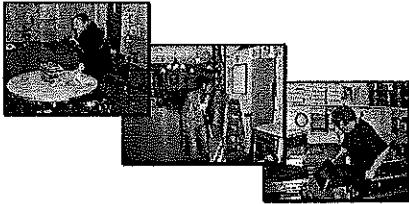


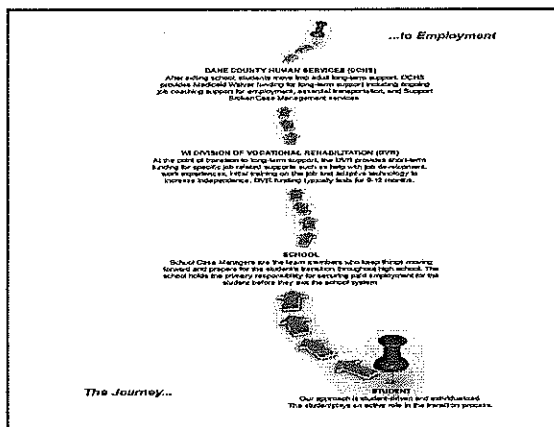
Collaborating to Enhance
Employment Outcomes for
Transition Age Youth:

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?

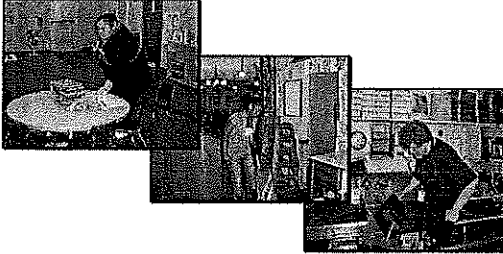
- Employee's disability can create barriers.
- Coworker/Supervisor's/Family's preconceived notions about what someone with a disability can/cannot do.
- Time... to train the employee, staff, coworkers, create tools, etc..
- Our own ideas about who is qualified to support someone with a disability.
-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

Jatanna

- Works at a local community center
- Attended center from youth
- Natural Supports Plus path



Other PWB Participants: Jesse and Brittney

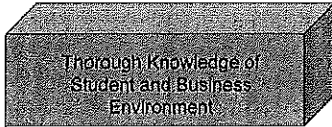
- Work the morning shift at local Italia Restaurant
- Natural Supports Plus path



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.

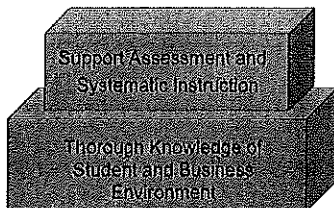
Partners with Business: Step 1



Student/Business Environment Criteria:

- Can there be regular, consistent communication between employee, employer and the follow along vocational support provider?
- Are team 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.**

Task	I	D	Comments/Notes
10-10:30 Observe student and step in to prompt/redirect only as needed			
Opening Duties			
Clock in (employee # 616)			
Take hand soap/granola bar/valuables with to dish area			
Put on red apron and napkin			
Put on White apron			
Put gloves on			
Turn on Dishwasher - if necessary			
Flip switch in back			
Hold fill button to count of 5			
Fill bus tub with soap & water			
Check for silverware to sort and wash			
Organize dishes			
Uses opening check list			
Total Prompts			If something is already done student still gets the points

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?

<p>Indirect Prompts</p> <ul style="list-style-type: none"> • Help prompt recall • Help create memory paths in the brain • Are easier to fade • Are less enabling • Promotes pride/competency 	<p>Direct Prompts</p> <ul style="list-style-type: none"> • Gives the answer • <u>Enables passive behaviors</u> • Harder to fade • Employee keeps looking to you rather than to self for direction.
---	--

**Soft Skills/Behavioral Modification Plans
included in SA**

Soft Skills	I	D	Staff Notes
Manages Frustration/Controls Behavior ie. No rolling eyes, deep sighs, talking back, doesn't take things personally, no banging dishes			
Takes direction well			
Maintains Positive Attitude			
Problem Solves Effectively			
Asks coworkers for help when needed			
Soft Skill Prompts totals			
Opening Prompts			
Washing Dishes Prompts			
Total Prompts			If employee has fewer than ____ prompts he/she gets ____ for the day.

Tools are Essential

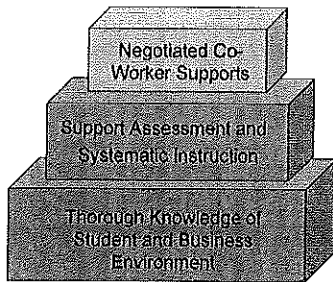
Examples of Vocational Tools:

- Laminated Check lists
- Laminated vacuuming maps
- Laminated Photo check lists – or paper ones placed in a clear binder 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

Marian's Room # 2										
Joe's Room # 7 M										
1. Wipe	2. Set	2	4	1	2. place	3. roll	6. check	6. Pour		
Bill's room # 14										
Front Guest Rest Room					Empty Garbage					

Partners with Business: Step 3



Employee Profile Form

Employee's Job Responsibilities and Tasks:

- Wash dishes
- Get full bus tubs and bring them to dish area
- Collect and take out the garbage
- Put dishes away
- Keep dish area clean
- Be on time for work
- Be a good coworker

Job Supervision and Support Overview: (what does the employee need for success?)

- 10 mins. Daily: [redacted] needs to be told the expectations of the day at the beginning of the shift.
- 10 mins. Daily: Gabriella or Joe check in with him when he starts work to let [redacted] know that it's going to be a busy day and he needs to be ready for it.
- 10 mins. Daily: Gabriella or Joe check in on him 15 min through the shift to see if he's keeping up or has any questions. Will redirect him if needed.
- 10 mins. Daily: Gabriella or Joe check in on [redacted] near the end of his shift to let him know he needs to finish up soon, clean the dish area, and take out the garbage. If needed they help with the dishes if he's behind (putting dishes to be washed/put clean dishes away).
- 15 mins. Once a week: Jim, the general manager, checks in with [redacted] to see how he's doing, if things are good at home (The horse situation changes frequently and [redacted] often needs help figuring it out).
- 15 mins. Once a week: Jim calls Mr. Johnson, [redacted]'s guardian, to check in with him about any issues [redacted] is having at work, home or with transportation.

***Knowing that this communication occurs helps [redacted] stay out of trouble. He's extremely vulnerable to peer pressure from gang members and knowing that this time must be accounted for keeps him from making bad decisions. Currently [redacted]'s Case manager is stopping in once a week for an unseen spot check. He checks with Jim first thing and then communicates how [redacted] is doing with Mr. Johnson. When this is in place [redacted] does very well and is very responsible and independent.

Employee Profile Form

Job Supervision Details - Vocational Agency
Specific Supervision Instructions & Job Duty Schedule

What is needed?	Contact with [redacted] and [redacted] to make sure things are still going well.	Direct Support for [redacted] If permanent new job tasks are assigned until he has learned new tasks.	Assistance if there is something happening in his schedule in the transition time from work to the library, and then to home.
When is it needed?	Monthly	As needed	As needed
Who is doing it?			

Employee: _____ Date: _____
 Manager: _____ Date: _____
 Vocational Agency: _____ Date: _____

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 😊

Contact Information:

Doug Hunt
Dane County Human Services
608-242-6358
hunt.douglas@countyofdane.com

Anne Spires
Progressive Community Services
608-445-6757
annes@pcsdane.org

