Welcome back to the employment first collaborative team training toolkit prerecorded Webinar series. In this recording, we will be reviewing training toolkit domains four and five, which refer to workplace and related supports, as well as ongoing supports. I’m Russel sickles senior consultant with the center for social capital and I’ll be with you for today’s training.

As you’ve seen in the earlier webinars the toolkit has organized the APSE supported employment services core competencies into five content groupings or domains. Domains four and five correspond with APSE competencies numbers 53 through 80. It is estimated that the recommended training time is a minimum of 10 hours for domains four and five.

The toolkit breaks down core competencies 53-80 into the following 9 areas: communicating with the job seeker/employee and his or her natural and paid supports; the impact of earned income on entitlements; transportation for work; proactive planning for on-the-job training, supports, and facilitating workplace integration; training schedule and instructional procedures; positive/negative behavior and intervention supports; funding for long term supports; support for job and/or career advancement; and finally, developing and implementing a plan for long term supports.

The toolkit also offers a guide to assess and rate the knowledge, skills, and abilities of a community employment service staff or program related to the nine areas of domains 4 and 5.

Based on the rating, the provider program may consider training as a solution to any gaps that are found in the core competency areas.

The toolkit offers recommended trainings to address knowledge or skill gaps, as well as web-based resources for specific and comprehensive training.

Each domain subheading will be rated on a number scale from 1 to 3, with 3 being the highest rating. The toolkit is designed to assist with determining whether the provider program best matches the description that corresponds with the rating number. These rating descriptions provide a general idea, but not an exact description of the program’s competency. We choose the best that fits based on the rating definition. We want to underline again that the toolkit is not to be used for program evaluation, but to help each organization create a training plan, if warranted. Trainings should be targeted to organizational leadership, program managers, mid-level managers, and employment support staff. The ratings are as follows:

One: does not demonstrate this competency. Training suggestions would include intensive training for staff, management. and also leadership.

Rating number two: does not demonstrate this competency with effectiveness. Training suggestions would include a focused topical training Webinar or other short-term training modules.

Rating number three: effectively demonstrates this competency. No training is needed.

The toolkit provides a plan or framework to address these needs. This comprehensive training assessment may seem like a lot—five different domains, multiple competencies in each domain, rating the competencies, etc. The purpose of the Toolkit is to identify the skills, knowledge, and abilities needed to provide effective employment supports and to offer a path to a plan of action to ensure programs and staff have these competencies. It’s not rocket-science, just a design-plan or blueprint, like the Gemini life-support drawing in the corner. Using the Toolkit may seem overwhelming at the start, but the it can offer a useful plan to identify and address competency gaps.

So let’s take a look at the competencies within domains four and five

The first set of competencies look at communication with the job seeker or employee and their natural and paid supports. These competencies correspond with APSE the competencies 53, 56, 57.

To secure and maintain solid employment outcomes, it is necessary to initiate and continue ongoing coordination and communication with key members of the employment seekers support network. We recognize that the impact of disability can add complexity to a person’s life. Supports, both formal and informal, exist where needed to assist in the pursuance of one’s life goals. If Employment Serivces are unaware or unwilling to work alongside key members of the support network, even the best job match will be unsustainable.

Let’s take a moment and think about our experiences with employment seekers with complex lives. In your organization’s day-to-day role, as you support individuals to pursue their work goals, who are some of the critical natural and paid supports that you come in contact with? What organizations, not just individuals, must you interact with when you offer services, from the first time you meet, through the match and job retention. Pause the recording now, and spend a minute or two to jot down all the individuals and organizations that come to mind.

After you’ve jotted down individuals and organizations, think about why it is important that we coordinate and communicate with everyone you identified. Think about the positive outcomes, what works when we do this well? And also think of the negative outcomes, what falls apart, when we do not do this well?

An Employment seekers network may include family and friends, paid professional services such as residential supports, day supports, employment providers and service coordination. Many employment seekers must also plan and prepare for the impact of earned income on government benefit programs like Supplemental Security Income or Social Security Disability Insurance cash benefits, Medicaid and Medicare, the supplemental nutrition assistance program—or snap—benefits, and housing assistance.

Also, think about everything that goes into planning for a typical day, a person must getting ready and dressed for work, plan for meals, work out transportation to and from work, accommodate changing work schedules, schedule time off, etc. Someone with a significant impact of disability may have people and organizations to provide some assistance with these tasks. When things change or supports breakdown, the result can be chaos. It is important to do some proactive planning to delineate roles and responsibilities related to these critical tasks so that supports can responsive to day-to-day needs and also adapt to circumstances as they change.

Often, we pay so much attention to the job offer, that we neglect the necessary supports that help make the job offer turn into an actual job. Negotiations around the job offer are pretty straightforward, we’ve got relatively few people to negotiate with and the interests of the business are pretty clear, and revolve around tasks related to business operations—the production of products and services—training and supervision, and ongoing workplace supports.

Think about the corollary negotiations that must happen for someone who receives day and residential supports. They likely have multiple staff in day and residential environments and the staff may change often. They likely have a case manager that oversees all services, as well as a residential director and day program director involved with decision-making with those programs. There will also likely be interactions with a representative of agencies that handle housing, snap benefits, and social security benefits. It may not be uncommon for there to be 5 to 10 or more people who have necessary and important roles that must be navigated successfully to assist an employment seeker that works. And those are just official supports. That’s not counting family, friends, partners and others who have a relationship with the job seeker and are providing crucial freely given support.

Take the common barrier of transportation. A job offer can’t become a job if we’re not sure how the person will get to work regularly and reliably. Too often this and other work-related activities are seen as outside of employment services purview. We may not provide transportation, but we must facilitate communication amongst the support network so we can begin to figure out how transportation barriers will be resolved.

Family members may see things differently than we do. Often we write them off as being difficult, unrealistic, or as having low expectations. If we do not do everything we can to engage the family members and include them as contributing and functioning parts of the team, the process will be less effective. It’s our responsibility to initiate and support ongoing team communication to maximize the chances of employment success. Employment services are most likely to be successful when they help employment seekers build and utilize an effective team of supports.

Let’s look at a 3 rating, which means that he organization effectively demonstrates these competencies:

to receive a rating of three, organizational program staff would consistently support ongoing communication with all team members of the job-seekers support network.

Organizations receiving a 3 rating will also develop individualized plans for ongoing communication that continue after the job has been secured. These organizations are flexible and adapt communication plans to each person and do not provide the same boilerplate approach to all individuals. Also the organization takes on the responsibility of planning for communication with supports after the job has been secured.

And lastly the program would have a standard practice for facilitating support and generating by-in from other members of the support team. The organization understands that there are competing priorities and conflicting interests amongst the individual’s support team and they anticipate and accept their role in facilitating support and generating by-in from the support team.

Please type the link at the bottom of the slide into your browser and watch the video. What you’ll see is a funny example of what I think a lot of our planning and programmatic meetings look and feel like, especially our employment planning and job-development meetings. There’s a lot of talk about possible ideas and barriers regarding employment, but no next steps, roles and responsibilities assigned, action plans, or due by dates. The result is that you pretty much end the meeting in the same place you started: we have no idea what to do next and we are no closer to getting our needs met. Effective communication does not look like this…

Let’s move on to a hypothetical example and apply the ratings to a provider based on their communication with employment seekers and their natural and paid supports.

You are working with an organization called job finders plus, helping them use the EFCT toolkit to evaluate their program and staff training needs. Job Finders plus describe themselves as the employment experts for people with disabilities. As you work with staff to learn more about their work, you find the following:

Job Finders plus usually works on their own, from assessment to job development and through training and On-Going support. You’re told that this is so because most other human service organizations and typical community groups that they interact with “don’t understand disability employment.”

Most interactions with friends/family/and paid supports happen at intake and after the job is found. For example: getting them up to speed, communicating job requirements/transportation needs/who’s doing ongoing supports; as well as interactions around sign-off on reporting, billing, and compliance requirements.

Interactions with supports usually occur when a problem arises.

When discussing Family members roles and participation, they are often described as being “unrealistic” regarding job goals and “difficult” to work with.

Considering the information you’ve been given, think about what rating would give and the reasons for that rating.

You’ll can see brief descriptions of the ratings 1, 2 and 3 on the right of the slide. Pause the Webinar now, assign a rating, as well as a one or 2 sentence explanation for your rating. Restart the Webinar once you are done.

Most reviewers will give this organization a one or maybe a really weak two rating. Job Finders plus is engaging support in a reactive, not proactive way. There’s no standard practice for facilitating or generating by-in from other members of the support team. Family members and others are described as not understanding disability employment, being unrealistic, and difficult. And communication is happening basically when it has to for compliance reasons, when they first meet the job seeker and then when staff must begin conversations about fading and switching to national and ongoing supports.

As we’ve said, employment is complicated and is much more likely to be successful if there’s ongoing communication amongst the entire support network; changes and needs are anticipated, and problem solving assumes the involvement of the employment seeker’s support team.

Let’s move on to the next competency, the impact of earned income of entitlements, which correspond with APSE competency 54.

Most of us work with employment seekers who receive government benefits and entitlements. Because fear of losing benefits is one of the primary reasons why people don’t pursue work, or work far under their full potential, these individuals need to receive a comprehensive benefits analysis so that they understand the impact of earned income on each benefit. Decision making that reflects Sheldon’s state of mind—“It’s not going to be fine! Change is never fine!”—results in fear-based decisions, where any kind of loss must be prevented, even if that decision would result in a net gain.

In addition to information about earned income and public benefits interactions, is also important that individuals receive information related to financial education, asset development, work and tax incentives including those that help reduce disability and work related costs, as well as incentives that support asset development and small business startup. This domain and competency recognizes that work should be a means towards Financial Security and greater financial independence and away from a lifetime of poverty.

Now I’d like to ask you to think about how fear or misinformation—or lack of information—regarding the interaction between earned income and public benefits has shown up in your, or your organization’s work. Have you experienced occasions where employment seekers, family, other service providers or service systems have altered their approaches—or perhaps not approached work at all—because of perceived limitations or barriers to work that have been attributed to worries about the loss of one or more public benefit? Do you remember whether an expert comprehensive benefits analysis was done? Pause the recording and take a few minutes to reflect…

Next, think about your organization’s processes. Describe how your organization engages benefits planning, financial education, and asset development information. What do you do to help employment seekers, staff, families, and others find this information? Pause the recording again and take about 2 minutes to jot down your notes.

Before we look at our hypothetical case study, here are the components an organization that would receive a 3 Rating would possess:

Program staff *consistently* provides basic benefits information and/or refers *all individuals who receive government benefits for a comprehensive benefits analysis.*

Staff are familiar with *asset-development strategies* and *consistently support* individuals to explore asset-building options, like *IDAs and PASS*

Staff have *participated in the development of at least one PASS*

Although it is generally well known that employment seeker fears, myths, and mystifications about benefits inhibit employment outcomes, most organizations are not currently providing consistent support and/or referrals to benefits counselors. They just haven’t found a way to add that component to their employment processes. Providers also have their own biases and fears whenever public benefits are mentioned. Because of a lack of knowledge, employment seekers are often advised by professionals to do everything they can to not impact benefits, without considering whether an increase in earned income would be a net positive gain for the person.

Our job is not to become mesmerized by the perceived risks of working with benefits, but to help employment seekers understand the potential financial benefits of work incentives, asset development and tax incentives, and financial education. If we only focus on one side of the equation—potential losses—without learning and planning how increase the potential benefits and mitigate any losses, we’ll behave like the guy in the next video—pause the webinar and type in the link to watch it now:

Whenever benefits come up, we turn into the Weather Man Anxiety Fail Guy. We may not look like we’re freaking out on the outside, but on the inside, we’re doing our own personal public benefits anxiety routine.

To counteract our fears, it’s important to recognize that there are many potential opportunities for employment seekers who receive public benefits. In this slide, we’re looking at all Floridians who receive SSI benefits. You can see that the data goes back to 2001, and the table breaks out the information into six different categories:

The first is the total number of SSI recipients with disabilities which is 439,706 in 2015.

The total number of SSI recipients who are working, which is 11,889 in 2015.

Next is the percentage of SSI recipients with disabilities who are working with just 2.7% reporting income to social security. Is it important to note that this 2.7% aren’t necessarily working full time or even part time, this number just represents individuals who are declaring some amount of earned income to the Social Security Administration.

You also see numbers for SSI recipients who are receiving plans for achieving self support—PASS—impairment related work expenses—IRWEs—and blind work expenses—BWEs. These are work incentives that allow SSI beneficiaries to keep more of their SSI cash benefit by excluding certain expenses as not accountable against SSI. You can see that except for the increase in impairment related work expenses from 2013 to 2015—which was substantial and very encouraging—there has been a consistent decline in the use of these work incentives.

In this next slide will look at one of those work incentives: plans to achieve Self-Support or pass. At the end of 2016 there were 183,972 SSI recipients who also received SSDI. You can see that number in the second to last column in the graphic on the slide. OASDI stands for old age and survivors disability insurance. Most of these individuals are potentially eligible for a PASS because they are concurrent beneficiaries, they receive SSI and SSDI at the same time. There are more people potentially eligible for a pass in Florida, those with SSI that are working and some individuals with SSDI. But in this slide, we’re just focusing on beneficiaries receiving both SSI and SSDI. Let’s say the average pass is $7000 a year, if we could somehow inform all 183,972 of these Floridians about their potential PASSes, we would’ve just made these individuals aware of about 1,287,804,000 dollars that could help them purchase items they would need to pursue a work goal. Things like a car, auto insurance, gas, money to pay for vocational training or education like college, money for clothes or tools or equipment needed for a job, money to pay for assessments, job development, and job coaching services, or money to pay for inventory, supplies, marketing or other things needed to start a business. Or many other things that are necessary to reach a job goal and are of reasonable cost.

By informing employment seekers about potential opportunities and connecting them with experts, we can help lessen some of the fear of employment seekers and their supports. We can help beneficiaries learn that there are rules in the system that reward them when they pursue work. These experts can assist with PASS, IRWE, other work incentives that allow beneficiaries to keep access to their Health Care and cash benefit while they work; or work incentives that allow beneficiaries to have unlimited cash in a business account, as long as the business is a sole proprietorship or partnership; and other work incentives. Let’s look at another hypothetical:

You’re working with work support inc., helping them work through the training toolkit.

They tell you that they have recently learned about the importance of benefits planning. During your review the learn the following:

They used to believe that a “little knowledge is dangerous.” Staff say they intentionally did not learn benefits information because they didn’t want to “ruin someone’s life.” Staff also joked that they “aren’t so good at math, that’s why we do human service work.”

However, at a recent benefits training, they learned about PASS Plans and participated in helping a job seeker use one to get $24,000 to take training classes, and buy tools, clothing, and a car needed for transportation for a new job.

They are frustrated because many employment seekers can’t save much money due to benefits interactions and asset limits. An illness, bad decision, or bad luck will leave job seekers without resources or options almost immediately.

They have recently learned how SSI and Medicaid beneficiaries are allowed to have unlimited “liquid resources”—cash—in a business account, if the business is a sole-proprietorship or partnership—not an LLC. This and their experience with PASS has lead Work Supports to send a staff to get intensive Benefits Counseling Training.

Some job developers say they try make sure all job-seekers get a benefits analysis, others are unaware of how benefits fit in with job development.

What rating would you give this organization and one a 1 to 2 or 3?

Remember that the rating one indicates that the organization does not demonstrate competency and then need intensive training

A rating of two means that they demonstrate some competency, but not with effectiveness and so may need a smaller, focused training or Webinar or short-term training

And a 3 rating means the organization effectively demonstrates the competency.

Pause the Webinar now and spend about 5 minutes rating the organization based on this information and also provide a rationale for your rating.

Work Supports Inc. would receive a rating of two. They’re very close to a three. To Receive a three, staff of the organization must participate in the development of at least one plan to achieve Self-Support—or PASS—and they’ve done that. Staff are aware of work incentives, but are not consistently encouraging individuals to get a benefits analysis. To receive a 3, staff would need to consistently assist individuals to explore benefits planning and asset development information—they are on their way by sending their staff for training, but they would still need to make sure employment seekers are getting this information…staff need to have the information and use it too. Even without someone on staff with the expertise, organizations can make referrals to benefits planners and consistently encourage employment seekers to explore asset-development strategy options.

Moving on to the next toolkit competency: transportation for work, which corresponds with APSE competency 55.

The office of disability employment policy says “accessible, reliable transportation is one the most critical employment related components there is for many individuals with disabilities. Employment outcomes cannot be successful if the individual does not have reliable means of getting to work.

Transportation related considerations may also include travel training for individuals with cognitive disabilities and/or coordination with transportation resources.”

This need and barrier is likely very familiar with everybody listening. Accessing potential worksites isn’t simple, mostly due to a lack of resource and relationships. We know that this is a critical need and obviously, a job that someone cannot get to, is really no job at all. Effective transportation supports are more than just helping the person get a bus schedule. Effective transportation supports would include travel training, if needed, and also being responsible for the coordination of transportation supports and ensuring that necessary supports are in place prior to the start of employment.

To receive the highest rating, program staff will have developed standard practices to explore transportation options that are a key part of employment planning; job development focuses only on businesses that the employment seeker can reliably and consistently access; as a mentioned earlier staff see it as their role and responsibility to address and solve transportation needs prior to the first day on the job. And finally, to receive a rating of three, individuals supported by the program will not lose jobs as a result of transportation issues.

OK let’s look at possible transportation solutions and supports in the following case study: During discovery, you observed Robert assisting his father with basic auto maintenance tasks—changing fluids, a tire—pulling apart old fire extinguishers with tools for scrap, wood chopping using a splitter, and mowing the lawn. Transportation—Robert has a goal of driving—he’s working on passing the writing test now—and Machinery are two emerging Vocational Themes.

You follow the themes to a local car garage where you take your car for tune ups and basic repairs. The garage has one full-time employee who works along-side the owner, Dwayne. An informational interview goes well and an extended observation uncovers a need for a part-time employee. The job has full-time potential. The garage is also on a bus route, but Robert has never used public transportation, relying on his parents and older siblings for rides.

Robert has an open VR case, but no access to Medicaid Waiver supports. The team is concerned with transportation—mom and dad work FT and siblings have jobs and families—and follow-along supports once the VR case is closed.

Robert also receives SSI and SSDI benefits.

The rating 3 definition is to on the right side of the slide. Please pause the recording as you consider what supports or solutions an organization that would receive a three for this competency would provide? Pause the recording now and take about 5 minutes to jot down your ideas.

You may have jotted down that a transportation plan should be pretty close to airtight before a job is negotiated. Robert currently relies on his parents and older siblings for rides, so you’d want to explore their availability and reliability when considering any potential work schedule. The garage is on a bus route, providing travel training yourself or referring Robert to a travel trainer could help Robert build the skills needed to use the public bus route. Also, there may be para-transit available specifically for individuals with disabilities and others who cannot take public transportation. It may be possible to arrange car-pooling to and from the garage with Dwayne or the other employee depending on where they live and Roberts’ work schedule. You also may want to explore relationships, either through church or neighbors or other civic groups that Robert and his family have, for help with rides. And also Robert told you about his goal of driving and that he’s working on passing the written test. Robert may be able to write a plan to achieve Self-Support that could pay for a tutor for the written test, driving lessons for practice on the road and simulating the driving test, and the pass could also pay for a car, insurance, and gas to help circumvent the transportation barrier. The successful transportation support plan would likely need to include a few of these solutions and also include contingencies for times when things don’t go as planned.

The next domains we’ll look at include proactive planning for on-the-job training; supports and facilitating workplace integration; training schedule and instructional procedures; and positive/negative behavior and intervention supports. This part of the EFCT domains correspond with APSE competencies 58 to 75.

To ensure the new employee is fully integrated into the company, job support planning must begin prior to first day on the job and also consider workplace culture. Culture and environmental factors can play a powerful role in promoting task and skill learning, and the development of natural supports. Often we are working so hard to get the job offer, but we don’t really know what the employment seeker will do. Specifically, what does a working day look like? What are the specific tasks? Do these tasks, the workplace culture, environment fit the employment seeker? Typically, employment supports are playing a lot of catch-up, learning these things on the fly without much prior analysis. Prior to first day on the job, we want program staff to plan, discuss roles and responsibilities, and engage the business as much as possible.

This competency also looks at job analysis and instructional strategies. The job analysis should be confirmed with the business, and also respect the business culture, organizational processes and policies and procedures. All orientation and initial training should be done, as much as possible, in the same manner as all other new employees.

Regarding instructional strategies, all teaching should use data-based strategies like systematic instruction, and adapted as necessary to reflect the learning style and preferences of the employment seeker. Data-based decision-making serves as the foundation for evaluating skill acquisition and adapting instructional strategies while balancing workplace needs.

Lastly, positive behavior supports, or PBS, are used by program staff. PBS is a set of research based strategies used to increase an individual’s quality of life and to decrease problem behavior by teaching new skills and making changes in a person’s environment. Some of the components of behavior interventions in the workplace include understanding the functions of behavior, planning for a valued outcome—successful employment in this case—a job-match in an environment where there is the greatest chance of success, and a coordinated team effort when implementing a plan.

You can see what would need to be present to receive a rating of 3:

**Default instructors are *typical co-workers and supervisors.***

**Consultative collaborative approach is used as opposed to staff taking responsibility for all employee needs.**

**Staff apply *systematic instruction* to support skill acquisition.**

**Staff demonstrate *adaptive teaching techniques*, use data to make instructional decisions, and fade to natural supports.**

**Program gets *quality outcomes for individuals who exhibit challenging behaviors.***

Let’s look at a job analysis tool. The Job Analysis Record you are looking at now has been modified a bit for this training exercise, but what you are looking at forms the basis of our job analysis process. This is one process, and there are many others that are equally effective. The main function of the job analysis is to make us systematically and thoroughly evaluate any proposed job for its match with the employment seeker, well before start of job.

You can see on the top of the left side, we are looking for information such as who our liaison is at the business, the contact person or supervisor. We list the proposed job title and major tasks, projects or responsibilities—what the person will actually be doing on the job. Also listed are proposed work hours and days per week, starting hours and pay, and we can also include plans to increase hours and responsibilities as time passes.

Next we focus on the culture of the company. As we’ve mentioned culture, can be crucial to a good fit. Think about your work experiences, and how much fitting in and belonging at work translates to job retention and satisfaction. We’re looking at typical daily rhythms, dress code, jargon particular to the workplace, how breaks and lunch work—do people eat together?—car pooling, initiation rituals for new hires, celebrations like birthday’s, babies, retirement, work successes; supervision style—is it top down and formal or more democratic and flexible—are there any recreational gatherings on holidays, or community initiatives, health initiatives, or company sports teams? What are the businesses history and values, both official and unofficial, and how do they show themselves on a day to day basis?

If we can learn to recognize aspects of company culture, we can do some planning to ensure that the person we are supporting is involved. For instance, if there’s a potluck every other Friday, support the person to sign up and bring in a food dish. If there are volunteer initiatives, help the person consider if any of those are good fit. If there is car pooling, could the person participate, even if they don’t drive, and maybe contribute by buying a tank of gas. Successfully analyzing and planning supports around business culture helps build co-worker relationships, natural supports, and supports belonging in the workplace.

After we consider the culture of the company, we move on to the tasks or job duties. What specifically must be done each day, week, month, and during the year to make the business run, to produce the products or services, that are offered to customers.

All of these tasks and routines are identified by the business, employment staff and employment seeker during the job analysis, before the start of the job.

Core work routines are those tasks that make up the main part of the job. They are the tasks that are performed most often, repeated every day, often done multiple times within the work day. Episodic work routines are those tasks that aren’t completed every day, but maybe once every few days, few times a week, or as needed during the week or month. Core work tasks may be easier to identify because they are obvious from the moment we step into a work space. They are also easier to teach because of the repeated exposure to chances of repetition. Episodic work routines may be harder to identify, because they are sporadic and sometimes unpredictable in their occurrence. They’re also harder teach, because they occur less frequently, lessening chances to practice.

If you think of core routines and episodic routines as those responsibilities that will show up on the job description, including the ubiquitous other duties as assigned, job related routines are those activities and tasks that likely won’t show up on the job description, but nonetheless must happen for the business to function. These are routines like clocking in and out, starting and ending breaks and lunch times, making the coffee, putting paper in the copy machine and dealing with paper jams; cleaning and organizing tasks around the office or workspace, running errands, etc. These tasks may not be any one person’s assigned responsibility, but the workplace has figured out how to get these done and if they don’t get done, there will be a problem.

Finally, we look at intersecting or shared tasks. These are the tasks that require the participation of more than one employee to complete. They could be the shared use of tools or equipment, interactions with customers or suppliers, procedural elements like meetings, trainings, or other HR requirements, or team based projects. It’s crucial that in any job design we find and insert shared tasks as part of the employee’s responsibilities. This will enhance a sense of belonging, build relationships and natural supports, and offer increased opportunities for skill development.

Any robust and thorough job design will pull from each of these four areas. Our job as job developers is to ensure that the job is complex enough to be adapted to a changing marketplace, customer needs, and business priorities. The stereotypical job of only rolling silverware at a restaurant is vulnerable if there are changes in what the business finds is a valuable use of time, changes in the breakdown of duties for other staff, or new management. This job can disappear pretty quickly, and one wonders where it was leading anyway. We can create a robust, complex, and valued position by identifying 10 to 15 tasks, pulling from the core and episodic work routines, as well as job-related and shared tasks, to restructure or create a new position. If we identify enough episodic work routines within the workplace, they may become the core tasks for the new position. The same is true with job related routines, which could become identified potential core or episodic tasks, depending on their frequency.

Once we’ve identified the tasks that will make up the whole-job, we systematically look at each task or project individually, analyze those tasks, and use this analysis to plan for our teaching strategies. You can see here that we want to look at task steps—that’s the task analysis. We look at the steps from the perspective of a typical employee who would complete the task. Next we look at quality measures: how do you know whether the task has been completed to the satisfaction of the business; any tools required to complete a task; speed and accuracy considerations: what are the required rate of performances and any variations for a finished product or service; who are the typical or natural instructors or supervisors on the job; how long does one cycle of the task typically take; and finally any task acquisition concerns based on the actual or anticipated performance of the employment seeker.

Now I’d like to ask you to do your own job analysis. Spend about 10 minutes and think about your own workplace. Write down a description of the culture of your company; list your core work routines, episodic work routines, job related tasks, and intersecting or shared tasks. Once you’ve done this, pick one of your core tasks, and complete the project one description, identifying the task steps, quality measures, tools required, speed and accuracy considerations, natural instructors or supervisors, and task duration. Also think about any difficulties you had when learning this particular task. Pause the recording now to do your own job analysis.

The last competencies we’ll look at in domains four and five are:

Funding for long term supports; support for job and or career advancement; and collaboration to develop and implement a long-term support plan. These competencies correspond with APSE competencies 76 to 80.

Organizations should have a standard policy or practice for exploring long-term funding sources as part of employment planning for all individuals served.

There should also be an expectation of career advancement, both within their current workplace—negotiating additional responsibilities, new tasks, promotions, increased wages and additional supports as needed—and through new opportunities outside of the current employer.

We recognize that career advancement may involve changing jobs and the organization should support individuals who are working, but wish to pursue other opportunities, which could involve beginning job development anew.

And lastly, organization and staff include employers and co-workers in the development of fading plans and in transitioning to natural on-site supports. Program staff do everything possible start on the first day to prevent artificial reliance on program staff and establish close contact as employment supports progress to long term supports, to anticipate changes, evaluate performance, production and to anticipate and resolve challenges.

To receive a rating three, the following must be in place:

Program is skilled at using alternative funding options to enhance long-term support funding.

*Organization does not refuse referrals who do not have long-term funding identified.*

Career Enhancement/Growth is *expected as part of a lifetime of work* and opportunities for growth are explored within current workplace and with other businesses, as needed.

Organization has a standard policy or practice for including employers and coworkers in the *development of fading and transitioning to natural supports.*

Direct line of communication is established between new employee and business owner/co-workers *to address most issues directly.*

Employers call program staff only when additional consultation is needed.

The organization rarely reports issues related to fading, and employment seekers supported by the organization do not lose jobs once fading begins.

Let’s look again at Robert and a second scenario. As you read over the premise, think about what can be done immediately, in the short to medium terms; and long-term to support Robert at his job. Pause the recording now to read the scenario.

Once you’ve read the scenario, think about some of the things that a 3-rated organization in this competency would do to support Robert. Pause the recording now to spend about 5 minutes writing down support strategies.

One of the first things you may have noted, is that to receive a three, there would need to be some ongoing post-employment support to check in with Robert, his family, and the business. When doing so, it is possible that needs can be missed, and challenges overlooked, until they grow and are obvious. There are a lot of clues here that somethings amiss, and hopefully with a solid support plan, 6-months wouldn’t pass without picking up on them.

It seems as though the work conditions have changed, with the business becoming busier, adding new employees and services. There also seems to be present an expectation for increased productivity standards which may be new. It sounds like Robert may be bored with some of his tasks and that he wants to do more “cool stuff” and has an eye towards a career in truck driving.

Immediately, the organization could engage the business and Robert and his family and refer him back to VR for job retention services.

In the Short to Medium term, it sounds like some job and career planning would be useful. A discussion with Dwayne about Robert possibly picking up additional responsibilities would be a good idea. Also helping Robert more specifically plan and get supports around his permit, could help Robert when he’s thinking about the next stage of his career. It may also be useful for him to do some informational interviews in businesses where people have experiences, skills, and interests similar to his—Truck Driving. It also may be possible for a Plan to-Achieve Self-Support to be used temporarily to provide supports.

In the Long-Term, it would be good to begin a discussion with Robert and his family about the next stages in his work life and do some planning. It’s very common for workers to switch jobs and even careers throughout their lives. Robert has been at the job for three years, and it’s probably time to think about his career arc and what comes next. In terms of long-term funding, the employment organization may want to look into using ticket to work funding. There are some creative ways Ticket monies can be used for long term supports.

Ok, well we’ve come to the end of our recorded Webinar on domains four and five. If you have any questions, please Email me at the Email address shown on this slide. Thank you for your time and attention and good luck to you as you implement the training toolkit.