Partners with Business Support Analysis

Purpose: For a PWB grantee to document the amount and type of formal workplace supports a pilot participant needs to determine if additional systematic instruction, natural supports development, or assistive technology could be implemented before negotiating Partners with Business paid coworker supports with an employer.

Directions: PWB grantee should observe and document the supports provided to the pilot participant during 2-3 different shifts. If the pilot participant receives support from more than one job coach, involve at least two coaches in the analysis to test reliability. Documentation should include:

1. The pilot participant's job tasks.
2. The time of day the coach provides the support.
3. The type of the support needed (T = task related, B = social/emotional/behavioral related, or P = health/safety/personal care related).
4. The specific intervention/support the coach provides.
5. How long that intervention/support lasts (in minutes).
6. Potential coworkers or supervisors in available/in proximity who could provide that support.

Pilot participant Name:	Pilot participant's Job Title and Employer:
Days and Hours the Pilot Participant Works Each Week:	
Date Analysis Submitted:	Supported Employment Agency:
Name, Phone and Email of the Person Completing this Analysis:	

Observation 1 Date: _____

Task Pilot Participant is Performing	Time the Support is Provided	Type of Support Needed (T, B, or P)	The specific Intervention/Support that is Provided	Duration of Intervention/Support (in minutes)	Potential Coworkers/ Supervisors Available

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Add additional rows if needed

Observation 2 Date: _____   **Is this a different coach than observation 1? ☐ Yes ☐ No**

Task Pilot Participant is Performing	Time the Support is Provided	Type of Support Needed (T, B, or P)	The specific Intervention/Support that is Provided	Duration of Intervention/Support (in minutes)	Potential Coworkers/ Supervisors Available

Add additional rows if needed

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Observation 3 Date: _____   **Is this a different coach than observation 1 and 2? ☐ Yes ☐ No**

Task Pilot Participant is Performing	Time the Support is Provided	Type of Support Needed (T, B, or P)	The specific Intervention/Support that is Provided	Duration of Intervention/Support (in minutes)	Potential Coworkers/ Supervisors Available

Add additional rows if needed

Did you find opportunities to provide additional opportunities to provide or improve systematic instruction, develop natural supports, or incorporate assistive technology? Describe what you found, the strategies you will implement and timeframe you will implement them.

Click or tap here to enter text.

Did you identify coworkers or supervisors who could potentially provide formal support to the pilot participant (i.e. supports that would be above and beyond what is typically provided by coworkers and supervisors in this workplace)? Describe who could provide support, when they would provide the support, and the duration of the support.

Click or tap here to enter text.

Additional Considerations and Resources:

1. **What additional (or more consistent) systematic instruction can be implemented to support learning and independence?**

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    a. How are we collecting and analyzing data?
    b. Are we using the right prompts?
    c. Are coaches being consistent?
    d. Are we omitting prompts and pairing prompts together to work up the prompt hierarchy?

- "Seven Phase Sequence for Balancing Natural & Individual Needs" PDF   Article by Michael Callahan
- "Systematic Instruction Strategies for Organizing Information" PDF Article by Michael Callahan
- "Systematic Instruction Training and Motivation" PDF Article by Michael Callahan
- "Job Analysis: A Strategy for Assessing and Utilizing the Culture of Work Places to Support Persons with Disabilities" PDF Article by Michael Callahan and Melinda Mast

2. **What additional Assistive Technology (AT) can be used? Have we considered creative approaches for no tech, low tech, high tech AT?**
   - Ask JAN (Call, email, chat or search their SOAR database for guidance) https://askjan.org/
   - PACER Center's Assistive Technology Resource Page www.pacer.org/students/transition-to-life/assistive-technology.asp
   - Using Assistive Technology for Executive Function Skills at Work www.ctdinstitute.org/sites/default/files/file_attachments/Getting%20Started%2C%20Executive%20Function%20Skills%20at%20Work.pdf

3. **What additional self-maintenance strategies can be implemented?**
   - Self-Maintenance Planning Worksheet www.thinkwork.org/sites/thinkwork.org/files/files/Self_Maint_Plan_Wksht.pdf
   - What additional natural supports and workplace inclusion can be developed?
   - Natural Supports and Fading: www.syntiro.org/uploads/6/7/3/7/67376897/natural_supports_and_fading_background_materials.pdf
   - Assessing Work Culture: www.thinkwork.org/sites/thinkwork.org/files/files/Assess_Workplace%20Culture%20FactSht%20040318.pdf
   - Workplace Inclusion Checklist: https://employmentfirstma.org/files/Workplace_InclusionChecklis.doc
   - DEVELOPING NATURAL SUPPORTS IN THE WORKPLACE: A MANUAL FOR PRACTITIONERS, Stephen Murphy, Pat Rogan, Marjorie Olney, Michelle Sures, Bryan Dague https://mn.gov/mnddc/parallels2/pdf/90s/93/93-DNS-COH.pdf