Collaborating to Enhance Employment Outcomes for Transition Age Youth:

Partners With Business

Who were the partners in the development of this model:

• Dane County High Schools
• Dane County Dept. of Human Services
• Division of Voc. Rehabilitation (DVR)
• Local Businesses
Identifying our Common Values:

- Highest level of independence possible.
- Highest level of community integration possible.
- Least dependence upon ‘unnatural supports’ possible.

What gets in the way of Independence and Integration?

- Employee’s disability can create barriers.
- Coworker/Supervisor’s/Family’s preconceived notions about what someone with a disability can/cannot do.
- Time... to train the employee, staff, coworkers, create tools, etc..
- Our own ideas about who is qualified to support someone with a disability.
- Our physical presence.

What are some of the biggest cost drivers of supported employment?

- Over use of On-Site Job Coaching due to inadequate Individualized Instruction and Customization of Support
- Transportation costs related to On-Site Job Coaching
Partners With Business Overview
This approach maximizes integration and minimizes cost by capitalizing on strong natural supports available to workers at their place of employment.

Natural Supports Path

The employer provides all natural supports to the employee while accessing a Partners with Business vocational provider for back-up as needed.

Ben works at Q106
- I work at Q106
- I download music
- I listen to songs
- I talk to people
- I work with Sarah, Diane, Fletcher, Candy, Potter, JD, and Dave
- Natural Supports Path
Other PWB Participants:

Vickie
- Works at UW café & at a local Country Club (includes weekend shifts)
- Natural Supports Path

Natural Supports Plus Path
The employer will be paid to provide the needed supplemental assistance traditionally provided by the vocational provider.

This path includes a higher level of responsibility and accountability for the employer.

A vocational provider will be assigned to provide regular back up assistance as needed by the employer.

Ben works for the Madison School District
- I work at the Doyle Bldg.
- I work with Anna, Jessie, Theresa, Amy, Tonja, Erin and Mike.
- I only need a little help.
- I like doing jobs by myself.
- Natural Supports Plus Path
Other PWE Participants:
Jalanna
- Works at a local community center
- Attended center from youth
- Natural Supports Plus path

Other PWB Participants:
Jesse and Britney
- Work the morning shift at local Italia Restaurant
- Natural Supports Plus path

So PWB is only for 'really capable' individuals, right?
- Wrong, individuals of all ability levels can be good candidates for PWB.
- Side-by-side work routines can allow for more prompting/cueing for individuals who need it.
- Adaptive tools such as visual checklists can hugely increase an individual's independence.
Partners with Business: Step 1

Student/Business Environment Criteria:
- Can there be regular, consistent communication between employee, employer and the collaborative vocational support provider?
- Are there members on board to help with logistical support of employee such as transportation, attendance, work clothing and hygiene, etc.?
- Is the employer willing to hire employee on a long term basis, paying competitive wage?
- Can the employee readily access identified staff to get support or is there a support plan in place for employee to access?

Partners with Business: Step 2
Remember the PWB Goal:

- Highest level of independence possible.
- Highest level of community integration possible.
- Least dependence upon ‘unnatural supports’ possible.

**And/or**

- To help our students/clients achieve the highest level of independence possible in their lives and at their jobs.
- To teach our students/clients how to appropriately interact in all social situations, but specifically at their jobs.

Support Assessment and Systematic Instruction — Why do we spend the time?

1. Consistency with your own methods.

2. Job Coaches are given a very specific protocol to follow, keeping enabling behaviors to a minimum & consistency to a maximum.

3. Substitutions and changes in the schedule or personnel don’t affect the employee since their routine/support will not change.

4. Objective measure to base decisions about fading support and to see where you need to address/correct training or protocol.

Why do we spend the time? (continued)

5. Writing the SA forces you to reflect upon what you are setting up.

6. You can quickly spot patterns & inconsistencies.

7. You can target and chart specific skills/behaviors.

8. Upon exit into the adult support system or PWB natural supports, documentation (of support needs) & protocols will exist to help ensure the employee’s continued success.
<table>
<thead>
<tr>
<th>Task</th>
<th>I</th>
<th>D</th>
<th>Comments/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-9:30 Observe student and step in to prompt/direct only as needed</td>
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<td>Opening Duties</td>
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<tr>
<td>Clock in (employee # 69)</td>
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<tr>
<td>Take hand washgloves/bruinable? mile to dish area</td>
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<tr>
<td>Put on and apron and rubber</td>
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<tr>
<td>Put on White apron</td>
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<tr>
<td>Put gloves on</td>
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<tr>
<td>Turn on Dishwasher – if necessary</td>
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<tr>
<td>Flip switch to lock</td>
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<tr>
<td>Initial fill button to correct of P</td>
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<tr>
<td>Fill bus tub with soap &amp; water</td>
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<tr>
<td>Check for silverware to sort and wash</td>
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<td></td>
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<tr>
<td>Organize dishes</td>
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<td></td>
<td></td>
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<tr>
<td>Lines opening check list</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Prompts</td>
<td></td>
<td></td>
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<tr>
<td>If everything is already done on base still gets the points</td>
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The Simplest Rating Scale

- Scale: I = Indirect Prompt
  D = Direct Prompt

- Once initial job training is done (first couple of weeks) the direct prompts should decrease dramatically and the indirect ones should be prevalent.

- Indirect Prompt – “What do you do next?”
- Direct Prompt – “Now you wipe the edges.”

Why Indirect rather than direct?

Indirect Prompts
- Help prompt recall
- Help create memory paths in the brain
- Are easier to fade
- Are less enabling
- Promotes pride/competency

Direct Prompts
- Gives the answer
- Enables receive behaviors
- Harder to fade
- Employee keeps looking to you rather than to self for direction.
Soft Skills/Behavioral Modification Plans included in SA

<table>
<thead>
<tr>
<th>Soft Skills</th>
<th>I</th>
<th>D</th>
<th>Staff Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manages Frustration/Arrogance</td>
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<td>Takes direction to</td>
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<td>Maintains Positive Attitude</td>
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<tr>
<td>Problem Solves Effectively</td>
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<tr>
<td>Asks coworkers for help when</td>
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<td>needed</td>
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</table>

| Soft Skills Prompts total        |   |   |             |
| Opening Prompts                 |   |   |             |
| Washing Dishes Prompts          |   |   |             |
| Total Prompts                   |   |   |             |

If employee has fewer than ___ prompts helping gets _____ for the day.

Tools are Essential

Examples of Vocational Tools:
- Laminated Check lists
- Laminated vacuuming maps
- Laminated Photo check lists – or paper ones placed in a clear bind or sleeve
- Social Stories, Cue Cards, Memory Games.
- Visual timers & Digital kitchen timers
- Watches/phone with timers
- iPads & iPhones

An Example of a visual check list
Partners with Business: Step 3

Employee Profile Form

Employee Name: [Name]
Department: [Department]
Job Title: [Title]
Shift: [Shift]
Report To: [Manager]
Role: [Role]
Salary: [Salary]
Department: [Department]
Location: [Location]

Job Responsibilities:
- [Responsibility 1]
- [Responsibility 2]
- [Responsibility 3]

Skills and Qualifications:
- [Skill 1]
- [Skill 2]
- [Skill 3]

Work Experience:
- [Experience 1]
- [Experience 2]
- [Experience 3]

Education:
- [Education 1]
- [Education 2]
- [Education 3]

References:
- [Reference 1]
- [Reference 2]
- [Reference 3]
When do you start talking about PWB?

- During Job Development – It’s an option that’s on the table from the beginning.
- As the employee learns their job.
- When you are thinking of fading supports.
- When you are fading supports.
- During Transition from outside job coaches to natural supports.

Questions?

Thank you for your attention😊

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