

Collaborating to Enhance Employment Outcomes for Transition Age Youth:

Partners With Business

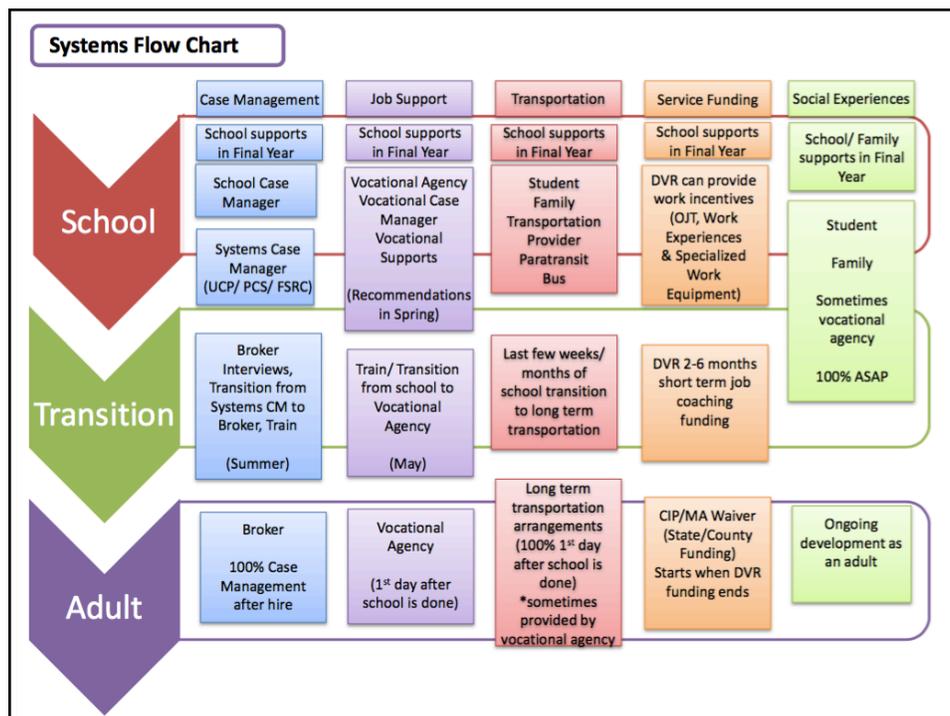


Partners With Business Overview

PWB maximizes integration and minimizes cost by capitalizing on **strong natural supports** available to workers at their place of employment.

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

What is our goal for individuals with disabilities and work?

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

Two benefits of PWB:

- Responsive to businesses' needs
- Highly cost effective

Pick a student to think about throughout this training.

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.

Natural Supports Plus Path

The employer will be paid (reimbursement for time) 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.

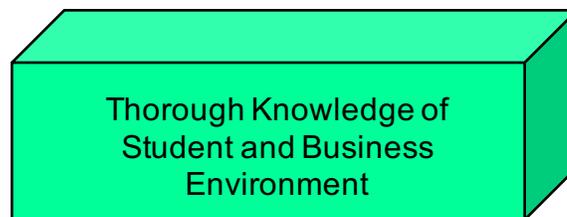
A vocational provider will be recommended to provide regular back up assistance as needed by the employer.

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.

Real life
PWB examples,
anyone?

Partners with Business: Step 1

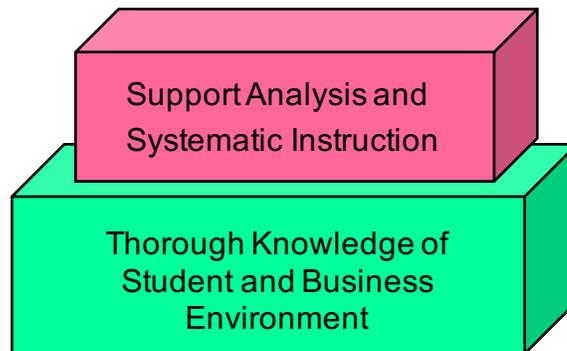


Student/Business Environment

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 Analysis 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 spot patterns & barriers.
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.

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

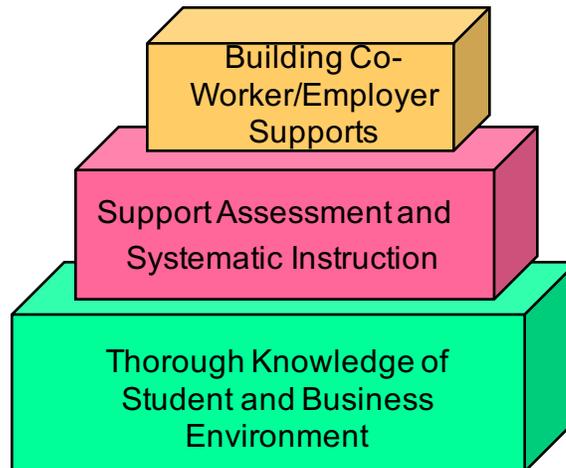
Direct Prompts

- Gives the answer
- Enables passive behaviors
- Harder to fade
- Employee keeps looking to you rather than to self for direction.

SA Example

Staff: Anna Halverson	Date: 9/7			Date: 11/12			Date: 12/16			
Task	I	D	M	I	D	M	I	D	M	Comments
Retrieve cleaning materials		1	4			3	1		3	12/16- still needs a prompt to get started
Walk to break room	1	1	-	1		-			-	9/7- sometimes gets distracted by the other rooms on the way to the break room
Look at task list		1	-	1		-			-	
Wipe table			5			5			6	
Look at task list	1	1	-	1		-	1		-	
Wipe down chairs			7			7			10	12/16- took longer because he did a more thorough job cleaning
Look at task list	1		-	1		-			-	
Wipe down sink			6			5			7	

Partners with Business: Step 3



Building Supports

- educating coworkers
- identifying coworkers who naturally support the employee the most
- developing a detailed Employee Profile
- Establishing an Evaluation Process for the employer/employee
- **Any other supports you have helped implement at a job site that will remain when school is over?**

Partners with Business
Employee Profile

Purpose: To be completed by transition teacher to provide PWB employees and employers with the information necessary to ensure a successful collaboration.

Information:

Employee name: _____	Place of employment: _____
Employer address: _____	Employer phone: _____
Supervisor: _____	On-site contact: _____
Start date: _____	Hourly wage: _____
	Job title: _____
Transportation: _____	

HR Related:

Punch in/Punch out procedure: none - just check in with supervisor at start of shift	
Frequency of paycheck: 15th and last day of month How employee receives paycheck: direct deposit	
HR contact information: Rose Williams at (xxx) xxx-xxxx	
Time-off procedure: submit request a week in advance for anticipated absences, call supervisor when sick or other unanticipated absences	
Dress code: black pants and any company t-shirt	
Employee benefits/discounts: one free meal during all 4+ hour shifts	

Work schedule:

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Start time	8:00		8:00		8:00		
Break time	10:30		10:30		10:30		
Lunch time	n/a		n/a		n/a		
End time	12:00		12:00		12:00		
Total work hours	4		4		4		

Emergency Contact:

First emergency contact: _____	Relationship: _____
Home/Cell Phone: _____	Work phone: _____
First emergency contact: _____	Relationship: _____
Home/Cell Phone: _____	Work phone: _____

Partners with Business
Employee Profile

Job Supervision and Support Plan

Please include 1) job tasks and responsibilities, 2) what tasks require support, 3) who will be providing the support, and 4) when and how the support will be provided.

Job responsibilities:

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

Support required:

- At beginning of each shift, K. needs to be told the expectations of the day (10 minutes, daily)
- Gabriela or Joe will check in halfway through each shift to see if K. needs help or has any questions. Will redirect if needed. (10 minutes, daily)
- Gabriela or Joe will check in at the end of each shift to tell him to finish up soon, clean the dish area, and take out the garbage. They will help with the dishes if he is behind (organize dishes to be washed/put clean dishes away (10 minutes, daily).
- Jim, the general manager, checks in to see how K. is doing and if he has any questions or concerns (15 minutes, weekly).
- Jim calls K's guardian, John, once a week to check in with him about any issues he is having at work, home or with transportation. Knowing that this communication occurs helps K stay out of trouble. He's extremely vulnerable to peer pressure from gang members and knowing that his time must be accounted for keeps him from making bad decisions. (15 minutes, weekly)
- Currently, K's case manager is stopping in once a week for an unseen spot check. He checks in with Jim and staff about any work issues, and then communicates how K is doing at home. When this is in place, K does very well and is very responsible and independent.

- Support Plan and Notes section of Employee Profile- most important part!
- Will be individualized based on employee
- Keep language employer friendly (avoid terms like "Behavior Plan")
- Include anything that the employer needs to know about the employee

Partners with Business
Employee Profile

Notes

Learning style: If K needs to learn a new task, he seems to learn best if he is able to watch someone else complete the task a few times. Sometimes K will say that he knows how to do something even if he doesn't. It is best to observe K completing a new task a few times before assuming that he is independent.

Additional information: School staff have observed that every year around the holiday season, K appears to be slightly depressed. He completes his tasks slower than usual and might need some extra encouragement. He has always snapped out of this on his own, and it probably related to past life events. School staff report that it seems to help if they say hi and check-in with him around this time of the year a little more than usual. They also want to make sure that employers or vocational agencies going forward know that this happens so that they do not worry too much about it. By January, K is usually back to normal.

Tips for teachers: The notes section of support plan should include anything about the employee that the business should know, including, but not limited to, assistive technology needed, communication style, learning style, visual prompts in place, how to introduce new tasks, how to provide feedback, support strategies, maintenance of any materials (visual prompts, AT, etc.), and protocol for check-ins with vocational agency. The support plan should be individualized based on the employee's

Partners with Business
Evaluation Process

Purpose: To assess the employee's progress and needs at work during the final year of school.

Directions: Please have the employer, supervisor, or coworker complete the form three times throughout the year if possible—one at the beginning of the year, one in the middle, and one at the end.*

Name of employee: _____
 Name and job title of evaluator: _____
 Name of business: _____
 Date of evaluation: _____

1 = Unacceptable, 2 = Poor, 3 = Needs work, 4 = acceptable, 5 = Exemplary

Interpersonal Behavior	1	2	3	4	5
Toward Coworkers					
Toward Management					
Toward Customers (if applicable)					
Job Performance	1	2	3	4	5
Speed					
Accuracy					
Endurance					
Work Skills	1	2	3	4	5
Requests time off appropriately					
Punctuality					
Attitude					
Appearance					
Professionalism					
Reliability					

1. Are there any areas that the employee should work on?

* If the business has another method or form for evaluation, they should feel free to use that. This form should be used as needed.

Partners with Business
Evaluation Process

2. Do you think that the employee is able to take on more tasks within their scheduled hours?

3. Is there a possibility of the employee increasing his/her hours?

4. Are there any other supports, tools, or strategies needed to help the employee be as independent as possible?

5. Are there any changes to be made by the vocational agency supporting the student that you would like to see? (i.e., more communication, more/less support for employee, etc.)

* If the business has another method or form for evaluation, they should feel free to use that. This form should be used as needed.

Partners with Business
Teacher Checklist

Purpose: After identifying as student as a potential Partners with Business candidate, this list can guide transition teachers through the PWB process. The order of items in the checklist will change depending on the situation. For example, a teacher might choose to complete the Support Analysis in order to gauge student independence BEFORE approaching the business about the PWB model.

Teacher Checklist:

- Talk to student's team, including the county Transition Coordinator (from FSRC, PCS, UCP, or Dane County), about PWB as a possibility. Invite Anna Halverson if the team needs more information about PWB. Remember, PWB is not only for the most typically "capable" students. The right job match might mean a student of any ability could participate in PWB.
- Identify barriers that might prevent the student from being successful within a PWB model of support.
- Talk to employer about PWB when the time is right (use **PWB Brochure**, and feel free to invite Anna Halverson)
- Complete the **Support Analysis** process to determine which tasks require what type of prompts and how often the prompts occur; most helpful to complete the SA three times on three different dates; can use same form to ensure reliability among school staff
- Have a supervisor or coworker complete **Employee Evaluation** OR their own version of an evaluation or check-in toward the beginning of the student's employment (while school supports are still in place). This should occur again in the middle and the end of the year.
- Develop the **Employee Profile**, which includes the Job Supervision and Support Plan. In the Support Plan, be sure to include all information that would be helpful for the employer to know. The support plan should be individualized based on the employee's needs. Avoid special education jargon or language that might be stigmatizing like "behavioral supports" and "intervention." Keep the language employer-friendly. The notes section should include (but should not be limited by) the following information, if applicable:
 - Assistive Technology
 - visual prompts necessary
 - communication style
 - learning style
 - best way to introduce new tasks (e.g., give warning the day before, model, give written directions, etc.)
 - best way to provide feedback
 - support strategies for behaviors that might occur
 - maintenance of any materials (e.g., visual prompts, AT, etc.)
 - protocol for communication with vocational agency
- Once a vocational agency is in place, gather the **PWB Letter to Employers** from the county. Contact Anna Halverson if you do not receive this.
- Schedule a meeting in the spring with the transition teacher, the student, the student's parents or guardians, the employer, the vocational agency and the county transition coordinator. Together, review and edit the **Employee Profile**.
- Contact Anna Halverson, PWB consultant for Dane County, if you encounter problems or have questions about this process: annah@pcsdane.org and (608) 630-9084.

Brief Activity

Think about a student who you think might possibly be a good candidate for PWB, but you're not sure yet.

Write down three challenges that you think might come up as you implement the PWB model of support.

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