



Job Skills Training Workshop

Presented by:
UNT WISE

Workplace Inclusion & Sustainable Employment

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Today's Presenter – Amber Brasher



Amber Brasher
(she / her)

Current Position

Program Project Coordinator at UNT WISE

Education

*60 hrs. MS in Clinical Mental Health Counseling
Bachelors in Social and Behavioral Science*

Certifications

Job Skills Trainer

Past Work History

*UNT WISE and CRP Prog. Admin. - Univ. Of North Texas
IT Administration - College of Education, Univ. Of North Texas
CDL/CYC Preschool Program Administration - Univ. Of North Texas
Academic Administration, Educational Psychology, - Univ. Of North Texas*

Today's Presenter – Paula Fuller



Paula Fuller
(she / her)

Current Position

Senior Trainer / Program Project Coordinator at UNT WISE

Education

Doctoral Degree in Adult Learning & Leadership

Master's Degree in Curriculum & Instruction

Bachelor's Degree in Interdisciplinary Studies

Certifications

State of Certification in Reading & Language Arts

State of Texas Certification in English as a Second Language (ESL)

Past Work History

Lead Interdisciplinary Professor – Lone Star College

Instructor (English & ESL) – North American University

Instructor – Bilingual Education Institute

Intermediate School Teacher – Aldine ISD

Who's Here Today?

Brief Introductions:

- Name (Pronouns if you would like to share)
- Job title & school
- # of years in education
- One thing you are looking to learn or willing to share today



Today's Agenda



Time	Topic
9:00am – 9:30am	Welcome and Introductions Training Overview and Highlights from Agenda
9:30am – 10:00am	Background & Purpose of TWS-VR
10:00am – 10:55am	Disability Etiquette
10:55am – 11:00am	Break
11:00am – 12:00am	Assessing & Planning
12:00pm	Working Lunch
12:30pm – 1:20pm	Job Analysis
1:20pm – 1:25pm	Break
1:25pm – 2:20pm	Skills Training
2:20pm – 2:25pm	Break
2:25pm – 2:50pm	Case Notes / Case Management
2:50pm – 3:00pm	The Job Skills Training Credential Question & Answer Survey Completion

Keep in Mind...



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- Keep an open mind.
- Cameras on are appreciated.
- Use chat, reactions, and raise hand features.
- Today's session is being recorded.
- Eliminate distractions (if possible).
- Keep mics muted.
- Ask questions.
- Any issues, please text (281) 435-2992.

Background & Purpose of TWS-VR

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TWS-VR Information

Texas Workforce Solutions – Vocational Rehabilitation (TWS-VR) supports people with disabilities to

prepare for,

obtain,

maintain and

advance



in meaningful employment by providing a range of services based on an individual's employment goals.

TWS-VR Services to Assist with Employment

Vocational counseling and guidance

Referrals for hearing, visual and other examinations

Assistance with medical appointments and treatment

Rehabilitation devices, including hearing aids, wheelchairs, artificial limbs and braces

Therapy to address a disability, including occupational or speech therapy and applied behavioral analysis

Physical restoration services

- ✓ Services are individualized for each customer
- ✓ Services are based on eligibility and individual needs



TWS-VR Services to Assist with Employment Continued...

Medical, psychological and vocational assessments

Assistance with college education or trade certification

On-the-job training

Training in workplace and employer expectations

Vocational adjustment training

Rehabilitation Teachers Services to help learn Braille, orientation & mobility, and home and health management skills if the customer is blind or has a visual impairment

Supported employment



TWS-VR Job Matching & Placement Services



Transportation assistance to and from the job, including travel vouchers and vehicle modifications

Follow-up and supported employment services to help maintain employment

Referral to:

Business Enterprises of Texas program

Criss Cole Rehabilitation Center

Other state, federal and community agencies & organizations

TWS-VR Pre-Employment & Transition Services (Pre-ETS)

Pre-ETS provided to transitioning individuals who meet the definition of a "student with a disability"



In Texas, the relevant age range is:

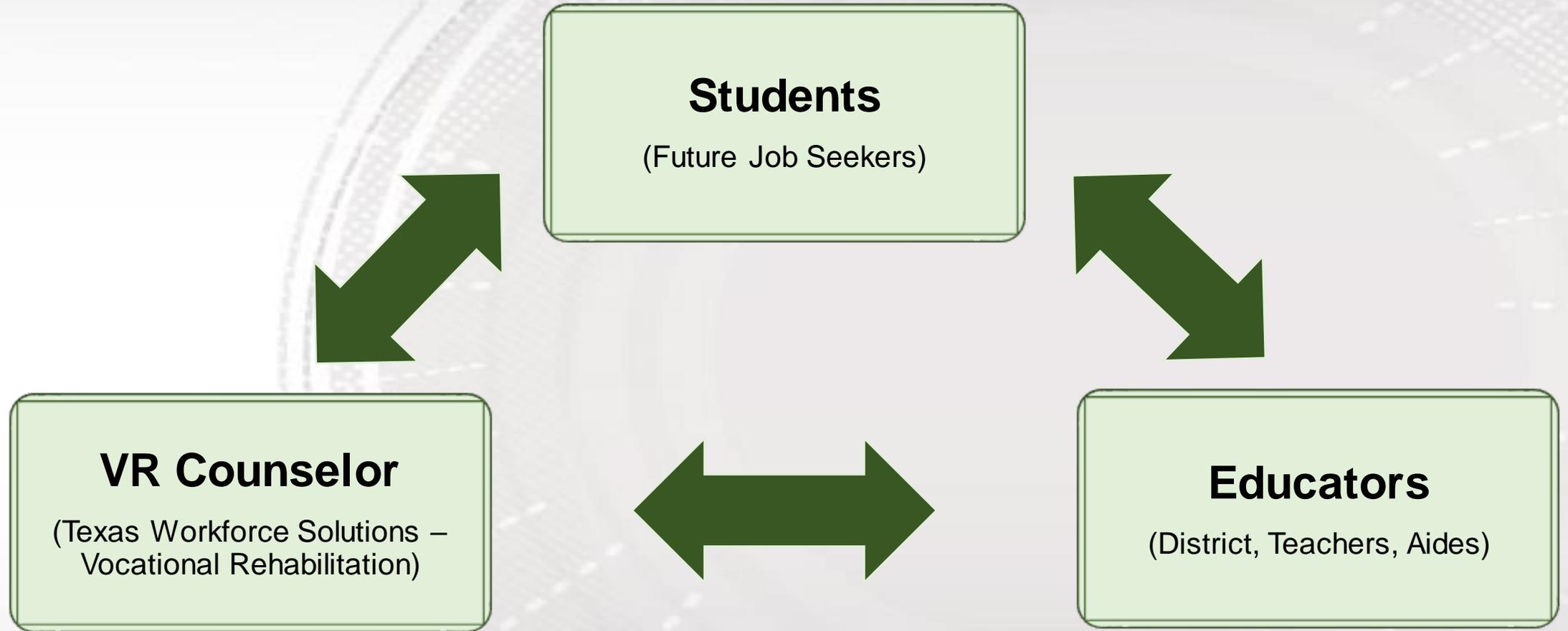
14–22 years old

All services must address one of the key categories defined in the Pre-ETS requirements under the Workforce Innovation and Opportunity Act (WIOA).

The five key Pre-ETS required categories are:

- 1) job exploration counseling;
- 2) work-based learning experiences,
- 3) counseling on transition or postsecondary options;
- 4) workplace readiness training to develop social skills and independent living; and
- 5) instruction in self-advocacy, which may include peer mentoring

Putting it Together



The Role of the VR Counselor

VRCs have a unique skill set and specialized training to serve individuals with disabilities.

Including extensive knowledge of various aspects of disability and an understanding of the disability-related supports necessary to help VR customers reach their employment goals.

This knowledge is combined with an understanding of the local labor market, business trends, and employment law.

VRCs work closely with job seekers to determine an employment goal, and then identify and arrange for the high-quality services that lead to successful employment.

Employment goals are guided by the principle of informed choice and the services that are provided are consistent with the customers'

- Strengths
- Resources
- Interests
- Capabilities

How to Access VR Services – Self Referral Link

Start My VR Interest Form.



Hello! Welcome to Start My VR! Thank you for your interest in Texas Workforce Solutions-Vocational Rehabilitation (VR) Services.

By completing the online self-referral, you are taking the first step in your Vocational Rehabilitation journey.

- ✓ If you have a physical, mental, or emotional disability that affects your ability to obtain or maintain employment, you may be eligible for our services to help you in finding and retaining meaningful employment.
- ✓ Please complete the form fields so that we may connect you with a counselor who can tell you more about how the VR process works.
- ✓ Once your information has been received, you will be contacted by VR staff to schedule time to discuss your interest in vocational rehabilitation (VR) services. If you would like, a friend or family member may join you in this conversation.

If you do decide to apply for VR services, eligibility for those services is based on these four factors:

1. You have a physical, cognitive, or mental impairment documented by the appropriately qualified professional (doctor, psychologist or other)
2. Your documented impairment causes a substantial barrier to getting or keeping employment
3. You can benefit from vocational rehabilitation services that lead to an employment outcome
4. You require vocational rehabilitation services to prepare for, secure, retain or regain employment

Please note that attachments are not allowed.

* Last Name

* First Name

Middle Name

Preferred Name

* Date of Birth (Format: mm/dd/yyyy)

[Start My VR - TWS-VR Self Referral Link](#)

How to Access VR Services – VR Office Locator

[TWS-VR Office Locator](https://webp.twc.state.tx.us/services/VRLookup/)

<https://webp.twc.state.tx.us/services/VRLookup/>

Call the designated office and ask to speak with the
“Counselor of the Day”

Then request to setup an appointment to complete an
application for services

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TEXAS WORKFORCE SOLUTIONS
VOCATIONAL REHABILITATION SERVICES

¿Hable español?
Ver esta página en español.

VR Office Locator

Texas Workforce Solutions-Vocational Rehabilitation Services (TWS-VRS) is a partner within the Texas Workforce System to support job seekers with disabilities as they prepare for, obtain, maintain, or advance in competitive integrated employment.

Vocational Rehabilitation (VR) services are available to eligible individuals with disabilities across Texas and VR staff are co-located within many Workforce Solutions Offices.

The Texas Workforce System is intended to support everyone who wants to work, with supports and services to help them get a job or keep a job or advance in a career. This includes identification and referral of workforce customers who may be eligible for VR Services.

To locate the Texas Workforce Solutions - Vocational Rehabilitation Services office nearest you that provides services for people with **Visual, Physical, or Auditory Disabilities** search by ZIP Code, County, Workforce Board Area, Program, and/or Specialized Service.

For **Unemployment Insurance (UI)** assistance, please call the tele-center at 1-800-939-6631. You can also request a UI contact through Larry the Virtual Assistant by clicking on the Chat with Us box at the bottom of the TWC home page. Type "contact me" in the question field and fill out the contact information. UI staff are researching those requests and performing outbound contacts.

For assistance in locating a VR office for vocational rehabilitation services, please email vr.office.locator@twc.texas.gov or call (512) 936-6400 to be connected to VR staff.

For best results, please enter only the zip code or a county or the Workforce Board Area.

To help find the most appropriate office for the services you need, as the program, please select:

- **VR** if you have a physical, or mental impairment, or if you have blindness or a visual impairment, deafness, or a hearing impairment, or a brain injury that affects your ability to find, keep, or advance in meaningful employment.
- **OIB** if you are 55 or older and have a significant visual impairment that substantially limits your ability to function independently in the home, family, and/or community and you are not interested in employment.

Program: Select From List

Zip Code:

County: Select From List

Workforce Board Area: Select From List

Specialized Service: Select From List

Search Reset

Summer Earn & Learn

The Summer Earn & Learn (SEAL) program provides students with disabilities ages 14-22 with work readiness training and paid work experience.

SEAL is a statewide strategy hosted by TWS-VR.

After completion of this training AND the online course you will earn the **Jobs Skills Training Credential** that will allow you to provide this service for SEAL.

You will need to get connected with a VR Provider that is participating in SEAL. You can look up local provider through the [VR Provider Locator](#) or you can contact your local VR Office to ask about local providers that are participating in SEAL.



Questions?

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Disability Etiquette

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Disability Etiquette Handout

Complete the Disability
Etiquette Handout

We will discuss the correct
answers once completed!

Disability Etiquette Handout

Test Your Knowledge

- Where do you think the word "handicapped" comes from?
 - Golf, where poorer plays are given an advantage to compete
 - Horseracing, where faster horses had to wear heavy weights to equalize competition
 - Beggars, who held their caps in their hands
 - People with serious seizure conditions that are required to wear helmets, "handy caps" to prevent head injury from falls
- When speaking to a person who is blind, is it rude to use a visual reference?
 - True
 - False
- When listening to a person who has speech that is difficult to understand, what does the average person do?
 - Say they don't understand
 - Pretend to understand
 - Make an excuse to end the conversation
 - Offer to play "Pictionary"
- The term the disabled and person with a disability are roughly equivalent?
 - True
 - False
- It is permissible to interact with a guide dog when:
 - The owner gives you permission
 - The dog looks hungry
 - The dog is not wearing a harness
 - You don't disturb the owner of the dog
- When a person who is deaf or hard of hearing asks to have a statement repeated, people typically:
 - Rephrase the statement
 - Repeat the statement more slowly
 - Repeat the statement in a louder voice
 - Repeat the statement more slowly and in a louder voice
- When meeting a person who is missing a hand or uses an artificial right hand, it is proper etiquette to:
 - Wait for the person to offer to shake your hand
 - Offer your left hand
 - Offer your right hand as you would to anyone
 - Tell them you have a cold and you saw on 60 minutes that handshaking passes the virus
- A person with a learning disability generally has below average intelligence?
 - True
 - False
- Which of the following is the proper way to describe a person who depends on a wheelchair to get around?
 - Wheelchair bound
 - Confined to a wheelchair
 - A wheelchair user
 - Hey dude!
- If a person with a mobility impairment is struggling to push their wheelchair, the proper etiquette would be:
 - Start pushing them
 - Ignore them
 - Ask someone else to help them
 - Offer them assistance
- If an interpreter accompanies a person who is deaf or hard of hearing to a meeting, the proper etiquette would be to:
 - Speak to the interpreter so you can be sure they understand what you are saying
 - Talk to the person who is deaf or hard of hearing
 - Try to make up signs to get your point across
 - Speak as loudly as possible
- When describing an individual who is on the autism spectrum, which is the proper term?
 - Neurodivergent
 - Neurodiverse
 - Neurotypical
 - An autistic person
- Which of the following is an example of Identity-first language?
 - A person with a disability
 - A disabled person
 - Using a person's first name
 - d.
- When interacting with a person who has an intellectual disability:
 - Speak as you normally would but use simple terms
 - Speak to them as you would a child
 - Use big words so that they know how smart you are
 - Talk to their caregiver
- If you are unsure about what type of accommodation should be provided, what should you do?

Important Terms

Impairment

(Organ level)

Any loss of physical or psychological functioning at the organ level



Disability

(Person level)

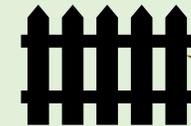
Restrictions or lack of ability to function in a certain area due to some type of impairment



Handicap

(Societal level)

Environmental or social barriers which limit or prevent a person with a disability from performing certain tasks



*Using the term "handicapped" to describe a person is NOT person first language

Person First Language



Person with a disability / People with disabilities	The disabled / The handicapped / Disabled person
People without disabilities	Normal / Healthy / Able-bodied
Wheelchair user / Uses a wheelchair	Wheelchair-bound / confined to a wheelchair
People who have mental illness / Person with a mental or emotional disorder	The mentally ill / crazy / psycho / mental case
People who are blind or visually impaired / Person who is hard of hearing / Person who is deaf	The blind / the hearing impaired / deaf-mute
Person with Autism Spectrum Disorder (ASD) / Person who is neurodivergent	Asperger person / Aspie / Autistic / Autism person
People who have intellectual disabilities / Person with an intellectual disability / Self-Advocates	The mentally retarded / mentally deficient / A retard

Identity First Language

Some people prefer to use disability language first VS. person first

Ask the person what they prefer and listen for what terms they use to refer to themselves

- ✓ Language will depend on how the person views their identity
- ✓ Sometimes removal of diagnosis would remove part of an individual's personhood/self
- ✓ Sometimes the label is viewed as part of an individual's personhood/self
 - (e.g., "has autism" vs. "autistic")
- ✓ Many people prefer to think of themselves as a person-first



Language Matters

What you say DOES matter

You may offend someone without intending to do so

Use of slang is inappropriate

Using outdated or euphemistic language may be seen as demeaning

You never know the impact your words could have on someone

Avoid the assumption that communication disorders = cognitive disorders

Avoid terms implying judgments about a person's condition or attitude- suffers from; victim of; afflicted with



Person First Language Activity

Complete the Person First Language Activity Handout

We will discuss the appropriate responses once completed!

Person First Language Activity

Say This:

Not This: the handicapped, the disabled

Say This:

Not This: normal, healthy, whole or typical people

Say This:

Not This: person with a birth defect

Say This:

Not This: person afflicted with, suffers from, a victim of...

Say This:

Not This: Downs person, mongoloid, mongol

Say This:

Not This: the autistic

Say This:

Not This: a quadriplegic, a paraplegic

Say This:

Not This: a cripple

Say This:

Not This: a dwarf, a midget

Say This:

Not This: dumb, mute

Say This:

Not This: the blind

Say This:

Not This: learning disabled

Say This:

Not This: crazy, insane, psycho, mentally ill, emotionally disturbed, demented

Say This:

Not This: mentally retarded, slow, idiot

Say This:

Not This: special ed student, special education student

Say This:

Not This: confined to a wheelchair; wheelchair bound

Say This:

Not This: handicapped parking, bathrooms, etc.

Communicating with People with Disabilities

See the person who has the disability as a person, not as a disability

Don't "talk down." Avoid responding to persons with disabilities out of a "gratefulness" for not having a disability yourself

Be considerate. It might take extra time for the person with a disability to say or do things.

Relax. Don't worry about using common expressions like "See you later" or "I've got to be running along" when talking to persons with vision or physical disabilities





Tips, Helpful Hints & Suggestions

Be
Yourself

Ask the person if they need assistance before taking action. Respect their wishes if they say no

If the person desires help, wait for their instructions on what you should do

Avoid asking probing questions about the person's disability. Unless the disability is pertinent to the conversation, there's usually no reason to mention it at all

Speak directly to the person with the disability, not their companion

A handshake is NOT a standard greeting for everyone. When in doubt, ask the person if they wish to shake hands with you

Treat adults as adults

Don't pretend to understand. Ask the person to repeat as necessary

Interacting with Someone with a **Vision Impairment**

Use the person's name when starting the conversation so he/she knows you are speaking to them

Introduce yourself and introduce anyone else who is with you

Alert the person if you need to leave the room or end the conversation



When giving assistance, allow the person to take your arm, which helps you to guide. Use specifics such as left and right

Ask the person if he or she wants help or guidance

Alert them to obstacles in their path

Offer seating by placing the person's hand on the back or arm of the seat

Interacting with a Person Who is **Hard of Hearing**

Speak clearly and slowly. Don't shout or exaggerate lip movements

Be flexible in your language or choice of words

Provide a clear view of your face to allow for the view of facial expressions and lip movement



When communicating through an interpreter:

- ❖ Look directly at and speak to the person, not the interpreter
- ❖ Allow the interpreter to position him/herself for the best sight lines
- ❖ Speak at a regular volume and pace

Interacting with a Person Who is **Non-Vocal**

- ✓ Multiple communication methods (write on paper, use sign-language, use a sign board)
- ✓ These methods can be slow and require patience and concentration
- ✓ Overall, expect the person to communicate
- ✓ Try to keep in mind that communication is the important thing



- ✓ You might try using more yes/no questions
- ✓ Repeat back what you understand to ensure that any gaps in communication are being understood correctly
- ✓ Be patient. Don't correct and don't speak for the person.
- ✓ If you have difficulty understanding, don't pretend. Repeat as much as you do understand.

Interacting with a Person with an Intellectual Disability

- Speak clearly and by using common language
- Help the person feel comfortable. Maintain non-threatening voice and facial expressions.
- Treat the adult person as an adult
- Base exceptions to rules on reason, not pity.



Interacting with a Person Who is **Neurodiverse**



- ✓ Be specific and clear when speaking
- ✓ Avoid ambiguous language, metaphors
- ✓ Provide written instructions/ visual cues when possible
- ✓ Give people space
- ✓ Reduce distractions in environment
- ✓ Be consistent; avoid unnecessary changes

Interacting with a Person Who Uses a Wheelchair

- Treat canes, crutches, or other mobility aids as part of the person
- Have seating available if a wheelchair user wishes to transfer out of his/her chair
- When speaking to someone in a wheelchair for more than a few minutes, sit or place yourself at eye level to them
- Allow a person who uses a wheelchair or crutches to keep them within reach
- Consider distance, weather considerations and surfaces such as stairs, curbs or inclines when giving directions

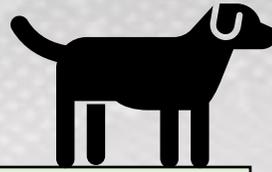
Don't lean on a person's wheelchair



Don't push a wheelchair unless specifically asked to do so



Service Animals



- ❖ Be aware that people with a variety of disabilities use service animals and not just individuals with blindness
- ❖ View service animals as an extension of the person
- ❖ Don't pet, feed, or distract service animals
- ❖ Understand that the person may not wish to discuss her/his use of the service animal
- ❖ Must be allowed to access areas that the general public are permitted
- ❖ Should be under control by devices, such as leashes or harness, or by voice command

CAN ask two questions:



1. Is the dog a service animal required because of a disability?
2. What work or task has the dog been trained to perform?

CANNOT ask about:



- X the person's disability
- X require medical documentation
- X require a special identification card or training documentation for the dog
- X ask that the dog demonstrate its ability to perform the work or task.

Resources



City of San Antonio Disability Etiquette Handbook

<https://www.sanantonio.gov/DAO/Publications-and-Maps/Disability-Etiquette-Handbook>

Job Accommodation Network (JAN) <http://www.jan.wvu.edu>

National Easter Seal Society: Disability Etiquette

http://www.easterseals.com/site/PageServer?pagename=ntl_etiquette

ADA Service Animal Requirements

https://www.ada.gov/service_animals_2010.htm

Questions?

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10 Minute Break



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Assessing & Planning

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Overview

- ✓ Highlight the importance of getting to know the skills, talents, and abilities of the job seeker
- ✓ Discuss tools used to assess and explore possible career interests
- ✓ Considerations when exploring potential places of employment

Gathering Student Info



Before you are in the field job coaching...

You should have classroom time to learn about student strengths and how to best serve them

Gathering ample data before going to a job site is helpful to ensure success



Ways to begin gathering this information can be through:

- IEP
- Intake / Getting to Know You Questionnaire
- Conducting Assessments



Assessments to Consider

My Next Move

<https://www.mynextmove.org/>

MY NEXT MOVE

O*NET Career Exploration Tools

<https://www.onetcenter.org/tools.html>

o*net®

Texas Career Check

<https://texascareercheck.com/>

TEXAS
Career Check

Environmental Work Assessment

<https://www.twc.texas.gov/forms/VR1877A.docx>

TEXAS
WORKFORCE SOLUTIONS

Potential Job / Employer Match Activity

Within your group, determine which employers or types of businesses in your area that would be a good match for your job seeker.

Student Profile: Considering the details about this student, what would be a good place for this student to volunteer, job shadow, intern, or work?

Alex



Interests: Enjoys being with friends and loves animals

Experience: Job shadowed at local pet shop and has volunteered at her neighborhood library

Skills: Always punctual, friendly, & team-oriented

Other considerations: Can be very reserved and shy, Has difficulty with heavy amount of social interactions

Student Profile: Considering the details about this student, what would be a good place for this student to volunteer, job shadow, intern, or work?

Parker



Interests: Anime and Manga graphic novels, shopping, beauty & cosmetics

Experience: No work or volunteer experience but has always been interested in working with people

Skills: Social, dependable and very creative

Other considerations: Can sometimes get overwhelmed and shut down when given too many tasks

Student Profile: Considering the details about this student, what would be a good place for this student to volunteer, job shadow, intern, or work?

Jesse



Interests: Loves playing video games on Twitch and Discord, enjoys science, computers and all things STEM

Experience: Worked at Kroger for a few months and didn't really enjoy it

Skills: Very tech savvy, positive disposition, uses sign language

Other considerations: Uses text to speech assistive technology

Student Profile: Considering the details about this student, what would be a good place for this student to volunteer, job shadow, intern, or work?

Taylor



Interests: Loves choir, showtunes and musicals, enjoys the outdoors

Experience: Peer mentor with Best Buddies and previous volunteer experience at a summer band camp for young adults with disabilities

Skills: Has great memory, Goal oriented

Other considerations: Has a service animal, uses a mobility cane, uses public transportation

Student Profile: Considering the details about this student, what would be a good place for this student to volunteer, job shadow, intern, or work?

Reese



Interests: Likes dinosaurs, enjoys working with his hands, desires comradery

Experience: Volunteered at church and has job shadowed at a local retail warehouse

Skills: Very organized, does not mind taking on a "leadership" role

Other considerations: Can be easily distracted, can sometimes lose track of time

Identify Appropriate Employers

- Canvas the neighborhood
- Contact your local Chamber of Commerce
- Use your network (parents, other teachers, students)

Helpful Job Market Resources:

Texas Labor Market Information

- ❑ <https://texaslmi.com/Home/EmployerContact>

Bureau of Labor Statistics

- ❑ <https://www.bls.gov/audience/jobseekers.htm> U.S



Marketing to Employers

Ultimate Goal

Getting employers, business owners and other community partners interested in your “products/services”

* TIPS *

While your long-term goal is to find work site opportunities for students, you shouldn't mention this in your first meeting

For Cold Calls: ask if the employer has time to speak, schedule a time, mention who referred you

For scheduled meetings: thank them for their time and confirm length of meeting

Build rapport through small talk, make personal connections



Marketing to Employers Continued

- Don't talk about self—ask about the employer
- Talk about business needs
- If the employer asks about you, focus on big-picture goals of your program
- If you mention disability, focus on the abilities, skills and interests
- Give examples of the types of support available through the ISD
- Solidify next steps





Questions for Employers



What do you do/make?

What are the typical busy times?

Would having a part-time person help reduce overtime costs?

What is the mission of your business?

Are employees working overtime?
Or do you bring in temps?





More Questions for Employers

Are there services you wish your business could offer, but you lack resources?

Are there tasks that take people away from critical jobs?

What are the biggest challenges in operating the business?

Are there tasks that many people do that could be done by one person?

Are there tasks that could be done better or more quickly?



Tips & Suggestions

Know the rules and goals for your school district or organization

Tailor marketing to each opportunity

Don't ever frame as a favor or "the right thing to do"

Maintain open communication

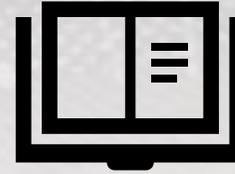
Consider creating standardized elevator speech

Maintain Log of employer contacts/business relationships

Once the relationship is established, be sure to clearly define roles



Employer Resources



Employer Assistance & Resource Network on Disability Inclusion (EARN)

- <http://www.askearn.org>

Society for Human Resource Management (SHRM)

- http://www.shrm.org/hrdisciplines/Diversity/Articles/Pages/disability_072110.aspx

Office of Disability Employment Policy (ODEP)

- <http://www.dol.gov/odep/topics/RecruitmentAndRetention.htm>

Association for People Supporting Employment First (APSE)

- <https://apse.org/get-educated/resources/#businesses>

Questions?

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Lunch Break



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Job Analysis

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Job Development

Job Development is compiling the information gained from time spent assessing and planning to create a positive job match.

This process varies on what type of position the student is seeking.

Make sure to support your students in a person-centered approach with specific and measurable goals to obtain desired employment.



Considerations

A job that signifies a good job match is one where the student becomes fully integrated into the workplace.

The need for supports from a Job Coach fades over time – and the shorter period of time the better!

Before training begins, start figuring out how you will be replaced at the job site:

Who will make a good mentor for job performance?

Who may make a good advocate?

What assistive tools or technology can be put in place for reminders or scheduling?

How do you include what is naturally at the job site to replace your function?

Job Development Tactics

Creating relationships

Community networking

Use internet job boards

On site job analysis of current employees

Listening to the students wants and interests

Restructuring / carving positions with partnered employers

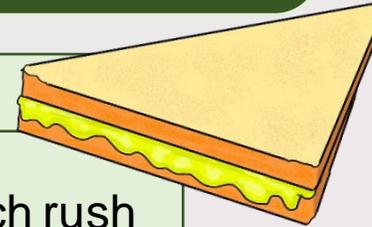


Job Carving

Working with an employer to address any unmet needs by creating or developing a position that meets the skillset of a particular student but also fulfills the unmet need of the employer

EXAMPLE

A grilled cheese shop always struggles during their lunch rush to have enough pre-buttered pieces of bread ready and would often run out in the middle of lunch service. A student you are working with is looking for a job in the food industry working less than 10 hours a week. This is an opportunity to “job carve” a position that meets this unmet need with someone who has the skills and interests to do so.



What is a Job Analysis?



A job analysis is the process of determining the pertinent information relating to a specific job, including such factors as:

Qualifications for Employment

- Work skills
- Work experience
- Expectations

Capacity & Adjustment of the Worker

- Physical/Mental Capacity
- Structure of the Work Environment

Equipment & Materials Used

- Possible Accommodations

Relation to Other Jobs

- Professional Hierarchy
- Interactions with Co-Workers
- Natural Supports

Education, Training, and Physical Demands

- Overall demands / expectations on the job

Environmental Conditions Data

- Light
- Noise
- Smell
- Temperature

Task Analysis

A "task analysis" is a method for organizing a task into teachable steps. It is a step-by-step breakdown of a job.

Only the parts of the job that the student is unable to perform will need a task analysis.

The task analysis will:

- ✓ Organize the steps of the task for teaching.
- ✓ Remind the trainer of the correct way to complete the task.
- ✓ Promote consistency in training (in case the coach changes or co-worker assumes the training).
- ✓ Serve as a data collection method so progress can be monitored and reported.

Creating a Task Analysis

The creation of a task analysis begins by learning the natural process of the job. This involves several steps:

Meeting with
the Employer

Meeting with
Coworkers and
Supervisors

Observing on
the Job

Four Aspects of a Task Analysis

Task	Learn specific information about the job and the steps involved in getting the job done to the employer's satisfaction. Look at the natural way the job is completed.
Timing	What is the natural time for the job to be done and how long does it usually take? Is there a sequence for how the job is completed or is someone else waiting for you to complete your part? Is there a quota expectation from the employer?
Tools	What tools do people typically use to do the job including equipment, supplies, reminders, etc.? Are all the tools manageable and readily available?
Teachable Steps	Contains information matched to the needs of the employee and those areas that should be emphasized for job training.



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Modifying a Task

If a student has difficulty with completing certain steps, those can be broken down or modified to facilitate learning.

Natural Job Task Breakdown

- Answer Phone.
- Check-in members.
- "Walk" the cardio room.
- Wipe down machines after use.
- Vacuum lobby floor.

Adapted Job Task Breakdown

- Answer Phone.
- Check-in members.
 - 1) Greet member.
 - 2) Swipe membership card.
 - 3) Offer towel.
 - 4) Trade car keys for towel.
 - 5) Hang keys by last name of member.
- "Walk" the cardio room.
- Wipe down machines after use.
- Vacuum lobby floor.

Recording Data

Task Analysis					
Employee: <u>Jane Doe</u>	Job Site: <u>Super Health Spa</u>				
Trainer: <u>Mary Smith</u>	Task: <u>Check-in members</u>				
Task Steps:	1/10	1/11	1/12	1/13	1/14
Greet members	-	+	+	+	M
Swipe membership card	-	-	-	+	+
Offer towel	-	-	-	-	+
Trade keys for towel	-	+	+	+	+
Hang keys by members last name	-	-	+	+	+

- + The worker completed the step correctly without any assistance.
- The worker needed assistance to complete the step or completed it incorrectly.
- M The worker has “mastered” the task.

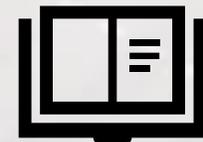
Adaptations

Adaptations = looking for alternative ways of doing the job. Also known as “Compensatory Strategies”

Only limited by creative thought—often great to staff these situations with others for alternative perspectives

Examples:

- ❖ Setting and alarm 15 min before next meeting to keep you on track
- ❖ Putting phone on vibrate so you can feel it ring when it's noisy
- ❖ Labeling documents with post-it notes as reminders for due dates
- ❖ Written lists, possibly with pictures or laminated to check-off completion
- ❖ Digital recorders, cell phones for pictures/recordings
- ❖ Colored tape to mark work area, color code work tasks
- ❖ Picture book detailing job duties for reference



Accommodations

Accommodation = An adjustment to a job or work environment that makes it possible for an individual with a disability to perform their job duties. This may include specialized equipment, modifications to the work environment or adjustments to work schedules or responsibilities.

Examples:

- ❖ A person with a back injury needs to take breaks often. They could take their 15 minute breaks in shorter increments more often throughout the day.
- ❖ A person with a Physical Disability needs specialized software to access their computer.
- ❖ A person with a communication deficit might need alternative formats for instruction. You may provide instructions both verbally and written for their follow-up.



<https://askjan.org/>

Assistive Technology

Any device, software or equipment that enhances functional capabilities (i.e. learning, working, daily living, communication).

Low-Tech: lined paper, pencil grips, white cane



High-Tech: speech-to-text software, power wheelchair, hearing aids



Accommodations Activity

Complete the Accommodations Activity Handout.

We will discuss appropriate accommodations for each scenario once completed.

ACCOMMODATIONS ACTIVITY

Review the accommodation examples below. Your job is to figure out the obstacle (or barrier) for each young person. Use your creativity, the JAN website, and the broad categories of accommodations presented previously to create a list of possible accommodation solutions. Be prepared to discuss your solutions with the group.

Situation #1: A student with Muscular Dystrophy is taking an SAT prep class at night. He has trouble filling in the bubbles on the answer sheets during practice drills.

Potential accommodation solutions:

Situation #2: A teenager could not shop with her friends at the local mall because her wheelchair did not fit between many of the clothes aisles in the major department stores.

Potential accommodation solutions:

Situation #3: A student with dyslexia is taking a literature class. He reads more slowly and with more difficulty than the other students. Every student is required to read aloud from the texts in class.

Potential accommodation solutions:

Situation #4: A graphic artist for a small employer is deaf and needs to be alerted to the employer's audible emergency alarm system.

Potential accommodation solutions:

Situation #5: A student with depression writes for her school newspaper. When she has a depressive episode she misses article deadlines.

Potential accommodation solutions:

Situation #6: A chef with dyscalculia (a math learning disability) is having trouble measuring the ingredients for recipes.

Potential accommodation solutions:

Situation #7: A corporate businessman with social anxiety is overcome with anxiety about speaking in front of his co-workers at business meetings.

Potential accommodation solutions:

Situation #8: A student in medical school who has a reading disability is also a poor speller. She has difficulty reading and spelling the medical terminology and prescription names.

Potential accommodation solutions:

Questions?

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Skills Training

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What is a Job Coach?

A person who uses structured techniques to assist individuals with disabilities to learn and accurately carry out job duties

Provide on-the-job training and support

“Beginning with the End in Mind” (Covey)



The Role of a Job Coach



A Job Coach Is:

- ✓ Planner
- ✓ Consultant
- ✓ Mentor
- ✓ Community Resource
- ✓ Trainer
- ✓ Accommodations Specialist

A Job Coach Will:

- Use structured intervention techniques to implement the most effective and least intrusive method
- Help the student learn essential soft and hard skills of the job
- Assist with learning to use transportation to and from the worksite
- Establish supports and accommodations necessary to ensure success
- Observe the student to identify and solve potential problems
- Monitor the student's performance
- Fade assistance as the student becomes better adjusted and more independent

Universal Design for Learning

Learning Styles

Auditory



Discussions, oral presentations, lectures, verbal instructions

Visual



Video and PowerPoint Presentations, live demonstrations, drawing or using pictures

Kinesthetic/Tactile



Hands-on Experiences, Role play, interactive exercises including computer-based applications

- <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- <http://vark-learn.com/the-vark-questionnaire/>

Method	Description	Things to Consider
Lecture	Oral presentation with minimal audience input	Keep lectures focused and short.
Demonstrations	Showing the individual how to do something	Show the steps in the process and elaborate when needed.
Workbooks	Book containing exercises related to a topic	Often these are available in a hardcopy format. Be sure to request electronic formats for those with limited mobility.
Independent/Group Work	Working alone or with others	Assist the customer in determining what setting works best for them and their learning style.
Role Play	Acting or performing a role (can be with another customer or trainer)	Beneficial when working with customers on how to disclose a disability or prepare for a job interview.
Discussions	Talking about something, where ideas are exchanged	Remain on topic and encourage participation from all.
PowerPoint Presentations	Computer-based, visual representation of materials	Do not add an abundance of information to a slide and be sure to give enough processing time for the materials.
Inquiry-based Instruction	Pose problems or scenarios, rather than answers	Be mindful of customers who may find this difficult to understand.
Hands-on Experiences	Knowledge or skill gained by doing	Highly encouraged to be used as often as possible, when appropriate.
Computer-aided Instruction	Digital platform for providing training	Utilize appropriate websites and apps to reinforce information being reviewed.
Project- and Problem-Based Learning	Gaining knowledge and skills by completing a task, challenge or problem for an extended period of time	Be aware of customers becoming frustrated if an activity is prolonged. Explain there is a definite end point to the activity.

What Job Coaching Looks Like



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Job Coaching Video Example



https://www.youtube.com/watch?v=1nU91RemByw&list=RDLVhEa4dfEISmQ&start_radio=1&rv=hEa4dfEISmQ

Systematic Instruction

There are three parts of the teaching process that Job Coaches must accomplish when teaching a task:

The task must be clearly understood

The student must be given sufficient information so they can complete the task correctly.

The student's performance is reinforced in order to increase correct repetition of the task.

Here are some of the training strategies that can be used to teach students tasks they must master:

- **Natural Cues**
- **Prompts Modeling** (direct, indirect, and non-verbal instructions)
- **Physical Assistance**
- **Self-instruction techniques**
- **Reinforcement**

Natural Cues

Natural cues are features within the work environment that signal the employee what to do next. Natural cues are seen throughout the workplace for all employees and they are prompts or reminders for everyone

Example: in school the bell rang to signal the beginning and end of recess. Natural cues can be seen, heard, felt or smelled.

Examples:

• Buzzer/alarm



• On/off switch



• Calendar with reminders



• Dirty dishes in the sink



• Announcements posted



Prompt Modeling Hierarchy



Independent – No prompts

Gestural Prompt – Point, nod, touch, eye gaze, etc.

Indirect Verbal Prompt – verbal cue

Direct Verbal Prompt – specific verbal instruction

Model Prompt – Demonstrate first and student follows your model

Partial Physical Prompt – Guides wrist, elbow, shoulder as student does task

Full Physical Prompt – Hand-over-hand guidance through whole task

Prompts Modeling

Gestures – movements of the hands to bring attention to an action step. Facial expressions and other body positioning may also bring attention to the needed task:

Cue: Point to time clock

Meaning: Punch in or out

Cue: Touch safety glasses or point to eyes

Meaning: Put on safety glasses

Cue: Tap wrist watch

Meaning: Stay on time, break time or finish up

Cue: Point to object & shake head “no”

Meaning: Not this one, leave this alone



Indirect Verbal Instructions – verbal cues which provide input, but require the employee to think through the response. Indirect verbal cues can also re-direct or stop an incorrect action. The verbal cue is typically short, such as:

Cue: “Again”/“Repeat”

Meaning: Repeat the same action

Cue: “Time”

Meaning: Check your time; are you on schedule?

Cue: “Next”

Meaning: What’s next in the sequence or move on to next one.



Prompts Modeling (cont.)

Direct Verbal Instructions – can be helpful at the beginning of the learning phase of a job task. The Job Coach’s instructions should be clear and concise:

Example: “Stock the cart.”

Example: “Fill the water pitcher.”

Example: “Get your timecard.”



Model Prompt – the demonstration of an activity or action. The modeling may show all or part of the activity and is intended to show how something is done. This is especially helpful when learning new tasks or making changes to how a task was done in the past.

Example: Demonstrating how towels are folded

Example: Loading paper in the copier correctly

Example: Using the dustpan to sweep



Physical Assistance

Partial Physical Assistance – may be necessary when learning a new task or when a stronger reminder is needed. Physical assistance is a much stronger sense of direction.

- ❖ Some individuals may not respond well to touch prompts, or be startled if caught off guard by them.
- ❖ Get to know your student and learn how they respond to physical reminders.

Example: Tap on student's elbow to reach for tool.

Example: Guide student's elbow to push the correct button.

Example: Place hand on back to move forward.

Example: Place hand on shoulder to stop or change directions.

Full Physical Assistance - provides the strongest of the prompts or cues.

- ❖ A student with an intellectual disability may need hand-over-hand to learn and recall the task.
- ❖ Student's with a visual impairment may need hand-over-hand demonstrations to 'see' with their hands first.
- ❖ When working with any student, tell them first if you are about to do a touch cue or demonstration.

Example: Guide student's hand to pick up an object.

Example: Guide student's hand to fold the box and close tabs.

Self-Instruction Techniques

Self-instruction – the process that we use when we need to perform a task and teach ourselves to do it step-by-step. Teaching a person self-instruction techniques has proven to be a successful tool for some people with disabilities. People with poor impulse control and/or learning disabilities experience increased self-esteem after learning how to self-instruct.

Self-instruction training sequence:

1. The trainer models a task while the learner observes.
2. The learner performs the task while the trainer verbalizes the task.
3. The learner again performs the task but verbalizes the instructions himself/herself.
4. The learner performs the task while whispering the self-instructions.
5. The learner performs the task and self-instructs performing the task.

Be clear that you are teaching the learner to understand how to self-instruct. If you use each of these steps while teaching a job task, then you are also teaching a learning process.

Reinforcement

Everyone learns and performs better when they are "rewarded" for acceptable performance. That is, the reward reinforces the behavior and prompts the person to repeat the behavior.

As powerful as reinforcement is in teaching and training, it does have limitations. Pay attention to the following when implementing the training program:

After repeated use, a reinforcer will lose value. If someone popped an M&M in your mouth every time you did "X". At first, it would be great, but repeated over time, the candy loses its appeal.

A reinforcer is highly individualized. We have to find out what motivates the student to continue to perform. Get feedback from the student's inner circle to identify positive reinforcers that have worked in the past with the student.

To be effective, use the reinforcement every so often. Rewarding a behavior every time becomes monotonous.

Different reinforcers can be used for the same behavior. If the customer likes both candy and verbal praise, either will work.

Once the task is learned, rewards are needed less often.



For most humans, social rewards are the most powerful and the most widely used. Usually is it a smile, a nod or a word of praise. Students respond well to social rewards or recognition, just like everyone else.

Fading

It is to the student's advantage that the Job Coach is present for the **shortest time possible**.

This requires the Job Coach to efficiently and effectively **develop an exit plan**.

We refer to this physical withdrawal as **"fading"**.

Begin to **decrease your physical presence** once the student learns a skill and no longer needs assistance with that task, or can perform the task with support from the natural environment.

Over time, as the student's competencies, relationships and independence on the job increases, the **trainer fades from elements in the job** and eventually fades from the workplace.

At this point, your relationship with the student and the employer changes to a **consulting or facilitation role**.

You provide support, guidance, problem solving and remain a **resource**.

Keep in mind, day-to-day, your role as a Job Coach has **transitioned away from the workplace**.

Off-site consultation may continue depending on the needs of the student.

Extended Supports

Extended supports are ongoing supports provided throughout the life of a job and sometimes referred to as long-term support. Services may involve on-site or off-site monitoring or delivery of services necessary for the person to maintain long-term employment. The goal is to identify a problem/issue/challenge when it begins and fix it, so that employment is maintained.

Some of the services may include:

Consulting with the supervisor about problem areas or training needs such as:

- direct skills training,
- monitoring work performance, and
- implementing supports or strategies to improve work performance.

Identifying and getting help from natural supports on and off the worksite;

Reporting earned income to the Social Security Administration;

Mentoring;

Accommodations;

Transportation; and

Providing any other needed services such as medication management, hygiene, dress, and social needs at worksite(s).

The frequency of extended services and supports can be daily, weekly, monthly, or occur as identified as a need.

Extended Supports Continued

As long as they are needed, some services will be the life of the job

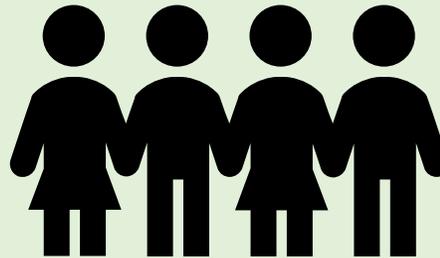
Workplace

- Peer mentors
- Natural supports*

* Because you cannot stay on the job forever, natural supports are some of the most important and prove to be some of the most effective. Identifying key personnel is key to long-term success.

Family & Friends

- Transportation
- Advocacy



Community Supports

- Transportation
- Social security
- MHMR
- Day Hab
- Medical Professionals
- Church
- Non-profits
- Medicaid Waiver Services

The Importance of Teaching Self-Advocacy & Disclosure

- ✓ Important because you won't be with the student forever
- ✓ Promotes independence and confidence
- ✓ Helps students understand their rights and responsibilities under the law
- ✓ Start discussing self-advocacy and disclosure before they
- ✓ are even on a job site



- ✓ Disclosure is a personal decision, takes thought and practice.
- ✓ Disclosure should:
 - Provide information about how the disability affects capacity to learn and perform effectively
 - Provide information about the environment, supports and services needed to access, participate in and excel in job/school/community

Rights & Responsibilities Related to Disclosure & Self Advocacy

Entitled to:

- Have information about the disability treated confidentially and respectfully;
- Seek information about hiring practices from any organization;
- Choose to disclose disability at any time during the employment process;
- Receive reasonable accommodations for an interview;

Job seekers have the responsibility to:

- Disclose the need for any work-related reasonable accommodations;
- Bring skills and merits to the table; and
- Be truthful, self-determined, and proactive.

Adopted from: <https://www.dol.gov/odep/pubs/fact/ydw.htm>

Questions?

A green light to greatness.

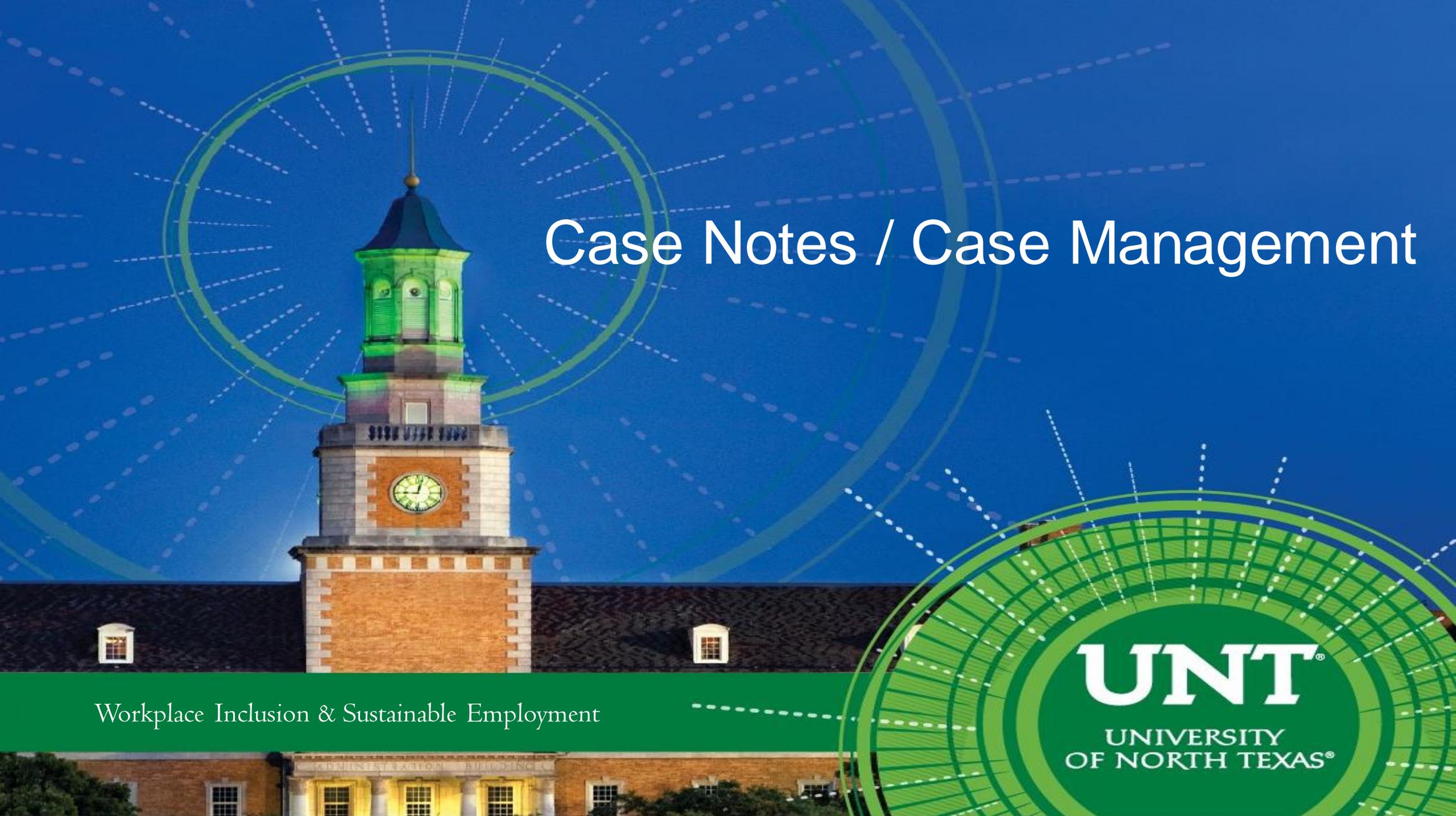
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10 Minute Break



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The background features a brick clock tower at night, illuminated with green light. The tower has a clock face and a small window. The sky is dark blue with green digital patterns, including concentric circles and dashed lines. The text "Case Notes / Case Management" is overlaid in white on the right side.

Case Notes / Case Management

Workplace Inclusion & Sustainable Employment

The logo for the University of North Texas (UNT) is located in the bottom right corner. It consists of a green circular graphic with concentric circles and dashed lines, resembling a stylized globe or a network. The text "UNT" is in large, bold, white letters, with "UNIVERSITY OF NORTH TEXAS" in smaller, white, all-caps letters below it.

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Why Case Notes Matter



Case notes

- Document participant strengths, barriers, and progress;
- Capture services provided;
- Facilitate continuity of information and services; and
- Support program accountability.

Case Note Components

WHO

provided the service or information relevant to the case

WHERE

the service or interaction occurred

WHEN

the event occurred

WHY

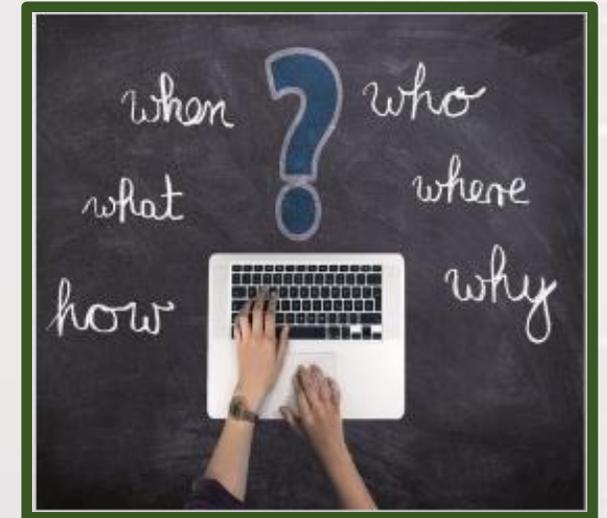
the reason for the service or interaction

WHAT

actions or activities were completed and next steps

HOW

services were provided



Case Note Components Continued...

Case notes must be written:

- In a **timely** manner;
- According to **objective** observation:
 - Based on facts; and
 - Using language that is not biased or judgmental;
- With **clear**, **sufficient**, and **relevant** details;
- With your **audience** in mind; and
- In a way that protects sensitive **PII***

Personally identifiable information



Objective & Relevant Content



Jane was super depressed because two co-workers did not want to visit with her during their lunch break. She almost got hysterical talking to me about trying to make friends because it is hard for her. Although I don't think that she tries too hard to make friends. I told her about some strategies that could work for her.

Revised notes:

Jane informed her job coach of feeling discouraged as she has reported having difficulties developing friendships with her co-workers. She communicated her immediate need to develop friendships while at work and provided examples of how she has tried to interact with her co-workers in the past. The job coach advised Jane to consider strategies like trying to find common interests, creating small talk and being friendly and welcoming to her peers.

Case Notes & PII



- ❖ Protected Personal Identifiable Information (PII), such as medical diagnoses, must be excluded
- ❖ Maintaining confidentiality of client information is everyone's responsibility
- ❖ Home address, email address, ID number, driver's license number, credit card information, date of birth, birthplace, phone number, social security number, etc.

Case Note – BAD

Johnny seemed fussy this morning. And he was late getting up. We talked about it, sal good. Johnny didn't wanna sit with his peers at breakfast so I said OKAY. He doesn't seem to like being around others. During the climbing wall he told me to go away and I left him alone so he could be on his phone. Other than all that, Johnny had an okay day I guess. He didn't blow up on anybody so I guess that's a win.



Case Note - GOOD

Now it's your turn!!!!

Complete the Case Note
Writing Activity



Case Note Practice

Now it's your turn!!!!

Watch the video and write a case note based off of what you observe.



<https://www.youtube.com/watch?v=7zsf4h1OBc>

Case Notes



Readable, Chronological



Clear and concise



Timely



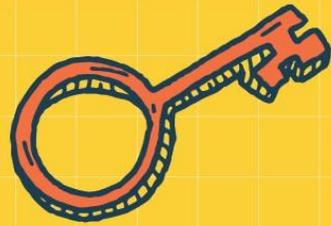
Accurate and complete

*Specific requirements may vary depending on the organization

Managing a Caseload / Multiple Students

The **KEY** to organization is **maintenance!**

**ORGANIZATION
IS KEY...**



- Strategies for success
 - Filing system
 - Dedicated time/place for reporting
 - Schedule/Calendar
 - Color coding

Questions?

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Workshop Recap

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Key Takeaways

It all starts now. - The foundation that is laid while students are here on campus is instrumental. The knowledge, skills and experiences they have here will, in many cases, be the starting place for their future, potential employment.

What we do and say matters. - Our approach to interacting and engaging with not only our students but others in the community is critical. It is important to remember that we are working with individuals that should be seen for who they are and treated with the respect they deserve.

Success sometime requires creativity and persistence. – There may be instances when we are helping potential employers recognize the skills, strengths and benefits that our students possess. In do so, we may also have to help our students see, learn, and practice the skills needed to perform a job well.

Capturing progress, milestones, setbacks, and challenges are instrumental. – This can be for reporting purposes as well as providing feedback to the job seeker, employer(s), and VR Counselor.



TWS-VR Job Skills Training Credential

This credential is required for anyone who will be providing work experience training or job skills training to TWS-VR customers and is the prerequisite for all other employment service credentials.

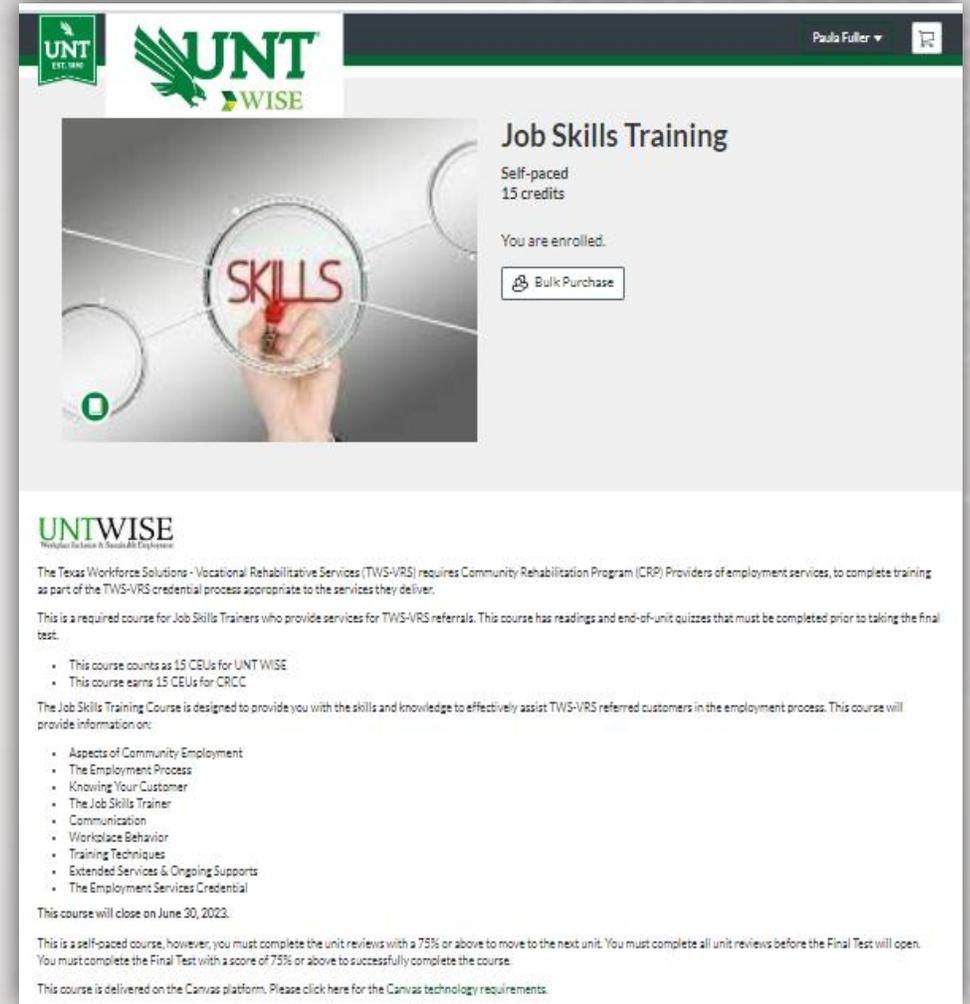
The Job Skills Training credential is designed to provide verification of your skills and knowledge to effectively provide job skills training to VR customers.

As a Job Skills Trainer you would teach skills, reinforce learned skills, and set up accommodations and/or compensatory techniques to increase the customer's independence and ability to meet the employer's expectations.

Job Skills Training Online Course

Your participation in this training also included the opportunity to earn the Job Skills Training Credential.

***Note: You will have until April 30th to complete this online course to gain your credential.



The screenshot shows the course page for 'Job Skills Training' on the UNT WISE platform. The page includes the UNT logo, the course title 'Job Skills Training', and details such as 'Self-paced' and '15 credits'. A 'Bulk Purchase' button is visible. Below the course information, there is a detailed description of the course, its requirements, and a list of topics covered. The course is designed to provide skills and knowledge for assisting TWS-VRS referred customers in the employment process. It includes a list of topics such as 'Aspects of Community Employment', 'The Employment Process', 'Knowing Your Customer', 'The Job Skills Trainer', 'Communication', 'Workplace Behavior', 'Training Techniques', 'Extended Services & Ongoing Support', and 'The Employment Services Credential'. The course will close on June 30, 2023. A note states that this is a self-paced course, and students must complete unit reviews with a 75% or above score to move to the next unit, and a final test score of 75% or above to successfully complete the course. The course is delivered on the Canvas platform.

Job Skills Training
Self-paced
15 credits

You are enrolled.

[Bulk Purchase](#)

UNTWISE
Workplace Inclusion & Sustainable Employment

The Texas Workforce Solutions - Vocational Rehabilitative Services (TWS-VRS) requires Community Rehabilitation Program (CRP) Providers of employment services, to complete training as part of the TWS-VRS credential process appropriate to the services they deliver.

This is a required course for Job Skills Trainers who provide services for TWS-VRS referrals. This course has readings and end-of-unit quizzes that must be completed prior to taking the final test.

- This course counts as 15 CEUs for UNT WISE
- This course earns 15 CEUs for CRCC

The Job Skills Training Course is designed to provide you with the skills and knowledge to effectively assist TWS-VRS referred customers in the employment process. This course will provide information on:

- Aspects of Community Employment
- The Employment Process
- Knowing Your Customer
- The Job Skills Trainer
- Communication
- Workplace Behavior
- Training Techniques
- Extended Services & Ongoing Support
- The Employment Services Credential

This course will close on June 30, 2023.

This is a self-paced course, however, you must complete the unit reviews with a 75% or above to move to the next unit. You must complete all unit reviews before the Final Test will open. You must complete the Final Test with a score of 75% or above to successfully complete the course.

This course is delivered on the Canvas platform. Please click here for the Canvas technology requirements.

Session Resources

To gain access to the content and resources shared today, scan the QR code included.

Save this link!

<https://bit.ly/jstwksp>



Workshop Survey



Please scan the QR code
and complete the
Workshop Survey

<https://bit.ly/esc11wkshpsrvy>

Questions?

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Thank you!!!

UNT WISE

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