

# Wisconsin Self-Determination Conference 2019

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# Fading Job Supports

## Use of Technology

# Job Coach Role



## Know the Worker

- Discovery/PCP
- Accommodation
- Habits/Idiosyncrasies

## Know the Worksite

- Business: What are their expectations?
- Supervisor/colleagues
- The environment

## Know the Work

- What is the position?
- Work tasks
- Procedure ("how to")

# Fading

When someone starts work,  
your role is well defined

- Do you know what needs to be done by YOU
- Do others know their role and are they clear on YOURS

Is there an exit plan?

- A clear plan on how to provide daily training that reduces your supports systematically.
- A clear plan on supports at the workplace that are available when needed

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## Consistent Training



Video the job Trainer's support at the workplace



Written Checklist of tasks for the worker



Checklist with pictures on a handheld device



Electronic communication (email, text, google, messenger, etc.) with other training staff



Using Systematic Instruction

# Task Analysis

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## TASK ANALYSIS

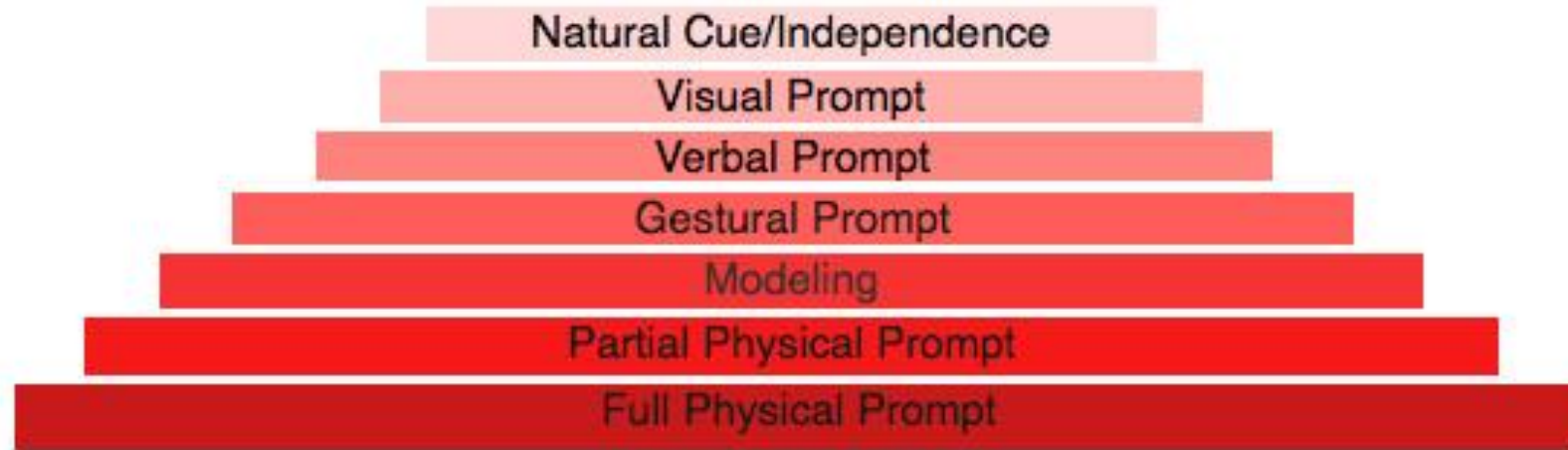
Job: \_\_\_\_\_ Name: \_\_\_\_\_

Date: \_\_\_\_\_ Completed by: \_\_\_\_\_

Prompts: P=Physical DV=Verbal IV=Indirect Verbal Vis=Visual G=Gesture M=Modeling S=Shadowing

Steps of the task	Independent (+ or -)	<u>Instructional Strategies/Prompts:</u>	Needed Adaptations?
1.			
2.			
3.			
4.			
5.			
6.			
7.			

## Prompting Hierarchy



### PROMPTS

Natural Cues/Independence

Visual/Pictures

Proximity/Shadowing

Gestural

Indirect Verbal Prompt

Direct Verbal Prompt

Modeling

Physical/Hand-Over-Hand

Most Intrusive to Least

Most Intrusive to Least

# Cue and Prompting Hierarchy

- **Natural Cues/Independent:** environmental cues in the job associated with the task. They are part of the job.
- **Visual/Picture Cues:** Using pictures to show the steps of the task sequence or what supplies are needed for each task.
- **Shadowing/Proximity:** Job Coach observes worker and is close enough to intervene only when needed.
- **Gestural:** Physical movements used to draw attention to a step in the task.
- **Indirect Verbal Prompt:** is a question to get the desired response such as, "what do you do next? Or where do you put that?"
- **Direct Verbal Prompt:** Providing a direct spoken direction that provides specific instructions.
- **Modeling:** Task completed by the Job Coach or co-worker to demonstrate the task.
- **Physical Assistance/Hand over Hand:** Providing physical assistance for the individual to complete the task. This can be done with hand over hand or shadowing the individual's movement to provide assistance if necessary.
- <https://www.humanservicesed.org/filehandler.ashx?x=8835>



### NATURAL SUPPORTS – FADING PLAN (EXAMPLE)

Name of Consumer/Employer: Mary Jones at ACME Plastics Company

Date: Start date of job \_\_\_\_\_

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Goal for Fading	Action taken by Job Trainer
Mary will know the names of her immediate coworkers and supervisor(s)	JC will ask Supervisor to introduce Mary to each of her coworkers JC will write down the names of the coworkers to help Mary remember their names (add pictures if needed)
Mary will know who to ask when she needs more supplies	JC will help Mary ask her supervisor who the best person is to ask when her supplies are gone, this will be written in Mary's job "book" that she uses to reference her work tasks, typical questions, clocking in process, etc.
Mary will know the sequence of her job 100% accurately	JC will write a Task Analysis of Mary's job sequence and provide Mary a copy of this using pictorial representations along with words to explain each task.
Mary will know who to ask when she has a question about her job	JC will determine the typical situations that Mary may encounter and seek the right person for Mary to ask. JC will write that person(s) name in her job book. JC will talk to those individuals to let them know in advance that Mary will be seeking them out if she has a question about her job.
Mary will be working independently for 50% of her work day	JC will determine which tasks Mary can perform independently and leave during those parts of the day. JC will talk to her supervisor/coworkers about when they are leaving and to prepare them for possible questions from Mary. JC will check in with Mary and her coworkers/supervisor upon returning to the workplace for problem solving if there were any concerns.
Mary will have a 75% productivity rate based on coworkers doing similar or same work	JC will set up a grid for Mary to fill in to show how many packages she has completed while JC has faded. JC will ask Mary's supervisor to check grid and give Mary feedback on her performance level. JC will also check grid upon returning to determine if Mary has met the day's productivity goal which was set by Mary, JC and her supervisor.
Mary, Supervisor and JC will meet to determine Mary's successful completion of employer's job tasks	Ask supervisor to meet with Mary and JC after a pre-determined time period to review Mary's progress, is she meeting employer's expectations, what are her strengths and weaknesses, and an overall assessment of her work performance.

## Fading Checklist

- Make a plan on what prompt you will use to support independence with each step
- Develop a list of goals toward fading your support
- Look at how technology can be used to meet those goals

# Live Job Coaching



- ➔ Individuals can initiate a hangout and have a face to face coaching session without the job coach needing to be at the job site.
- ➔ Texting
- ➔ Face Time
- ➔ Email

## Other App Links to “facetime” for Live Job Coaching

Skype

FaceTime  
for iPhone  
or iPad

What's App

Messenger

Viper

WeChat

## Why use Google Hangouts?

### In a Hangout you can:

- Share documents
- Screenshare
- Multiple people can hangout at one time
- Ability to record a hangout
- Remote Desktop
  - Awesome for tech support without travel to school or vocational site



## Use Hangouts on Air to Record Coaching Sessions

- ➡ Job coaching sessions can be recorded and uploaded to YouTube.
- ➡ Workers are able to watch these videos repeatedly to help reinforce the target skill being taught.
- ➡ Alleviates some of the need for frequent job site visits.
- ➡ Give the coach more flexibility.



# YouTube Job Coaching



- ➡ Record job functions to be replayed while in the workplace
- ➡ Create private playlists with all job related tasks
- ➡ When uploading a video to YouTube, you can change the privacy settings for that video to Public, Private, or Unlisted.
- ➡ Private means only those you invite to view the video can view it.
- ➡ Your video will not come up under any search results or your channel list.

## Key Principles for Adaptations

- Individualized
- Facilitates independence/interdependence & autonomy
- Provides least intrusive means of assistance
- Fits into the work environment
- Enhances job performance
- Durable over time
- Easily replaceable
- Presented within total context of work activity
- **Adaptations/job modifications should involve the LEAST AMOUNT OF CHANGE from original job**

## Job Coach Accommodation

➡ The EEOC has stated that, “An employer may be required to allow a job coach paid by a public or private social service agency to accompany the employee at the job site as a reasonable accommodation.” See the following link:

➡ [www.eeoc.gov/eeoc/newsroom/  
release/9-16-10b.cfm](http://www.eeoc.gov/eeoc/newsroom/release/9-16-10b.cfm)



# Environmental/Architectural Modifications

Example: individual is unable to read the directions for operating the shrink wrap machine

- Audiotape the directions
- Next to each step of the directions put/create a picture depicting completion of the step
- Color code each step

# Alternative Performance Strategies & Adaptations

Example: If a individual can't remember sequence of job tasks

- Arrange tasks in logical sequential order of physical progression
- Arrange tasks in sequence chosen by the individual, as long as sequence is an effective to complete the job required



# Alternative Performance Strategies & Adaptations

Example: If a individual is training as a copier attendant, but can't read the the copy request form from co-workers

- Use an in/out box with photographs of the co-workers requesting the work
- Modify the copy request form, such as a highlighted area on the number of copies
- Audio-tape requests
- Picture cards to communicate



# Alternative Performance Strategies & Adaptations

Example: The individual is unable to count package work materials

- Use strips of tape on table which correspond to the number of items in the package
- Take a picture of a completed package to use as a reference, or have a sample package as a reference
- Use a box with the number of dividers corresponding to the number of items in the package



# Alternative Performance Strategies & Adaptations

## Examples

- If a individual is learning to fill a candy machine and fails to respond to an empty bin, an empty wrapper could be taped to the bin to remind the individual to fill it with that type of candy
- If a individual is working with a computer but fails to turn it off properly, a picture of the individual turning off the system could be placed at the exit as a reminder to turn the system off

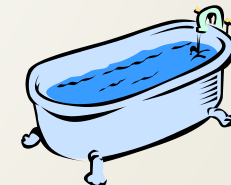
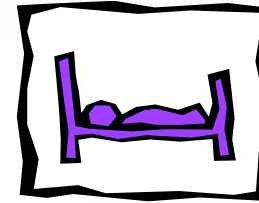




## Hotel Room Checklist



- ☐ Check clothes rack for 5 pants hangars and 5 shirt hangars. Replace as needed.
- ☐ Check all drawers for missing items (e.g. phone book, Bible, blanket).
- ☐ Empty all trash cans. Replace cans with new liners.
- ☐ Remove all dirty linens.
- ☐ Make bed with clean linens.
- ☐ Dust all furniture in the room (e.g. tables, lamps, pictures, walls and mirrors).
- ☐ Vacuum the entire room under tables and around bed.
- ☐ Clean entire bathroom (sink, tub, toilet, and mirror).
- ☐ Call front desk to let them know the room is clean.
- ☐ Turn off all lights before leaving room.



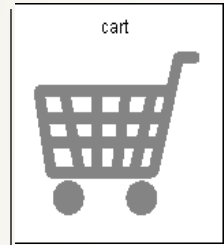
# UPS JOB

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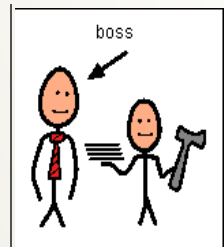
**Clock in**

2



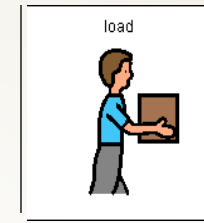
**Obtain cart**

3



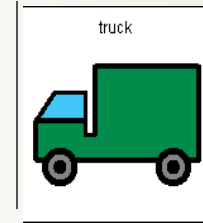
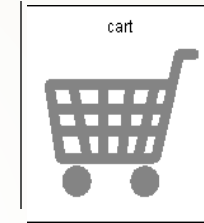
**Check with  
supervisor**

4



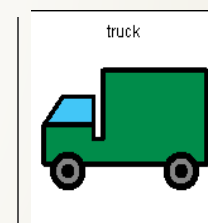
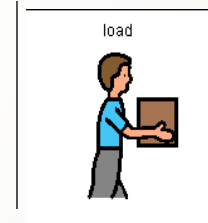
**Load boxes  
onto cart**

5



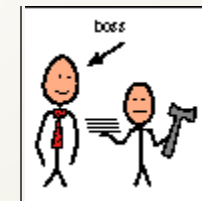
**Take cart to truck**

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**Load boxes onto truck**

7



**Tell supervisor**

# Technology for Adaptations

- One message recorder – give instructions for a specific job that requires verbal reminders – attach to 3 ring binder checklist
- Take pictures of sequence of job on phone – then print out – have supervisor put pictures in order for that day and put into small binder
- Use Go Worksheet App – take pictures to put into the checklist – create drag and drop to create list of tasks for each day using the iPad
- Go Visual App – take movies – add verbal cues or written instructions for worker to follow on their iPad
- Use cellphone to enter multiple alarms for reminders of breaks and lunch with return times as well.





# Assistive Technology Loan Libraries

- ❖ Universities, Agencies, Schools, and Independent Living Centers maintain loan libraries. Are you accessing them?
  - ❖ <http://www.atlclibrary.org/>
- ❖ Dept of Public Instruction AT:
  - ❖ <https://dpi.wi.gov/sped/educators/consultation/assistive-technology>
- ❖ AT 4 All:
  - ❖ <https://www.at4all.com/>

Wisconsin Center for Blind and Visually Impaired  
AT Loan Library:

<https://www.wcbvi.k12.wi.us/outreach/at-loan/>



# Wisconsin Assistive Technology Program

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❖ <https://www.dhs.wisconsin.gov/disabilities/wistech/index.htm>

- WisTech is funded to provide:
  - [Device Demonstration](#)
  - [Device Loan](#)
  - [Device Reutilization and Exchange](#)
  - [Alternative Financing Programs](#)
- WisTech Partners:
  - [Aging and Disability Resource Centers](#) (ADRC)
  - One-stop-shops for accurate, unbiased information on all aspects of life related to aging or living with a disability.
  - [Independent Living Centers](#)
  - Wisconsin's home for the network of Device Loan and Device Demonstration Centers, and the WisLoan program.  
[Find the independent living center that serves your area, P-02357](#) (PDF).
  - [Wisconsin Assistive Technology Initiative](#)(link is external)
  - Assistive technology information related to services for children Birth to 3 and school-age children through the assistive technology specialists located at the Cooperative Education Service Agencies (CESAs).

# American Job Centers and WIOA

- Wisconsin Job Centers – where are they?
  - <http://www.wisconsinjobcenter.org/directory/default.htm>
- Job Center of Wisconsin Job Search:
  - <https://jobcenterofwisconsin.com/presentation/jobseekers/JobSearch.aspx>

# Centers for Independent Living: WIOA

- ❖ Independent Living Centers of Wisconsin:
  - ❖ <https://www.dhs.wisconsin.gov/disabilities/physical/ilcs.htm>
- ❖ Find an Independent Living Center:
  - ❖ <https://www.dhs.wisconsin.gov/disabilities/physical/ilcs-contact.htm>
- ❖ WIOA added a new 5<sup>th</sup> Core Service for CILs with 3 components of transition:
  - Facilitate the transition of youth with significant disabilities who are no longer receiving services under section 614(d) of IDEA.
  - Assist with transition services for youth prior to post-secondary life to prepare youth for a successful transition into adult life.



# Resources for Assistive Technology

Office for the Deaf and Hard of Hearing:

Communication Cards for Drivers:

<https://www.dhs.wisconsin.gov/odhh/index.htm>

➤ Job Accommodation Network:

➤ <https://askjan.org/>

➤ Wisconsin's Disability Protection Laws:

➤ [https://dwd.wisconsin.gov/er/civil\\_rights/discrimination/disabilities\\_on\\_the\\_job.htm](https://dwd.wisconsin.gov/er/civil_rights/discrimination/disabilities_on_the_job.htm)

➤ Resource to create life goals, track progress, create checklists, video modeling, share progress with others, IEP goals tracked for students

➤ <https://www.cognitopia.com/>

# Contact Information

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