



Job Skills Training Workshop

Presented by:
UNT WISE

Workplace Inclusion & Sustainable Employment



UNT[®]
UNIVERSITY
OF NORTH TEXAS[®]

Today's Presenter – Amber Brasher



**Amber
Brasher**
(she / her)

Current Position

Program Project Coordinator at UNT WISE

Education

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

Certifications

Job Skills Trainer

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

Today's Presenter – Rebecca Cagle



Kellie Nix

(she / her)

Current Position

Senior Program Project Coordinator at UNT WISE ENGAGE

Education

Masters in Rehabilitation Counseling

Licensed Professional Counselor-Associate

(under the direction of Rachita Sharma PhD, CRC, LPC-Supervisor)

Certifications

Certified Rehabilitation Counselor

Past Work History

Supported Employment Specialist at My Possibilities

Early Interventionist for children with Autism

Elevator Speech: Introduction Activity

Where do you go to school/what is your major or areas of focus?

What is your experience? What skills do you have to offer?

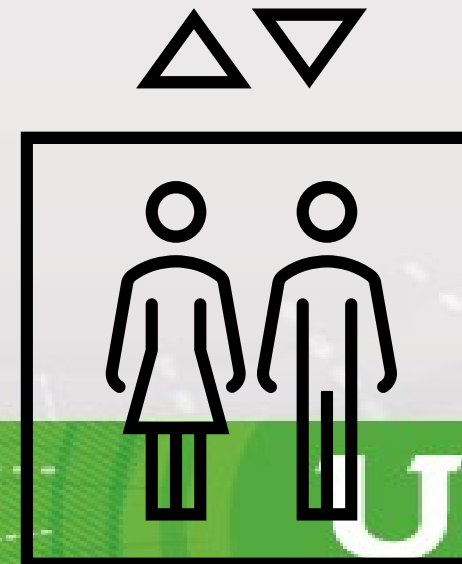
What do you want?

When will you do it?

What benefit will you bring the company?

Use the following template to create your own elevator speech! (10 minutes)

Introduce yourself to someone else using your elevator speech.



Today's Agenda



Time	Topic
9:00am – 9:30am	Welcome and Introductions
9:30am – 10:00am	Training Overview & Objectives
10:00am – 10:50am	Identity, Etiquette, and Language
10:50am – 11:00am	Break
11:00am – 12:00am	Assessing & Planning
12:00pm	Lunch
1:00 pm – 1:45pm	Job Analysis
1:45pm – 2:50pm	Job Development/ Job Carving
2:50pm – 3:00pm	Break
3:00pm – 3:55pm	Task Analysis
3:50pm – 4:00pm	Question & Answer Survey Completion



Identity, Etiquette & Language

Workplace Inclusion & Sustainable Employment

UNT[®]
UNIVERSITY
OF NORTH TEXAS[®]

Identity Matters

What is identity?

Identities are multilayered

Building our identities

Activity

Identity and work?

Nationality

Gender

Religion

Sexuality

Culture

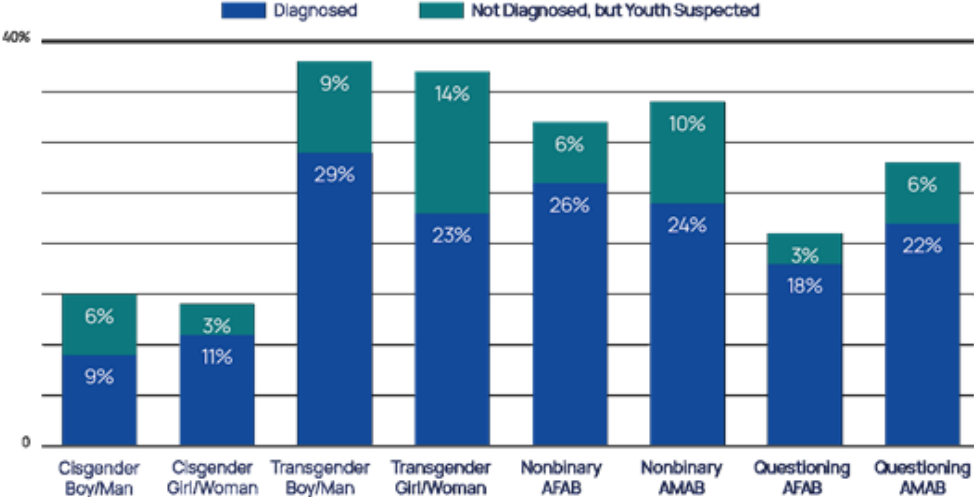
Work

Orientation

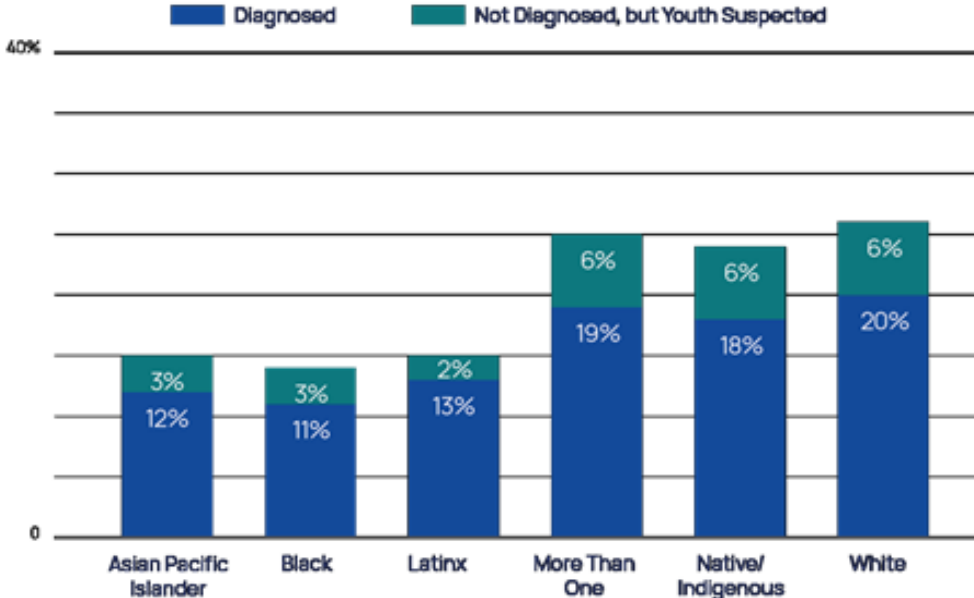
Values

Roles

Percentage of LGBTQ Youth Who Reported an Autism Spectrum Disorder



Percentage of LGBTQ Youth Who Reported an Autism Spectrum Disorder by Race/Ethnicity



Activity time!

Grab your phones
and go to
<https://kahoot.it>

Enter code:
05404922



Language Matters

What you say matters; What you don't say matters too

Intentions weigh heavier than mistakes & what you do after

Self-reflection; assessment; communication and modeling repairs

Using outdated language & infantilizing terms can be viewed as insensitive or offensive

"The ball is in your court" keep it rolling through continuing education & professional development

Avoid assumptions, generalizations, stereotyping, speaking for someone, or about them without consent

Avoid terms that imply judgement or focus on limitations, such as: "suffers from, victim of or afflicted with"



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

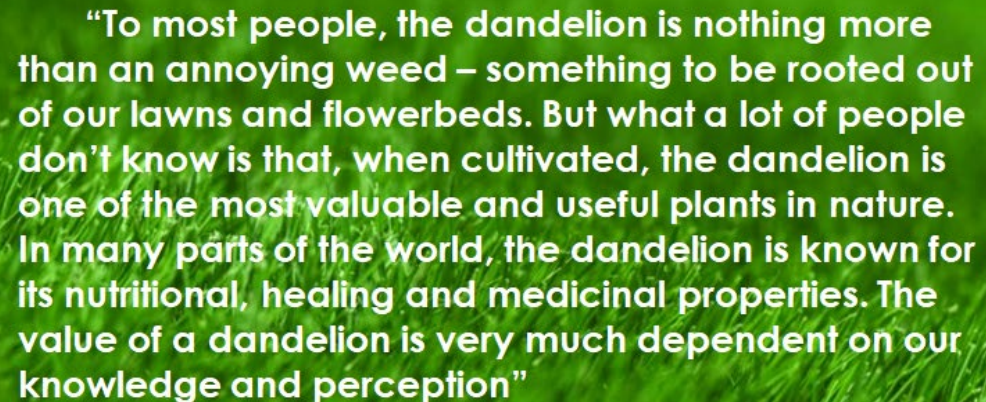
- ✓ Language will depend on how the person views their identity
- ✓ Sometimes removal of diagnosis would remove part of an individual's personhood/self
- ✓ Sometimes the label is viewed as part of an individual's personhood/self
 - (e.g., "has autism" vs. "autistic")
- ✓ Many people prefer to think of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



A Strengths-based Approach

Not a deficit model. Autism Spectrum Disorder (ASD) is not considered a disease or medical condition.

Naturally occurring neurodiversity (biological variation) with evolutionary value to our species.



“To most people, the dandelion is nothing more than an annoying weed – something to be rooted out of our lawns and flowerbeds. But what a lot of people don’t know is that, when cultivated, the dandelion is one of the most valuable and useful plants in nature. In many parts of the world, the dandelion is known for its nutritional, healing and medicinal properties. The value of a dandelion is very much dependent on our knowledge and perception”

-Thakral Sonne, Danish entrepreneur

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



Activity time!

Grab your phones
and go to
<https://kahoot.it>

Enter code:
008933774





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 **Harding 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 **Neurodivergent**



- ✓ 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

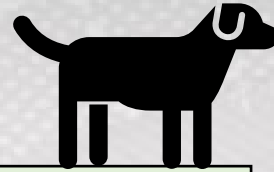
Don't lean on a person's wheelchair



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:



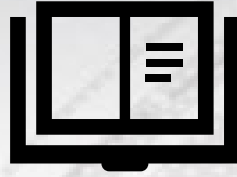
1. Is the dog a service animal required because of a disability?
2. What work or task has the dog been trained to perform?

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?

A green light to greatness.

UNT[®]

10 Minute Break



A green light to greatness.

UNT[®]

Assessing & Planning

Workplace Inclusion & Sustainable Employment

UNT[®]
UNIVERSITY
OF NORTH TEXAS[®]

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

Know the Student

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

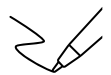
<https://www.twc.texas.gov/forms/VR1877A.docx>

TEXAS
WORKFORCE SOLUTIONS

The Discovery Process

Actively investigating an individual's interests, skills, and ideal conditions for employment is the goal during the Discovery Process.

Investigating can include:



Noting activities the student prefers/avoids



Ask about their experiences



Observe the student in different environments
(in class and community)



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

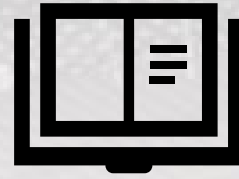
Consider creating standardized elevator speech

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?

A green light to greatness.

UNT[®]

1 Hour Lunch Break



A green light to greatness.

UNT[®]

Job Analysis

Workplace Inclusion & Sustainable Employment

UNT[®]
UNIVERSITY
OF NORTH TEXAS[®]

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 (think natural supports!):

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

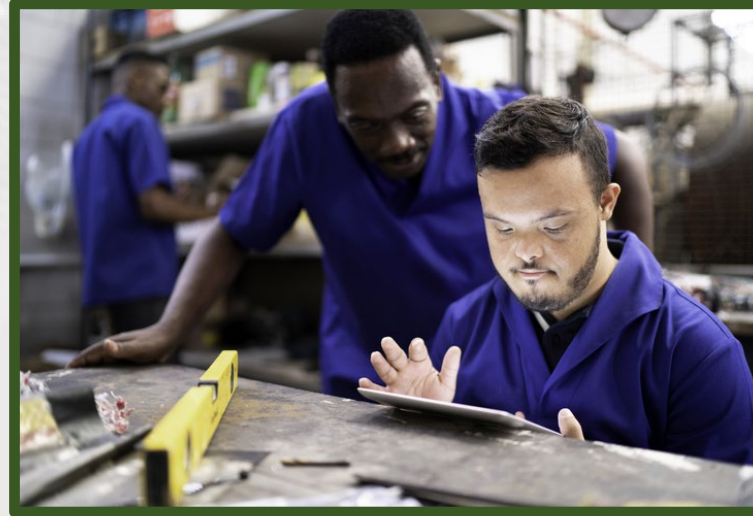
Community networking

Use internet job boards

On site job analysis of current employees

Listening to the students wants and interests

Restructuring / carving positions with partnered employers

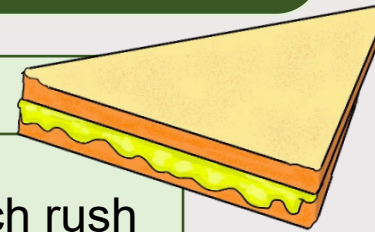


Job Carving

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.



UNT

Task Analysis Example

Task Analysis					
Employee:	<u>Jane Doe</u>		Job Site:	<u>Super Health Spa</u>	
Trainer:	<u>Mary Smith</u>		Task:	<u>Front desk and housekeeping</u>	
Task Steps:	Time	Tools			Adapt?
Clock-in	1 m	Time card and clock			
Answer phone	30 s	Phone			
Check-in members	2-3 m	Card reader, towel, key rack			*
Wipe down machines	15-20 m	Towel and cleaner			
Vacuum lobby floor	30 m	Vacuum			
Clock-out	30 s	Time card and clock			

Job Skills Trainer
 WORKPLACE INCLUSION & SUSTAINABLE EMPLOYMENT **UNTWISE**

The following form may assist you to breakdown and record the steps involved in teaching a particular task and how long the teaching process was needed. When the person completes the step, without assistance for several days, the task is considered "mastered".

Task Analysis					
Employee:	_____		Job Site:	_____	
Trainer:	_____		Task:	_____	
Task Steps:	Time	Tools			Adapt?



+ 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.



Task Analysis form All Rights Reserved Page 1

[Blank Task Analysis Form](#)

Task Analysis Demonstration

Watch/hear the following demonstration.  

Write down/speech-to text the tasks you see the customer do.  

Compare what you wrote to what is on the screen.  

****Remember, if a step isn't expected of the employer, and there isn't any value to adding that step, it shouldn't be added!****

Job Skills Trainer

WORKPLACE INCLUSION & SUSTAINABLE EMPLOYMENT **UNTWISE**

The following form may assist you to breakdown and record the steps involved in teaching a particular task and how long the teaching process was needed. When the person completes the step, without assistance for several days, the task is considered "mastered".

Task Analysis			
Employee: <u>Kellie</u>		Job Site: <u>Local Grocer</u>	
Trainer: <u>Paula/Amber</u>		Task: <u>Bagging Groceries</u>	
Task Steps:	Time:	Tools:	Adapt:
Open bags (both sets)	5 seconds	Sortkwick finger balm	X
Greet customer	1 second		
Sort items on counter as they are passed to you	5 seconds		
Place a large, non-fragile item at the bottom	5 seconds		
Place three-four items on top in a line	5-10 seconds		
When full, pull sack off and place in basket	5 seconds		
Open bags	5 seconds		
Open Bags Adapt:			
Open finger balm			
Wipe pointer finger on balm (just enough to cover)			
Wipe finger down on top part of bag until it opens			

Now compare!

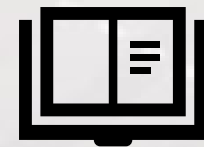
Adaptations

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.

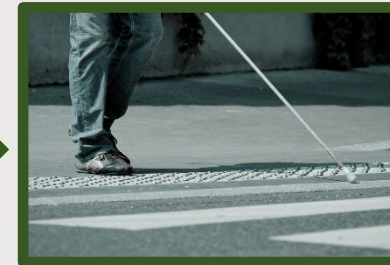


<https://askjan.org/>

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



Questions?

A green light to greatness.

UNT[®]



Day 1 Recap & Debrief

Workplace Inclusion & Sustainable Employment

UNT[®]
UNIVERSITY
OF NORTH TEXAS[®]

Key Take-Aways from Today



Identity, Etiquette & Language

- Language matters
- When in doubt, ask

Assessing & Planning

- Remember the goal is to be student-centered
- May require creative marketing to employers

Job Analysis

Identifying and developing supports

Task Analysis

Adaptations, accommodations & assistive technology

Day 1 – Workshop Survey

**Please take a moment to complete
the workshop survey for today.**

<https://bit.ly/WorkshopSurveyDay1>



UNT WISE

untwise.unt.edu

940-565-4000

Amber Brasher – amber.brasher@unt.edu

Paula Fuller – paula.fuller@unt.edu

Kellie Nix – kellie.nix@unt.edu