"Coaching and Supports for Work Experience & Employment Success"

Presenters:

Jodi Johnson: TTAN
and
Jacque Gerdes: Alternative Work Concepts

PURPOSE:

To learn more about how to successfully support students in community work experiences.

What do we all want from our jobs?

Vision for Employment

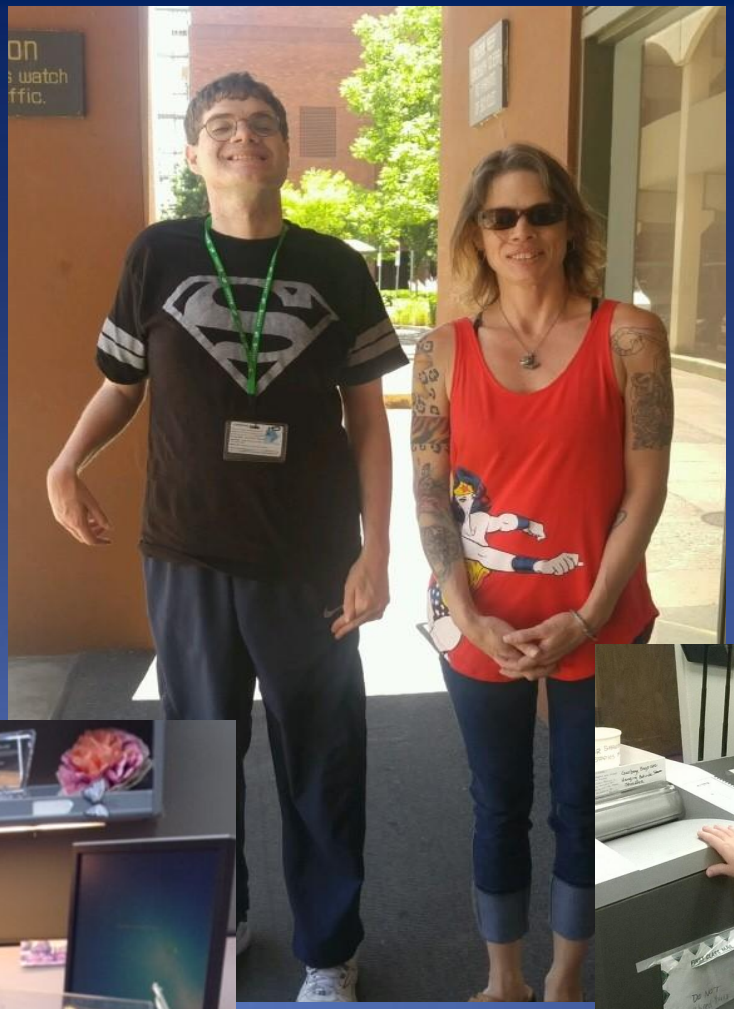
- Individuals who need different types of support are no different than all of us!
- ALL OF US want and deserve a meaningful, integrated and paid job in our community.
- ALL OF US want and deserve to feel valued and respected for our contributions.

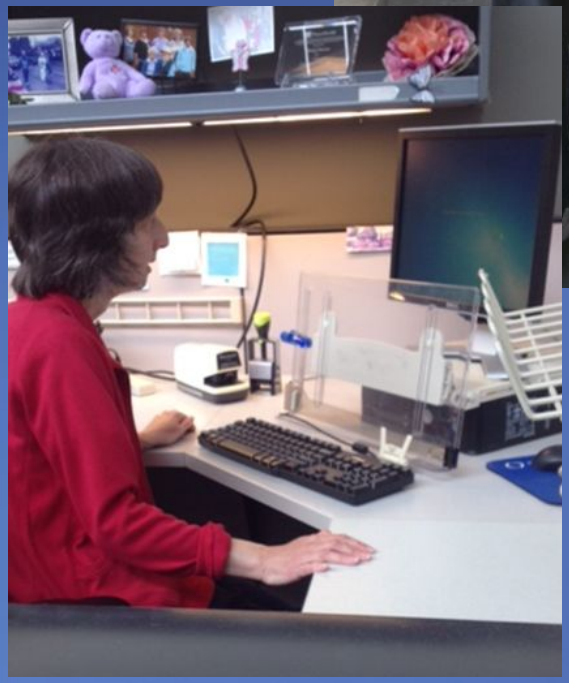
Ben's Courier Service Alternative Work Concepts

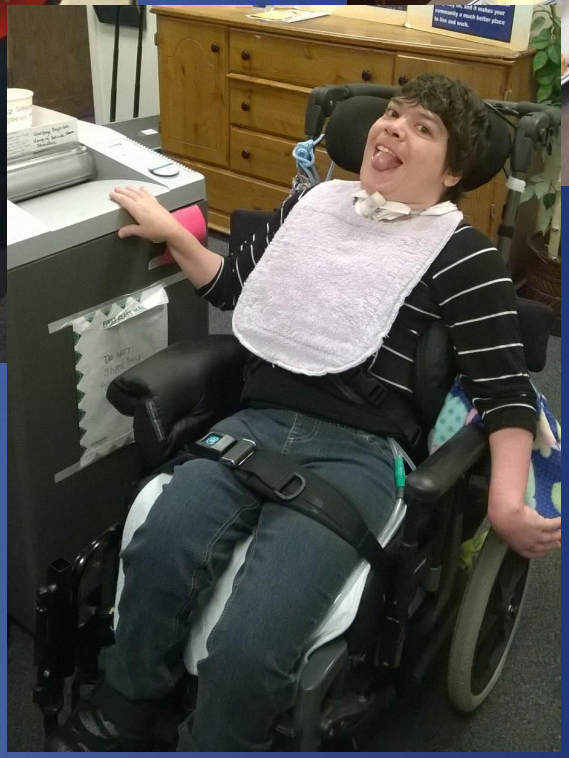
- Ben provides courier service for County offices in Eugene/Springfield

- VIDEO from the O.C.D.D.

- Servicehttps://www.youtube.com/watch?v=PFD8oJHkKJQ&feature=youtu.be







Work Experience Is Important!

- Gives students/families vision of future
- Builds job skills and work related skills
- Students can see what they like/dislike
- Builds student confidence
- Builds parent trust
- Shows employers about ability
- Increases community contacts
- Increases employability as adult!

GETTING TO KNOW YOUR STUDENTS!

- Work Related Information

- Skills and Abilities

- Independent vs 1:1 Job Coach

Work Related Information

Performance Area	Information/Support Needed	Job Creations/Support Reduction Strategy
Bathroom: Is consumer continent? Assistance needed? How long does it take? How often does he/she need to go? Is accessible bathroom needed?	Evan wears Depends and needs to change them every 2 hours. He can do a one person change in his chair.	Evan can have a shortened work experience shift to change at school, or designate an accessible restroom or private room at job site to change on break
Endurance: How long can consumer work before tiring? Any limits on sitting? Do short break alleviate fatigue?		
Eat /Drinking: Type/amount of assistance? Any food restrictions? How long does it take consumer to eat?		
Communication: Mode? How well does consumer use this mode? Can other understand? How quickly can it be used? How is his/ her ability to understand others?		
Grooming: how well is she/he usually groom? What types of clothes are usually worn?		
Hand Use: Ability to grasp, manipulate or lift weight, reach forward/up, amount of control?		
Vision/Hearing: How good is near/far vision? Is vision corrected? Any hearing loss/aides/adaptations?		
Medical Needs: Any medication taken? When? How? Any medical conditions that may affect works?		

Work Related Information

Performance Area	Information/Support Needed	Job Creations/Support Reduction Strategy
Medical Needs: Any medication taken? When? How? Any medical conditions that may affect works?		
Mobility: Mode? How safe, independent is consumer? How far can she or he go?	Evan uses a power chair and can drive independently in wide open spaces. Needs help in tight places.	Evan will need a job site & transportation that is accessible for his chair. Open spaces better so won't bump into things.
Getting to/from work: Can she/he use public transportation? Does she/he need accessible bus? Is there a bus available? How much assistance is needed? Type? What assistance is needed to cross streets?		
Behaviors: Describe any behavior challenges and strategies to deal with them. Describe social behavior in general – (e.g. outgoing, shy)	Evan uses noise reducing headphones to decrease anxiety around background noises. Too much talking at once to Evan will increase agitation.	Provide Evan noise reducing headphones at worksite. Look for worksites that have low noise levels or access to quieter spaces for breaks. Use simple directions verbally.
Academics: Reading/writing/math/number skills		
Interests:		
Other Notes:		

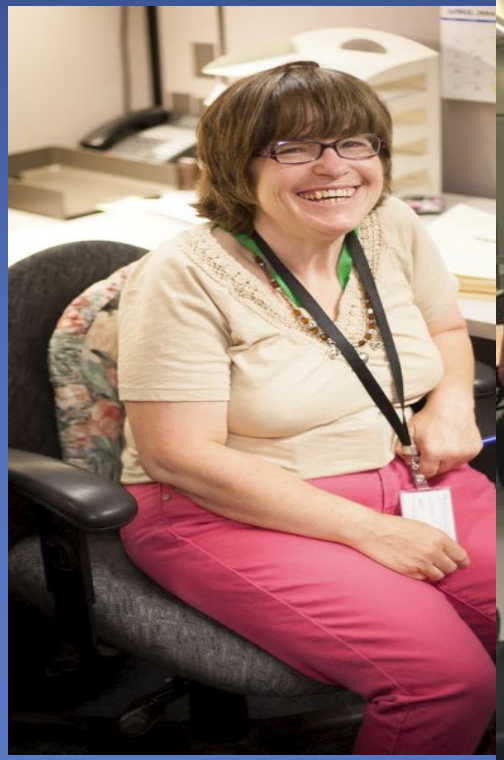
Job Skill Performance

Task	Description	Performance/Independence/ Productivity	Adaptations/Supports Needed
Stapling Packets:	Collate & staple 3 pages, place in done box.	Evan could stack 3 pages on top of each other w/ 2 fingers but could not straighten packet. Manual stapler too difficult.	Evan could collate papers and put them in a collator. He could use a stapling jig w/electric stapler to staple, then put in done box independently.
Stocking Shelves:			
Mail Delivery:			
Bussing Tables:			
Computer – Data Entry:			
Computer – Typing text:			
Recycling Papers:			

Independent Site

vs

1:1 Coach



GET TO KNOW YOUR WORK EXPERIENCE SITES:

(or develop one!)

- What sites are available?
- Where is the site/transportation?
- Are there accessibility issues?
- How many people can be at site?
- What tasks do they need help with?
- What hours are tasks done?
- Are there productivity requirements?

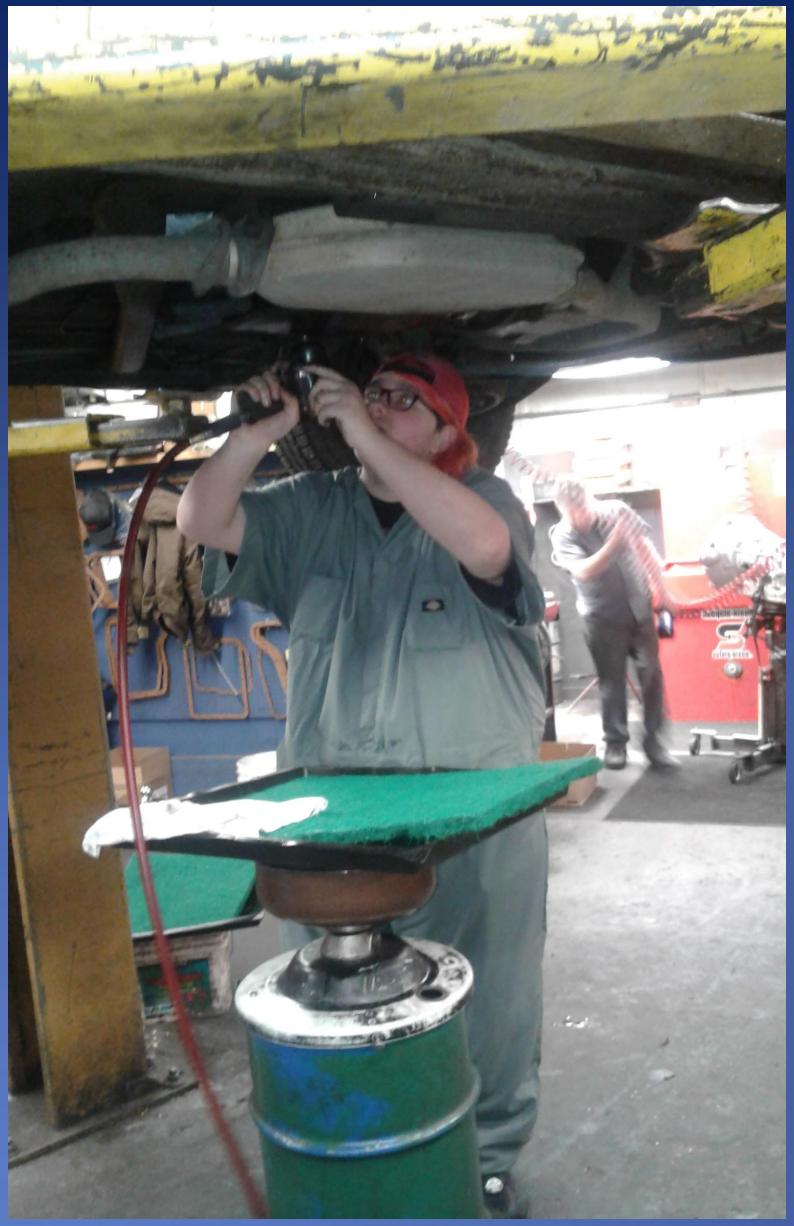
JOB ANALYSIS / ECOLOGICAL INVENTORY

Work Site: _____ Task: _____ Date:___

	Major Steps	Who Does Now/Personel	Amount of Work/ Duration	Possibilities/Adaptations

MATCH SITE TO STUDENT:

- INTERESTS!
- Types of Tasks
- Schedule
- Location/Transportation
- Accessibility
- Productivity/Independence Required
- Environment



KEYS TO STUDENT SUCCESS

- Builds student skills for future
- Shows employers student abilities
- Boosts student confidence
- Provides real work experience

STUDENT SKILL LEVEL

Training

PERFORMANCE GAP

Adaptations

ENVIRONMENTAL OBSTACLES

I am smiling.
A REMINDER.
kinko's

Roles of the Job Coach:

- Bridge for Business Relationships - -
  - - from Job Developer to Coach to Student
- Get to know what the Business Needs
- Get to know Culture & Natural Supports
- Know Quality & Productivity requirements
- Provide Effective Job Coaching & Job Set-up
- Write down Performance Information & Data
- **Fade as much as possible for success!**

Prompting

- Consistent across staff
- On “job” site as well as in class
- Use most independent cues
- Let student process before cue

  - Independent - without cues
  - Indirect Non-Verbal Cue - Pointing, eye gaze
  - Indirect Verbal Cue - What do you do next?
  - Verbal Cue - You need to get a clean cart…
  - Modeling - Here’s how, now you do it.
  - Participates - Hand over hand?

Fading of Supports:

- Sets up student for success first
  - with Good Training and Effective Adaptations
- Base your fading on Performance Data
- Fade from full tasks or from small steps
- Could be off-site or on-site
- Builds confidence, skills, problem solving
- Creates natural support networks
- **Shows the community ABILITIES**

Work Site Routine at Beginning of Experience

TASK MAP

Student: John R. Site: Acme Insurance

Dates: 10/1/16-11/15/16 Position: Clerical Assistant

Time	Task	Support Needed
9:15	Arrive on bus	Coach ride bus with JR
9:20	Hang up coat	Coach train
9:30	Pick up shredding	Coach train
9:45	Shred	Coach train
10:30	Break	Coach train
10:45	Scan	Coach train
11:15	Get coat, check out	Coach train
11:30	To bus stop	Ride bus with coach

SPRINGS TASK LIST

8:30 - **Set up bus cart** for servers: 3 bus tubs & silverware tub (hot water+SS)
- **Wash dishes/pans**, soak egg pans

8:40 - **Bus Tables:**
- **Set up Bussing Cart** with Cup/Glass Racks:
  - 3 gray, 2 blue/white, 1 gray/brown & 1 flat blue rack
- **Bus Tables** for cups, glasses, pitchers, creamers

9:00 - Soak Egg Pans
- **Wash** First: **cups, glasses, pitchers, silverware** – all 2x
- **Set up 3 carts** for servers: 1) pitchers; 2) tall glasses/cups; 3) silverware
- **Soak breakfast dishes** in 3 tubs of hot water + silver soak
- **Wash pans**
- **Wash breakfast dishes**
- **Clean area** & refill sanitizer bucket

10:30 - **Break – Clock Out**

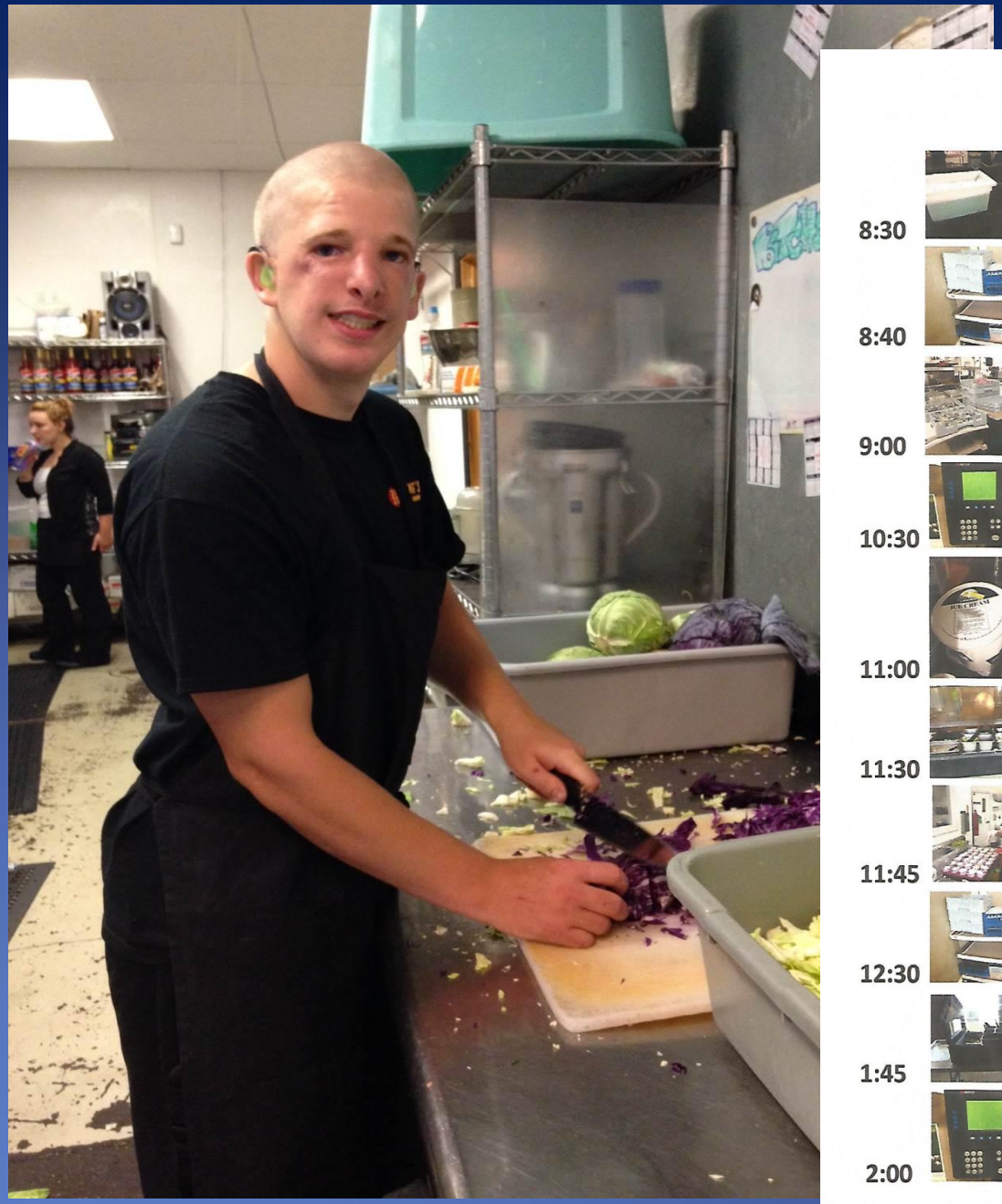
11:00 - **Check Dessert** (if ice cream, get out to thaw)
- Empty **Kitchen Garbage**, clean lids
- Empty **Recycling**

11:15 - **Salad Bar:** (**set up and wipe**)
- Fill Salad Bar with 2 bus tubs of **ice**
- Get **5 trays of food**: 1 lettuce, 2 toppings, 1 side dishes, 1 dressing
- Unwrap food, add spoons/tongs, **take to Salad Bar**
- **Salad plates** on tray by Salad Bar
- **Set up bus cart** for servers: 3 bus tubs & silverware tub (hot water+SS)

11:45 - **Plate Desserts**: Ask Cook

12:30 - **Set-up Bus Cart** (3 cup racks, 2 tall glass & 2 short glass racks)
- Do dishes & clean until dining room emptying
- **BUS TABLES** for cups, glasses, pitchers
- **Wash cups, glasses, pitchers**
- **Set-up 2 carts** (1 pitchers & 1 cups/glasses)
- **Put away Salad Bar**: food checked, wrapped, dated, away in walk-in
- Wash **pots & pans, sinks & stainless**

1:50 - **Check clipboards, Empty Salad Bar Ice, Punch Out @ 2:00**



SPRINGS A.M. TASK LIST

8:30

8:40

9:00

10:30

Break (30:00)

11:00

11:30

11:45

12:30

1:45

2:00

TASK ANALYSIS for Step by Step Instruction

Motor: Too high, too low

Behavior: Refusal, aggression

Discrimination: doesn't know colors, numbers

TASK PERFORMANCE PROBE (TASK ANALYSIS)

NAME: _____ SITE/JOB: _____

TASK: _____ JOB COACH/STAFF: _____

STEPS	Dates/Data						Motor/Behavior Problem	Discrimination Problem
Start Time							Prompt Code:	
Stop Time							I = Independent V = Verbal Cue M = Model PP = Partial Physical/Guide FP = Full Physical/Hand over Hand 0 = Did not do	
# Completed								
% Independent								
% Participation								

Alternative Work Concepts, Inc.

TASK PERFORMANCE PROBE

NAME: JIM SITE/JOB: SPRINGS KITCHEN ASST.

TASK: BUSSING BREAKFAST TABLES JOB COACH: JACQUE

STEPS	9/1	9/2	9/3	9/4	9/5	9/6	Motor/Behavior Issue	Discrimination Issue
Get Clean Bus Cart	M	V	V	I	I	I		Didn't check cart if clean
Add 3 Gray Cup Racks	M	V	V	V	I	I		Only Got 2 Racks
& 2 Blue/White Racks	M	V	V	I	I	I	2) Racks on too high shelf	3) Wrong color Racks
& 1 Blue Glasses Rack	M	V	V	I	I	I		
& 1 Flat Silver Rack	M	V	I	I	I	I		
Go to Table 1 in D. Room	M	V	V	V	V	V		Starts at Table 3
Empty cups into pitcher	M	V	V	V	V	V		Left some cups on table
Place cups in Gray Rack	M	V	I	I	I	I		
Empty glasses into ptchr	M	V	I	I	I	I		
Put glasses in Blue Rack	M	V	I	I	I	I		
Put creamers on flat rack	M	V	V	V	I	I		Dumps cream in pitcher
Pitchers on cart bottom	M	V	V	V	V	V	Won't touch dirty pitcher	
Take full cart to DW	M	V	I	I	I	I		
Start Time	8:40	8:45	8:40	8:35	8:40	8:40		
Stop Time	9:15	9:30	9:20	9:10	9:10	9:00		
# Completed								
% Independent	0%	0%	38%	61%	77%	77%		
% Participation	100%	100%	100%	100%	100%	100%		

I = Independent
V = Verbal Cue
M = Model
P = Participates

Routine After Fading:

TASK MAP

Student: John R. Site: Acme Insurance

Dates: 10/1/16-11/15/16 Position: Clerical Assistant

Time	Task	Support Needed
9:15	Arrive on bus	Coach rides bus with JR
9:20	Hang up coat	Receptionist helps get coat off
9:30	Pick-up shredding	Coach reminds what offices
9:45	Shred	Independent
10:30	Break	Independent in break room
10:45	Scan	Receptionist brings work to scanner
11:15	Coat, check out	Independent, Coach QA scanning
11:30	Go to bus stop	Coach meets JR at bus stop
11:40	Go to school on bus	Coach rides bus with JR

Job Design Strategies for Difficult Steps

Eliminate the Difficult Step

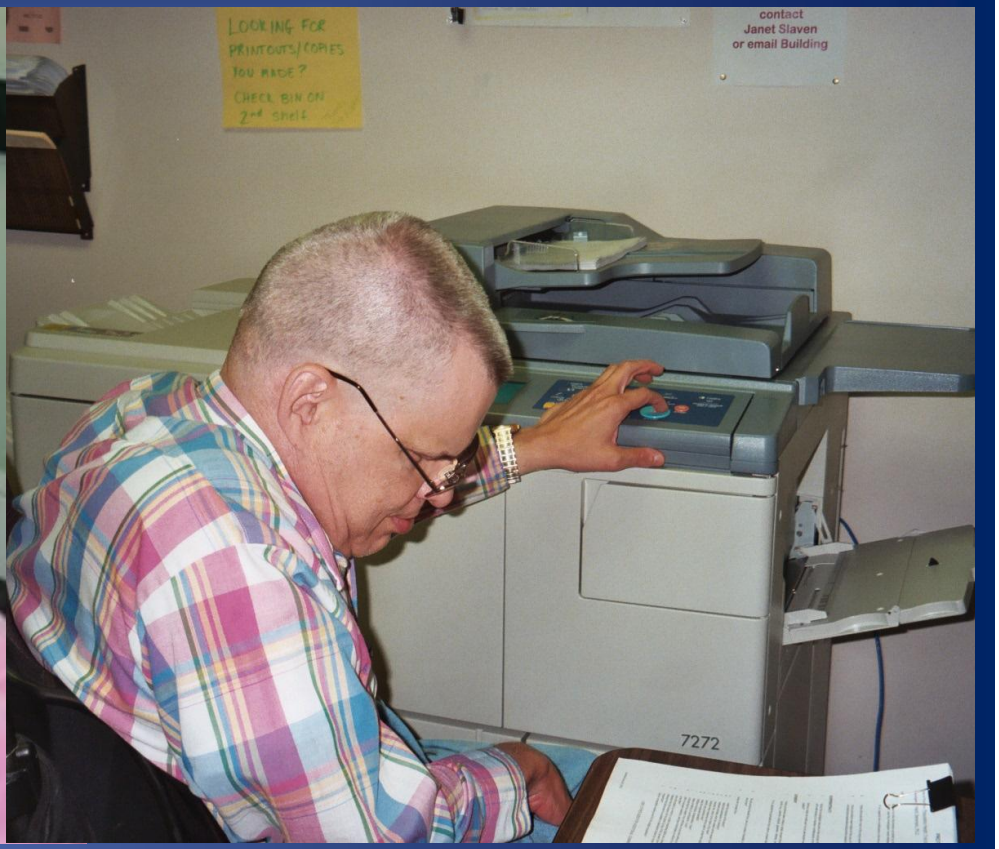
- Redesign the task so that the difficult step is no longer required for task completion.

Alternative Response Strategy

- Identify an alternative response that the person can use to perform the difficult step.

Repositioning

- Position the person in relationship to the equipment or materials being used



Environmental Rearrangement

- Increase access to equipment or work site by adding/rearranging furniture, equipment or other objects.

Assistive Devices: Commercially Developed for Persons with Disabilities

No Tech

- ✓ Pencil Grip
- ✓ Post-it Notes
- ✓ Slanted surfaces
- ✓ Raised lined paper
- ✓ Covered overlays
- ✓ Tactile letters
- ✓ Magnifying bars
- ✓ Weighted pencils

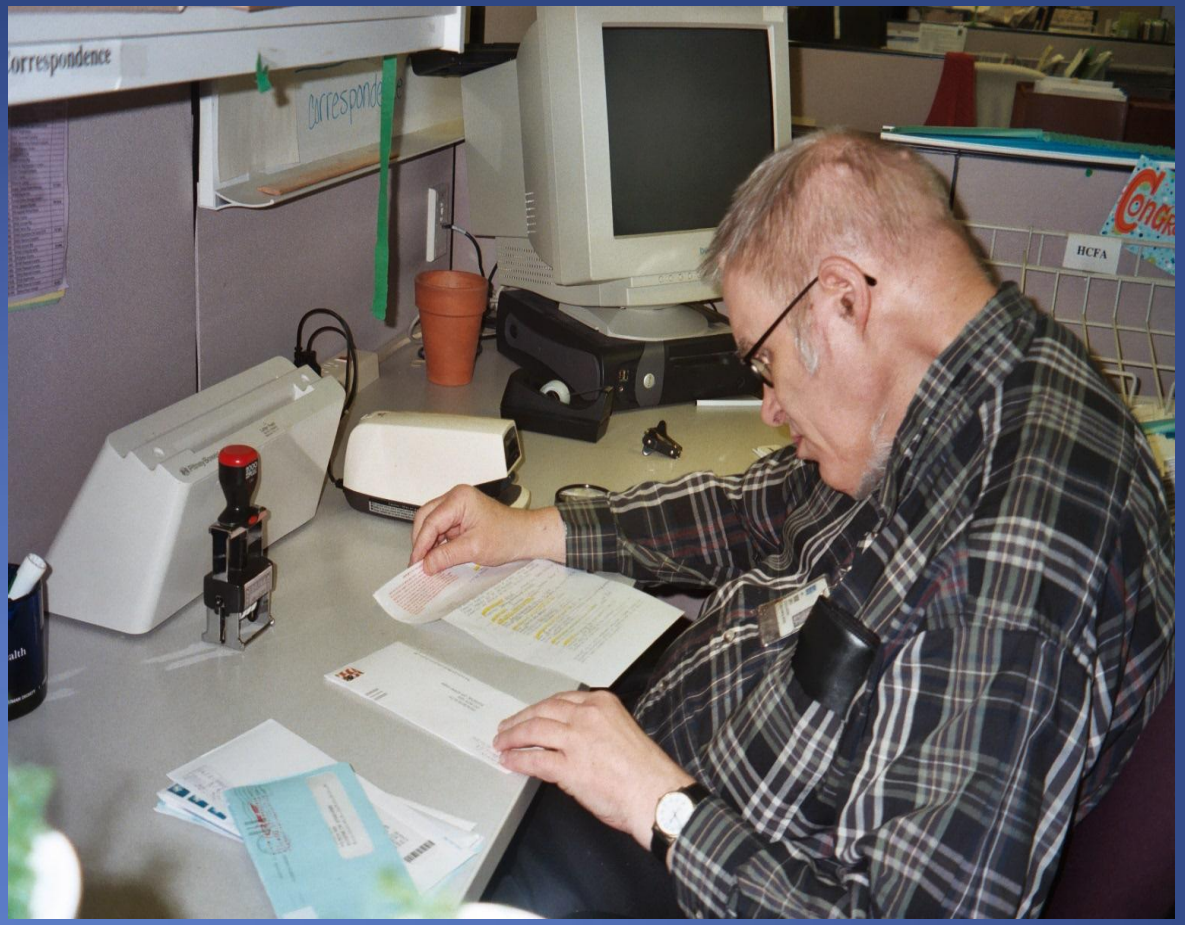
Low Tech

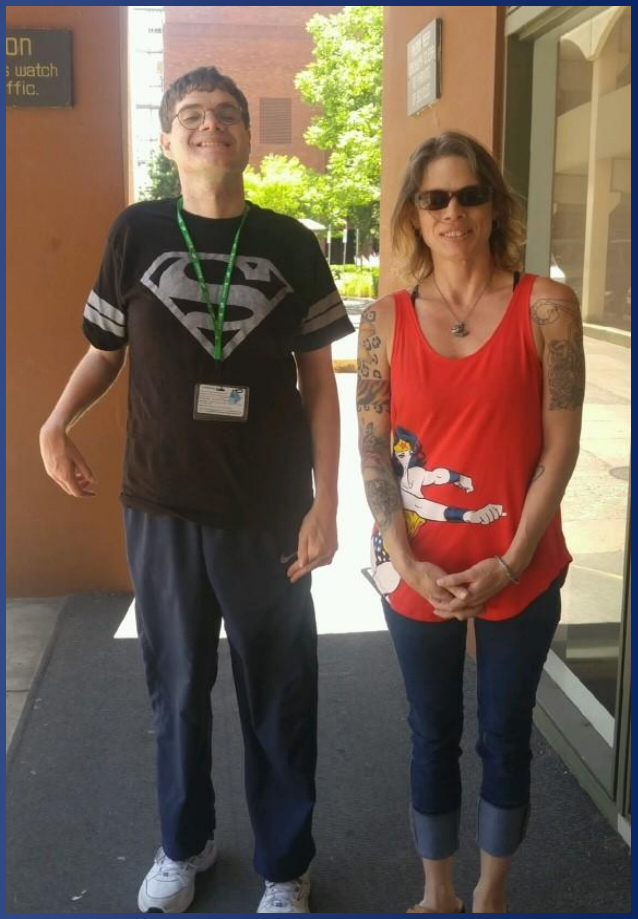
- ✓ Buzzers
- ✓ Portable word processors
- ✓ Talking Calculator
- ✓ MP3 players
- ✓ Electronic organizers
- ✓ Switches/Buzzers
- ✓ Lights

High Tech

- ✓ E-Readers
- ✓ Touch screen devices
- ✓ Computerized testing
- ✓ Speech Recognition Software
- ✓ Word Processors
- ✓ Text-To-Speech (TTS)
- ✓ Progress Monitoring Software

Assistive Devices: Commercially Available - Generic





Assistive Devices: Constructed

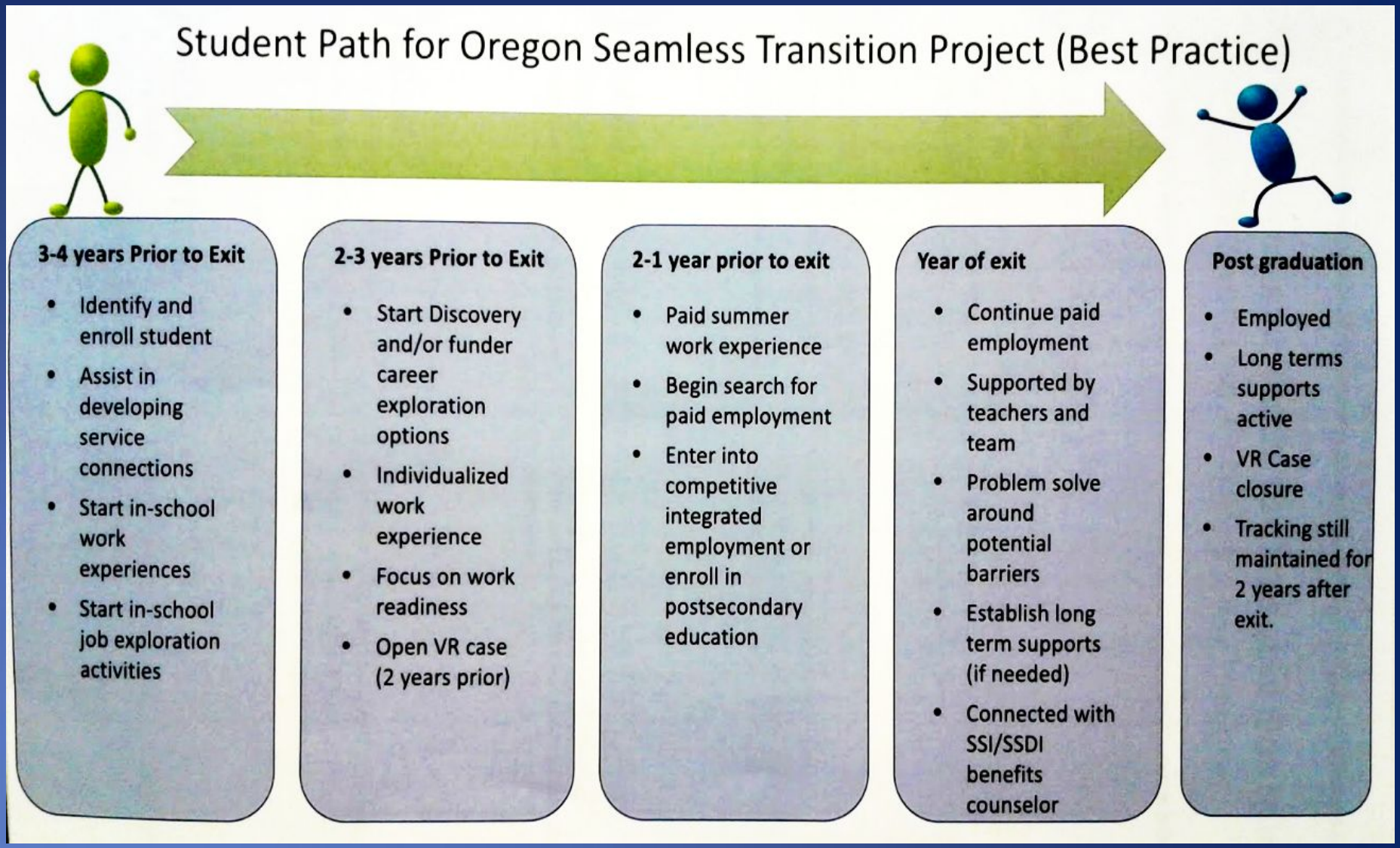
- Jigs or devices built to meet the unique difficulties with a task that a person has

Learning Through Experiences:

- Successes
- Failures are not bad, but lessons learned
- Take lessons learned and apply them in the next work experience or employment

Remember to educate & collaborate with the student's entire team!

Seamless Transition Flow of Student Services



Sharing Work Experience Data with Service Providers

WORK HISTORY

Name: JIM CLUE

Date	9/12-6/13	2/12-9/12	3/11-2/12	1/11-3/11
Employer	Eugenesports Athletic, 402 Buff Way, Eugene, OR 97402	Briedel School District 4640 Bergen Dr. Eugene, OR 97401	Food for Lane County, 770 Banding Rd., Eugene, OR 97403	Sotang Retirement Community 422 Jennings Lane Eugene, OR 97401
Job Title	Custodial	Custodial/Landscaping	Food Prep	Custodial
Level of Support	Crew	Independent	Crew	Crew
Tasks	Vacuum, wipe down lockers & eqipment, clean glass, clean courts, clean showers, sweep sauna, refill hygiene products, interact appropriately with gym customers	Janitorial & landscaping for school - raking, weeding, mowing, cleaning classrooms, sweep, mopping, waxing floors, operateing carpet buffer, unloading trucks	Cutting, chopping and general preparation of variety of foods, used food slicer. Cleaning kitchen, using commercial dishwasher, sorted recycling, filled compost bins	Vacuuming, dusting, wiping down rails, take out garbage, sort and take our recycling.
Site Supervisor	Nancy Green 541-899-4465	Terry Sand 541-912-2230 (reference available)	Frieda Davis 541-988-3357	Joe Johnson 541-699-2908
Program Contact	Alex Nottingham 541-774-2299	Alex Nottingham 541-774-2299	Alex Nottingham 541-774-2299	Alex Nottingham 541-774-2299
Hours/Day	2 Hours Daily, M-F	7 hours daily, M-F	3 hrs daily, Tu-Fri	2.5 hrs daily, Tu-Fri
Paid/Credit	Credit	Paid Jun-Sep $8.50/hr	Credit	Credit
Performance	Prod: 80% after trg Indep: 80% after trg worked well w/cust	Prod: 80% after trg Indep: 70% got confused w/tasks	Prod: 80% after trg Indep: 90% after trg always busy	Prod: 70% after trg Indep: 70% after trg seemed bored
Interest	Liked cleaning and was good at it. Says he would like this as a job.	Jim said he really liked this type of job and loved getting paid!	Jim says he really likes to stay busy and to work with food, favorite job so far	Jim said this job was fine but boring, cleaning is fine but wants more to do
Support Needs	Jim worked well after he knew order of tasks. A picture task list could help Jim remember more complex jobs. He likes to know what quality is expected.	Jim's supervisor said that he would notice Jim being confused w/tasks - needs more step trg to learn tasks & picture cue task list to remember order	Jim had good attention to cleaning detail, worked fast, might need a task list if by himself, would find other things he thought needed done, too.	Jim couldn't see dust well, and lost place when vacuuming. Was great with big tasks like garbage, recycling. Wanted to be busier.

JIM CLUE

159 Smith Street, Eugene, OR 97405
Phone: (541) 555-1111. E-mail: jimc@hotmail.com.

EMPLOYMENT OBJECTIVE: I am interested in a position in the food service or retail industries where hard work, a good attitude and dependability are valued.

SUMMARY OF SKILLS: Experienced in tasks including food service, stocking merchandise, landscaping, custodial work and electronics recycling. I have taken cooking classes and have experience with food prep. I am very eager to get a job, have a great work ethic, am reliable, and have free training support and tax credits available for my employer.

EDUCATION:

B.C.T.N., Eugene, Oregon — 2011-2013
Volunteered & did work experience in a variety of local businesses.

Willamette High School, Eugene, Oregon — 2007-2011

WORK EXPERIENCE:

J.C. Landscaping, Self-Employed Landscaper — 7/13-present
Tasks include: mowing, raking, weeding, edging, trimming bushes, marketing, washing cars, customer service.

Eugenesports Athletic Club, Volunteer Custodian — 9/12-6/13
Tasks included: vacuuming, window washing, cleaning locker rooms, mopping and sweeping, stocking supplies, customer service, general cleaning.

Briedel School District, Maintenance Crew Member — 2/12-9/12
Tasks included: landscaping, raking, weeding, mowing, custodial work, cleaning classrooms, sweeping/mopping/waxing floors, operating carpet buffer, general cleaning.

Food for Lane County, Volunteer Food Prep/Dishwasher — 3/11-2/12
Tasks included: food prep, cutting/chopping food, using food slicer, cooking, cleaning kitchen, washing dishes, washing pots & pans, recycling, general cleaning.

Sotang Retirement Community, Volunteer Custodian — 1/11-3/11
Tasks included: vacuuming, dusting, taking out garbage, recycling, assisting residents.

Next Computer Recycling, Volunteer Electronics Recycler — 9/10-1/11
Tasks included: dismantling computers/electronics, sorting parts, taking apart disk drives, recycling, cleaning work area.

REFERENCES:

Jacque Gerdes, Alternative Work Concepts, Eugene, OR	(541) 520-9931
Hans Fadden, Vocational Rehabilitation, Eugene, OR	(541) 736-7827
Terry Sand, School District Supervisor, Eugene, OR	(541) 912-2230

Vickie

Eugene Water & Electric Board

Job Placement

Vickie has been working at EWEB since 1995 in a 15 hour per week position. Vickie works as a clerk in the Office Systems Group. Her job duties include delivering interoffice mail; daily postage metering; reducing "junk mail" by sending out form letters; miscellaneous filing; shredding of confidential materials; and stuffing envelops.

Vickie's Comments

"It's important to me that I do a good job and be a fun person to be around, because I want people to know that people with disabilities can be just like people without disabilities."

"I like my job at EWEB. My co-workers are great! They are fun to joke around with. They have all been very nice to me."

Employer Comments

"We have been extremely impressed with the training provided by AWC. They not only train on how to complete the assigned tasks, but research the most efficient method for their client to complete the tasks."

"AWC works very closely with the employee to assure our standards and production are met. Alternatives' support to the employee in gaining the confidence to meet production and to provide future training if new tasks are assigned, makes this a valuable program to the employer."

"Our staff consider Vickie a valued member of our [team] and enjoy the same friendly bantering with her as with other staff members."

– Maxine Short, OSG manager

EWEB
Eugene Water & Electric Board
500 East 4th Avenue
Post Office Box 10148
Eugene, Oregon 97440-2148
503•484•2411
Fax 503

September 25, 1991

To Interested Employers:

It is with a great deal of enthusiasm and confidence that I recommend the Alternative Work Concepts program. One of the critical business issues facing EWEB today is our ability to hold down overhead costs by boosting employee productivity and performance excellence. AWC is helping us do just that.

At EWEB, the need for quality employees is basic: they are the key to our organization's success. AWC helps us utilize employees to their fullest potential by assisting us in the performance of routine clerical tasks. Specifically, AWC's support frees up our existing clerical staff to take on more complex duties, thus broadening their overall value and contribution to the organization.

In addition to enhancing productivity, EWEB's association with AWC has gone a long way toward creating a work environment which honors, values and respects differences in peoples' abilities and backgrounds. In an industry that is as service-oriented as ours, it is imperative that EWEB employees acquire skills in dealing effectively with customers in an increasingly diverse community. AWC is an important link in EWEB's commitment to provide employees with opportunities to learn about and appreciate diversity.

Again, I enthusiastically recommend AWC to interested employers. I would be happy to answer questions about how EWEB's investment in AWC benefits our organization.

Sincerely,

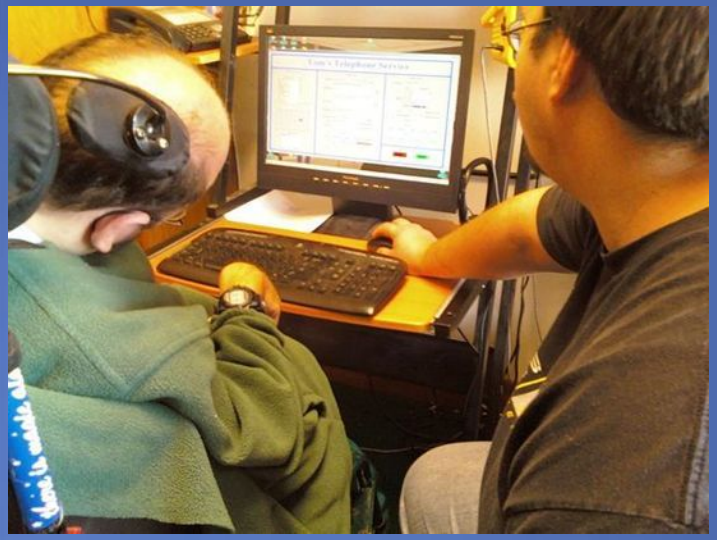
Nancy Burbank

Nancy Burbank
EEO Manager

On-Going Job Supports:

- Adaptations/Job Design Strategies
- Independent Job vs Coworker Supports
- Ongoing Support Funding Options
- Collaboration with Community Supports

Families/Home Providers, Transportation Services, Employers/Coworkers, Community



THANK YOU!...
….for your dedication in setting up your students' future success!

For more information or to schedule trainings:

- Jodi Johnson ~ TTAN
  * jjohns01@mesd.k12.or.us

- Jacque Gerdes ~ AWC
  *awc@efn.org