findings
- Learner feedback
- Employer feedback
- Vocational Support Professional observations

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Where to look for solutions — Task

- Job analysis
- Discrepancy analysis
- Employer feedback – understanding what success look likes
- Learner feedback
- Task analysis

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Part 2 Understanding the Workplace

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Components of a Job Analysis



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Part 3

Understanding Transferable Skills

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Transferable Skills

...is an ability or expertise which may be used in a variety of roles or occupations



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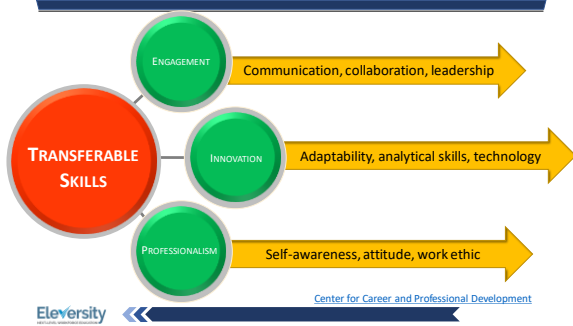
Transferable Skills Support Deficiencies

How do you use your transferable skills to support your life?

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Where to Look for Transferable Skills

- Completed Discovery Report — Findings
- Job Development Plan & Vocational Development Plan
- Situation Assessments
- Previous work activities

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Example

The Challenge

Directional confusion
(left vs. right, north vs. south, etc.)

Transferable Skills

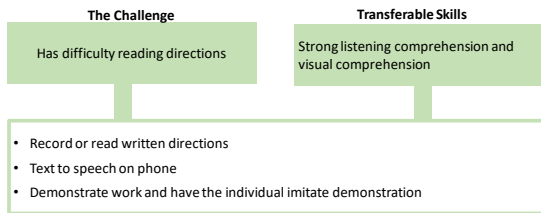
- Has good communication skills
- Copies visual model or demonstration well

- Motivate the individual to ask questions when confused with directions
- Show the model; then have the individual copy it
- Use a distinguishing feature on the individual's body or area as a landmark (e.g., if a person is confused by right and left, using small stickers, place an "R" in the upper-right-hand corner of their phone, and "L" in upper-left-hand corner)

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Example



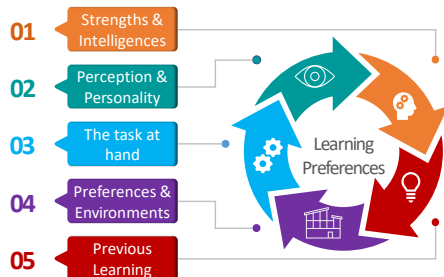
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Part 4 Understanding How Someone Learns

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Multiple Intelligences

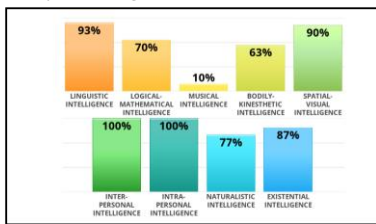
~Howard Gardner

— Linguistic — Word Smarts	— Visual — Picture Smarts
— Logical — Reasoning Smarts	— Interpersonal — People Smarts
— Musical — Sound Smarts	— Intrapersonal — Self Smarts
— Kinesthetic — Body Smarts	— Naturalistic — Nature Smarts

Eleversity Howard Gardner - 1983

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Multiple Intelligence Test



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

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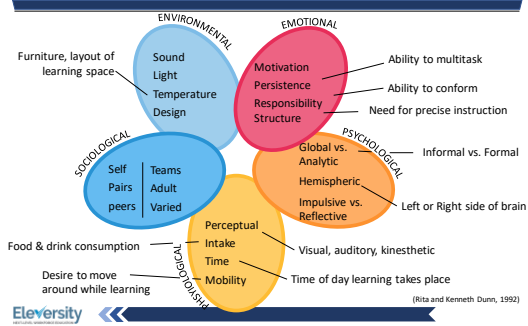
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How Do You Learn Best?

Airplane Exercise

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Part 5

Teaching and Training—*Systematic Instruction*

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Systematic Instruction

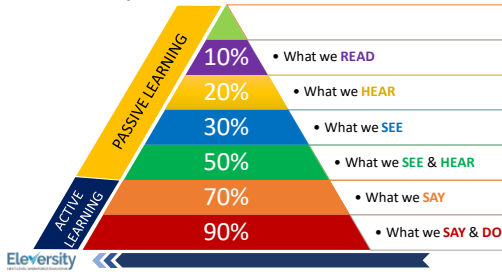
- Refers to a well-planned sequence for instruction.
- It is designed before the activities are to be taught and based on the learner's characteristics and preferences.
- Involves a variety of instructional methods, including scaffolded instruction, a system of prompts and reinforcement.



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Cone of Learning — Edgar Dale
After 2 weeks, we tend to remember...



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Effective Prompting

Part 5a



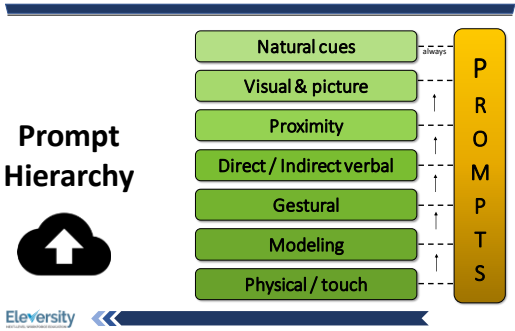
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Prompt —

an antecedent that induces a person to perform
a behavior that would otherwise not occur



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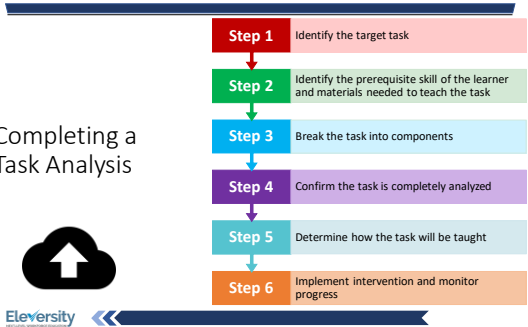
Task Analysis

Part 5b



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Completing a Task Analysis



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Breakout Rooms

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



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Coaching Strategies Part 5c

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What are your go-to coaching strategies?

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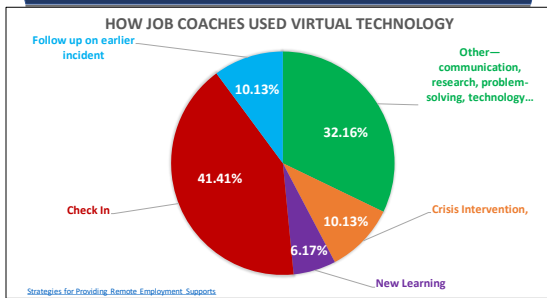


Systematic Instruction May Be Needed When...

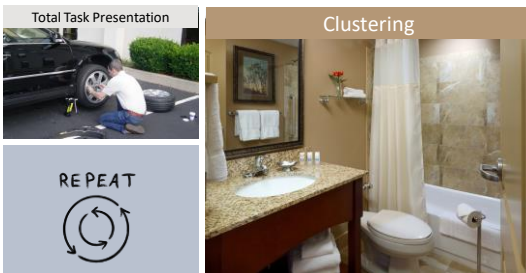
- Loose teaching is not getting the person where they want or need to be.
- Learning style is best accommodated by systematic instruction.
- Activity or task has element of risk if not done correctly.

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Part 6
Workplace Culture
Natural Supports



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Natural Supports Are...

...the relationships we all have every day in our lives — unpaid, informal, ordinary relationships. These might be a neighbor, a friend, a family member, a co-worker, etc.



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Types of Support Needed:

Learning job tasks	Who do I work with who can help me?
Starting work on time	Who can redirect the employee?
Access to work attire	Who helps the employee with shopping and laundry?
Transportation to work	Who works the same shift as the employee?
Troubleshooting	Who do I go to when the printer jams?



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Workplace Culture

- Co-worker Support
- "Gathering Places"
- Break Routine
- Special Language
- Personalization of workspace
- Celebrations
- **Follow the unwritten rules**

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Pulling It All Together - Exercise



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Manual — Pg 22-23

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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.

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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.

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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.

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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.

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