

# Guiding Principals

## of the Try Another Way Model

*Marc Gold and Associates*



We can best serve people with disabilities by training them to do marketable tasks.



Learning situations based upon respect of an individual's worth as a person and capabilities will lead to better learning.



All people can demonstrate competence if given training supports appropriate to their needs.



A lack of learning should first be interpreted as insufficient use of teaching strategies rather than the inability of the learner.



Integration of all people is more important than the acquisition of skills.



Training should be done in environments where information will be used.



We should train natural trainers as well as human services trainers.

# Supported Employment

## Basics of Supported Employment

### What is Supported Employment?

Supported Employment is a strategy that enables people with the most significant disabilities to work in the community. Supported Employment is:

For people who, due to their disability, are not be able to obtain and maintain a job without assistance.



A job in the community working along side peers without disabilities.



Being paid a commensurate wage.



Ongoing support for the life of the job based upon the needs of the individual.



Being an employee of a company in the community.

### Who is eligible for Supported Employment?



Any one who is old enough to work.



Supported employment is a strategy that works for all people regardless of type or severity of disability.

### Premises of Supported Employment



People do not need to “get ready” to work.



People with severe disabilities will learn best if trained in the environment where that specific knowledge will be applied.



Everyone regardless of the severity or the type of disability, has a right and responsibility to work, live, and play in their community.

### Types of Employment Opportunities People with Disabilities Traditionally have been Offered:

- 1) Sheltered Workshop
- 2) Mobile Crew
- 3) Enclave
- 4) Dispersed Enclave
- 5) Individual placement

### Do people with more severe disabilities need to be placed in a group employment setting such as a sheltered workshop, enclave, or mobile crew prior to having their own job in the community?

No. Research has shown that if you start out in a Day Activity Center intending to “get ready” to work by moving up the continuum through sheltered work, enclave that it would take 54 years until you got your first job in the community. Supported Employment was conceptualized because the continuum didn’t work. The people with the most needs were not getting jobs in the community. Supported Employment is based upon the belief that everyone is ready to work **now.**

### **Supported Employment & Systematic Instruction**

Through individualized job development a job is found or created for each person based upon their interests, abilities and support needs. All job environments differ not just by what type of work is being performed but by what type of behavior is acceptable, the company culture, and the social atmosphere. The atmosphere at a water bottling plant is going to be very different from the environment of a large law office. All of us fit into some environments better than other environments, however, the fit into an environment may be more crucial for people with disabilities.

The challenge for Supported Employment professionals is not to get people with disabilities “ready” to work in every environment by teaching lots of prerequisite skills. The challenge is instead, to get to know a person well enough to determine what type of environment is the best match for them, to locate such an environment, and train the person to competently perform the job. If the person needs to increase their skills, skills can be taught in the actual work environment.

### **What if a person with a disability isn’t able to do any of the jobs which are available in the community?**

If a person is unable to do an entire job because of stamina, mobility, or any other reason, pieces of the original job can be carved out to form a new job for the employee (see the article on job carving at the end of this manual). This process is referred to as Job Carving, Job Restructuring, or Job Creation. This newly created position must still be a valued job and useful to the employer. When carving out a position be careful not to take all the undesirable pieces of someone else’s job or, on the other hand, don’t take the one piece of the job that everyone looks forward to doing at the end of the day. A typical selling point of job carving is that often times employers are paying highly skilled employees to perform entry level tasks as part of their day to day duties. If these entry level tasks were carved out and given to an entry level employee, then the higher paid employee would be freed up to perform more of the duties only they can perform. In the end the employer gets more production for his expense.

### **Who provides the training and support to people on the job?**

There are numerous titles for the person who typically provides the support or facilitates the provision of support. This variation reflects the ongoing evolution of the field of Supported Employment and, therefore, the professionals in the field. In the initial stages of Supported Employment this professional was called a Job Coach. They were responsible for providing all the training to the employee on the job, served as a liaison between the new employee and their coworkers and the boss, and often times they were supposed to pick up the slack of the new employee’s production, cover for the new employee if they were out for the day, and guarantee that everything would be wonderful for the boss. The downfalls of this model were many. The primary problem was that employer and coworkers didn’t feel much ownership for the process of hiring, training, and supervising this new employee. In an attempt to make hiring a worker with a disability a very easy process for the company and employer, the Job Coach became a barrier between the coworkers, boss and the new employee. When the Job Coach faded from the work site, the employer and coworkers didn’t know how to interact with the employee. Often times they assumed that they needed the skills of a Job Coach to even provide feedback to the employee about performance. The employee on the other hand might have depended on the Job Coach to assist when they had a question or needed support, rather than on the boss. The work might, not develop the skills and supports needed to succeed in the job after the Job Coach faded. By marketing that they fixed everything, the Job Coach removed ownership for the new

### Supported Employment & Systematic Instruction

employee's training and ongoing supervision from the employer. Also in marketing such a package to the employer, an unspoken message could have been communicated that an employer needed all these perks to make hiring a person with a disability worthwhile.

The role of the Job Coach has evolved into that of an Employment Consultant or Employment Specialist. Instead of being the person who trains, supervises and intervenes on behalf of the new employee, the Employment Consultant provides support to the coworkers and the employer to orient, train and supervise the new employee with a disability **as they would any other employee**. The Employment Consultant constantly evaluates whether or not the training being provided by the employer and coworkers is adequate for the employee to learn the tasks of the job and perform them up to the employer's standards. The Employment Consultant provides suggestions to the person training the new employee or may decide that they themselves have to provide training on some tasks to enable the new employee to learn them. In this new role the Employment Consultant **augments** the supports naturally available in the environment rather than replaces them. This model allows relationships and supports to develop for the new employee from the beginning of their employment.

### If The Employment Consultant isn't training what are they doing?

The Employment Consultant is observing and evaluating how the new employee is doing. They are available in case the employer needs some assistance.

### Employment Consultant Role:



Identify and facilitate the development of natural supports in the work environment.



Assist the new employee to fit in.



Support the employer and coworkers to interact with and include the new employee in all aspects of the job.



Oversee the training of the new employee, provide consultation to the natural trainer about teaching strategies or adaptations.



Assist the employer to identify **all** the tasks with which the person will need to be trained.



Provide training to the new employee if needed.



Ensure that all the supports necessary for the employee to perform the job (transportation, support at home to remember uniform, etc.) are in place.

## II. Phases of Supported Employment

### What types of supports are provided through Supported Employment?

	Assessment
	Job Development
	Job Analysis
	Training
	Follow-along Support

### ⑤ Assessment

The supports provided to help someone find and keep a job depend on what the individual needs. However, there are typical strategies that are used to help an individual with this process. The first step to helping someone find a job is getting to know them. What are they good at? What types of things do they like? Knowing person's hobbies and non-vocational interests leads to understanding what types of jobs and environments might be best. Additionally, these interests may lead to someone they know who has a job to fill or knows someone who has a job. Furthermore, determine how the person learns best and what type of supports they need in various situations. For people with more difficulty communicating this information, talk to people who know them well and spend time with the person in different places doing a variety of activities. Get to know how the person expresses preferences and dislikes nonverbally. People need the opportunity to try different things before they develop likes and dislikes.

Some people enjoy exploring different jobs by visiting a job site and shadowing another employee, or performing the job themselves for a few days or weeks through a job trial or work experience. These job experiences will provide functional information about what a person needs for supports, what their skills are on a job and what works for them and what doesn't. This is a **Functional Vocational Assessment** and can be funded by such agencies as Vocational Rehabilitation, the local one-stop, or school transition programs. People can learn a lot about what they do and don't want in a job by experiencing several different situations. Write the job experiences down. Chances are that the first job the person gets won't be the job they retire from. You will need this information again. This information should be compiled into a format called the Vocational Profile or other summary document. Even making a list of what works and what doesn't work for a person will be useful information. From the information gathered, the people assisting the job seeker share a clear vision of the ideal job characteristics for that individual.

#### Assessment

	Perform Job Trials and Situational Assessments.
	Document what works and what doesn't work.
	Ask the person what they like about different jobs/work environments.
	Observe people in various environments, especially if they don't verbally communicate in-order to see what they like and don't like.
	Talk to people who know the individual well.
	Compile a Vocational Profile or other summary document.

## 5 Job Development

The next step is developing the job. Many times a person, their family members, or friends will know of potential in the community. Involve these people in the job development process. Job developers consistently report that they find more jobs from connections than they do from making random calls to businesses. Once ready to start meeting with businesses, the job seeker may visit perspective employers with you or they may wait to meet the employer at the interview or when the job trial has been scheduled. People with limited social or communication skills may appear more competent actually performing a job than they would be able to represent themselves to a perspective employer during an interview setting. Ensure that whoever is responsible for finding a job for the individual shares the vision of the ideal job placement. If the person developing a job for the individual is not the same person who has assessed the individual's needs, interests, and abilities make sure this information is communicated clearly between them. Many times people who have lost jobs for performance, social or behavioral reasons were set up to fail from the beginning by being placed in jobs which didn't match their needs and interest.

Many people with disabilities are capable of looking for jobs themselves if provided with adequate support and training. Encourage the person to participate as much as they can in this process and provide them with the support to do so competently.

### Job Development



Survey friends and families of the job seeker for potential job leads.



Ensure the Job Developer knows exactly what the person is looking for in

a job.



Support the person to participate as much as they can in finding their own

job.

## 5 Job Analysis

Once there is a commitment from an employer to hire or to serve as a situational assessment site, it is time to perform the Job Analysis. The Job Analysis is the first step in devising a plan for the new employee to learn the job. The best way to perform the Job Analysis is to spend at least one shift observing the employee's job in the company. Make sure that it is a typical day so that the analysis reflects what the employee will experience.

### Steps of the Job Analysis:



Observe the job being performed by another employee (note any special techniques, production, and performance).



Observe environmental factors: noise, temperature, speed requirements, coworker interaction, unwritten rules of the work place.



Ask for explanations of the steps of the tasks, if necessary.



Have ever who typically trains new employees to train you in the task.



Perform the task yourself for a shift.



Write down all the expectations of the tasks on the Job Analysis form.



Confirm with the employer that these actually are the expectations of the

job.

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The Employment Consultant analyzes the job and the work environment and compile a list of job tasks the worker will need to learn to perform the job. Some of these tasks will occur over and over and will be easier for the person to learn because they have many opportunities to practice during each shift. These tasks are called **Core Routines** and are typically the main task of a person's job. Other pieces of the job may be required on an "as needed" basis or, maybe just once each day on a job; these are referred to as **Episodic Routines**. The new employee will need to learn other things which aren't written into the job description such as: knowing when to go on break, when to return from break, who to ask for help, when a job is done, and how to look busy when they aren't. These are called **Work Related Duties**. Typically employers don't provide training in these areas because employees without disabilities just figure them out or don't require "training" to learn them.

The reason it is important to differentiate these types of routines is because it will effects the training plan. Routines that occur many times a day give the employee a lot of chances to learn the task. Routines which happen once each shift or as needed require judgement to determine when to do the task, the need to remember the task when it's not being done again and again. Depending on the worker, the Employment Consultant may need to teach these routines differently. Some-times to assist an employee in performing an episodic, or job related routine, you will need to adapt the task or the way in which the task is performed. For example, a worker may need a checklist which he follows to remember to punch in and out for his shift. Before creating an adaptation or changing a piece of the job, allow the employee to perform it just as any other employee does. Adaptations can make the employee appear different and thus be a barrier to the "fitting in."

Examples of Core Routines: bagging groceries at Albertson's, sorting mail, folding pizza boxes at Pizza Hut.

Examples of Episodic Routines: finding a price for an unmarked item for the cashier, determining what to do with an unfamiliar piece of mail, mixing pizza sauce.

Examples of Job Related Routines: punching in and out for break, going to the employee cafeteria for lunch, ordering your pizza for lunch.

# Job Trial Summary

Individual: \_\_\_\_\_ Date of Report: \_\_\_\_\_

Dates of Assessment: \_\_\_\_\_ Days/Hours: \_\_\_\_\_

Assessment Site: \_\_\_\_\_

Employment Consultant: \_\_\_\_\_

## OBSERVATION SUMMARY

**Performance of Job Tasks:** ( Describe the tasks required of the worker, how they performed, their response to production and endurance requirements, attention to detail, etc.)

**Job Environment:** (Note the characteristics of the environment, noise level, coworker proximity and interaction, communication skills required, endurance and production requirements, appearance expectations. Describe how the worker performed in response to these characteristics.)

**Strengths and Interests:** (Note the specifics of the job task or environment which the worker liked and/or excelled at.)

Supported Employment & Systematic Instruction

**Dislikes or things to avoid:**

\_\_\_\_\_

\_\_\_\_\_

**Supports the worker needed:**

\_\_\_\_\_

\_\_\_\_\_

**Critical Job Factors:** (characteristics of the job tasks or environment which must be in place or must be avoided for the worker to succeed.)

**Learning Style:** (How did the worker learn best: *instruction, environmental factors, time of day.*)

**Recommendations for future Placement:** (Include additional information needed.)

# The Job Analysis Process

1. **Conduct** a Vocational Profile or other individualized planning process to determine applicant needs and desires.
1. **Develop** the job site and negotiate the targeted job responsibilities with the applicant in mind.
1. **Assess** the potential for natural supports and the capacity of the setting to support all employees.
1. Through tours and site visits, **“capture”** all components and requirements of the job.
1. **Consider** all information about the job in relation to the person targeted for the job. If the “fit” seems right, go on to #6. If not, develop another job or target another prospective worker.
1. **Visit** the job site to begin a detailed Job Analysis for the tasks/routines identified in #4.
1. **Observe** the way in which current employees perform the various routines.
1. Based on the analysis, **Determine** who will be the initial trainer and **Decide** on the need for detailed job analysis and inventories for the various task/routines of the job. Some tasks may be deemed especially important by the employer, others may correspond to the identified deficit area of the prospective employee. Facilitators may choose to have direct input in the most critical routines and may work less directly with co-workers and supervisors on less critical and more infrequently performed routines.
1. Have someone at the job site **Teach** you the routines. Notice the procedures, cues, amount of supervision provided and complexity of the routines.
1. **Perform** the routines which are the most critical for success until you have a “feel” for the job.
1. **Write** task analyses and inventories for the tasks/routines that will require the most intervention. Write the steps of the analyses and inventories to reflect the needs of a **typical employee** of the company. Consideration for the choice of the

### **Supported Employment & Systematic Instruction**

methods chosen for the various tasks/routines should first reflect the natural methods used in the company and secondly, if necessary, the particular needs of the employee.

1. **Get approval** from the employer on the methods chosen for the tasks/routines to be trained and any modifications or adaptations which are necessary to begin employment.
  
1. **Identify** procedures, including natural cues and consequences, in the work routines of the employee. For example, in one business the natural cue to take a break might be that the clock shows 10:00 AM and the consequence of not responding to the natural cue is that you miss your break. In another company, the natural cue for break may be a buzzer and everyone leaving their work stations and the consequence of not responding may be that the supervisor comes by and says, "It's time for a break!"
  
1. Based on #11 and your knowledge of the needs and skills of the employee, **consider** potential training strategies, motivating strategies, possible adaptations, and opportunities for job restructuring and partial participation with other workers which may be necessary in the back-up phases of the Seven Phase Sequence. Also, develop data sheets to reflect the number of steps you expect the employee will actually need to perform the critical tasks. The data sheets should be based on the steps identified in the analyses and routines developed in #9.
  
1. **Meet** and get to know other co-workers and supervisors in the setting. Try to remember names of employees so you can facilitate introductions when the new employee starts work.
  
1. **Find out** about company policies, acceptable dress codes, orientation procedures and other components of the company's "culture."
  
1. **Set** a start date, **communicate** with the employee and his/her family and **begin facilitation.**

# JOB ANALYSIS FORM

## 1. COVER SHEET

Company \_\_\_\_\_

Employee \_\_\_\_\_  
(See Profile for personal information)

Job Title \_\_\_\_\_ Telephone Number \_\_\_\_\_

Contact Person \_\_\_\_\_ Telephone Number \_\_\_\_\_

Address \_\_\_\_\_

City/State/Zip \_\_\_\_\_

Core Work Routines  
(identified by employer & during Job  
Analysis)

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Episodic Work Routines  
(identified by employer & during Job  
Analysis)

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Job-Related Routines  
(identified during Job Analysis)

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Accommodations Required  
(Based on info in Profile)

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Job Summary:

Job Trainer: \_\_\_\_\_

## 2. Job Requirements as Typically Performed

(Check only critical items. Fully describe the extent of the demand and outline possible adaptations/ accommodations if felt to be problematic for targeted employee.)

Physical Demands:

- Lifting
- Standing
- Continuous Movement
- Rapid Movement
- Walking
- Climbing
- Stooping
- Crawling

Sensory/Communication Demands:

- Vision
- Hearing
- Speaking
- Judgement

Academic Demands:

- Reading
- Writing
- Math

General Strength/Endurance Requirements:

Pace of Work:

Potentially Dangerous Components of Job:

Critically Important Components of Job:

Established Learning Curve or Probationary Period of Job:

### 3. WORK SITE CONSIDERATIONS

Special Clothing, Uniforms, Safety Equipment Required:

Tools To Be Used:

Equipment To Be Operated:

Materials To Be Handled:

Special Terms Used/Living Wage at Work Site:

Description of Environmental Conditions of Work Site:

## 4. TRAINING CONSIDERATIONS

Physical Position of Trainer in Relation to Employee: (initially and during fading)

Role of Trainer at Work Site: (list site-specific requirements)

Availability of Co-Workers/Supervisors as Trainers:

Description of Training Available from Employer:

Potential for Use of Adaptations, Modifications in Work Site:

Willingness of Co-Workers/Supervisors to Provide Support and Assistance:

## 5. The “Culture” of the Work Site

Employer’s Concern for Quality:

Employer’s Concern for Productivity:

Flexibility/Rigidity Observed:

Employee Social Groups and Non-Work Activities:

Observations on social customs, dress, language, etc.:

Leaders and Potential Allies Among Co-Workers and Supervisors:

## 6. Job Description

Schedule:

Number of Days of Work Per Week:

Days:	Hours	_____	to	_____
_____		_____	to	_____
_____		_____	to	_____
_____		_____	to	_____
_____		_____	to	_____
_____		_____	to	_____
_____		_____	to	_____

Sequential Chronology of Typical Work Day: (include all routines)

-Pay per hour; week; month:

-Fringe benefits:

## 7. Routines

Type of Routine (Core/Episodic/Job-Related) \_\_\_\_\_

Routine \_\_\_\_\_

How Often Performed \_\_\_\_\_

Content Steps/Skills

Decision\*

Informing Strategies  
(including instructional,  
natural cues and adaptations)

# WHAT IS A GOOD JOB MATCH?

 Successful employment may depend more on the match between people and their environments than on the personal characteristics of individuals.

*(Berkson & Romer, 1980)*

 The goal of job placement and maintenance is to maximize the fit or congruence. Congruence occurs when an individual's behavior is in harmony with the expectations of the environment.

*(Thurman, 1977)*

 A job match is the relationships and interdependence between the physical, social, and organizational ecologies of a work place.

*(Chadsey-Rusch, 1988)*

 A Job match is comparison of a person's behavioral capabilities and the performance requirements of the job including the identification of important mismatches.

*(Schalock & Jensen, 1986)*

# Training

The Role of the Trainer is to:



Organize the information for the employee.



Support in a Respectful manner.



Provide enough information for the employee to learn the job.



Foster independence of the employee.



Ensure that the employee's performance meets the employer's standards so they are seen as competent and valued.

After performing the Job Analysis, the Employment Consultant has a clear understanding of all of the pieces of the job which the individual needs to learn. The Employment Consultant has a feel for what type of training the employer will provide, and a good idea of how the individual learns best. With all this information the Employment Consultant next decides how best to train the employee on the job.

The new employee should learn the job like any other new employee does, if they can. However, most work environments don't naturally provide a lot of training and support for people to learn entry level positions. The Employment Consultant must balance what is natural in the environment with extra support provided to enable the person to learn the job. If the employee has difficulty learning the job through the regular training process, the Employment Consultant steps in and trains portions of the job, or provides some suggestions to whomever is training, about how to provide information in a different way.

**Natural** means any person, system, device that is available in the work environment for all employees to learn and perform their job, (e.g. the person who usually orients new employees, the person who drives coworkers without cars to meetings, or a list of supplies). **Artificial**, on the other hand, is any thing or person brought from outside the job environment, or something from inside the job situation performing a non-typical function to assist the person with the disability to learn and perform their job, (e.g. an Employment Consultant, and adapted checklist, paying a coworker to provide additional support). Artificial supports are not necessarily bad, they just need to be used with caution. Access the natural supports available first before supporting the worker in a way which may make them appear different from their coworkers.

The quickest way to make the new employee stand out, and insure that coworkers feel they are not qualified to ever direct the person to the bathroom, is to bring unfamiliar jargon, strategies, or techniques to the work place. If you need to change the way a person is doing a part of their job, (e.g. they need to count out six tee-shirts before placing them in a package), use materials from the environment to design an adaptation. Better yet, have a coworker or the boss come up with an idea about how to change the task.

## Supported Employment & Systematic Instruction

### Training should:



Lead to the independent performance of the learner.



Be effective for the person.



Be compatible with the work environment.

### The Role of the Employment Consultant if the employer is training:



Observe the training.



Provide Feedback to the Trainer.



Evaluate the learning of the employee.



Model interactions with the employee for the coworkers.



Present the values of Naturalness.



Stand back and resist the urge to do it yourself!

# A Case Study

1. Jason attended a high school special education class. *He was eighteen years old and was labeled as having moderate cerebral palsy and mental retardation.* He was contacted by a local supported employment provider and was asked if he was interested in working half time during his last year of school. *Jason said that he would be very interested in working with computers.* A 20 hour per week job was found at a grocery in his area. The job which was negotiated required Jason to enter incoming grocery inventory into the market's computer program. *Jason did not have previous experience with computers and his teacher and parents were doubtful if he could successfully perform the job.*
2. In her preparation for the job *Laura, the Employment Consultant, performed a detailed job analysis of the grocery.* During this time, approximately one week, *she was able to observe all the required job components, to get to know the supervisors and co-workers, to get a feel of the culture of the market and to actually receive training and perform Jason's job duties.* Laura concentrated from the beginning on *clarifying the procedures and the methods used by the employer.* She carefully *considered the training strategies used by the store manager and by the co-workers she asked for assistance.* As she planned for the first day of Jason's employment, *Laura decided which tasks the company would probably be able to teach and those tasks which would require more powerful teaching.* She based this decision on her knowledge of Jason, gained during the Vocational Profile, and of her experience in the market.
3. *Laura then met with the store manager to clarify responsibilities and to explain her role as a facilitator/consultant rather than as the primary provider of training for Jason.* Of course, this was also done during job development, but she wanted to make sure everyone still understood. *She then wrote step-by-step procedures for a couple of the most potentially challenging job tasks.* The procedures were written from the perspective of *the general training needs of the market, not of Jason.* Laura then showed the store manager the procedures to make sure that the methods described were consistent with those typically used in the market. The manager was impressed with how useful the procedures might be with other new employees and he showed them to a few of the senior employees.
4. Starting with Jason's first day of work, and continuing throughout the period she was offering support, *Laura continuously evaluated whether she or someone in the market should teach each job skill.* If she decided that someone in the market could or should teach a skill, she planned time to ask the person in advance if they felt confident teaching Jason and if they would like her to suggest strategies which might be successful. *If Laura felt that a certain task was too complex for the natural capacity of the market, she would always ask the manager or another office employee to watch, at least for a short time, as she taught the task.*

### Supported Employment & Systematic Instruction

5. *By the end of the first month of employment, it was clear that Jason was having a great deal of difficulty accurately inputting data into the computer. The problem seemed to be the long inventory sheets which the market received from their suppliers which listed the goods shipped per various orders. Using the Seven Phase Sequence, Laura began to solve the problem by changing the instructional cues from primarily conversational verbal, which was most natural to the setting, to gestural cues with limited verbal. She was concerned that all her talking was confusing to Jason. This strategy resulted in some improvement, but his inconsistency still remained.*
6. *Laura's next decision was actually in two parts. First, she double checked with the manager to determine if the market had experienced this type of problem and to discover their response, if any. The manager indicated that indeed other employees had encountered difficulty, but they usually got "straightened out" in a week or so. Jason was still experiencing difficulty after five weeks. She then looked at the most difficult parts of the task and considered breaking them down into smaller, more teachable, parts of the natural method. It was quickly clear to her that even though this strategy helped her focus more closely on the problem areas, it did not seem to help Jason perform the task any better.*
7. *Breakthrough! Finally, she considered an altogether different method or an adaptation of the natural method. Since she wanted to stay as natural as possible and since the inventory sheets were not produced at the market, but rather by suppliers, she did not try to change the sheets. Instead, she determined the number of suppliers, which was six, for the input for which Jason was responsible, and she developed a plexiglass overlay for each of the six forms.*

She:



asked the manager to help her design the devices and she arranged for a rehabilitation technologist to produce them. The overlays each had color coded positions which corresponded to the columns of the inventory sheets.



Jason was taught to determine the correct overlay, to slide the inventory sheet into the device, and to align the first row of figures. The color coded overlays provided Jason with quick visual feedback for his place on the sheet.



His consistency immediately began to improve.



The supervisor was so impressed with Jason's productivity increase, he suggested that the other part-time date entry clerk begin to use the overlays.

*This effort was so successful, and naturally referenced, that the employer began to think of ways to make Jason's job easier. He was also much more comfortable with teaching new tasks which became necessary. The role of the employment specialist was able to smoothly evolve to a facilitator/consultant because of the teaching strategies which referenced natural approaches from the beginning.*

*Irene Ward & Assoc. OSTC Manual*

# Training Tools

## 1. Task Analysis



Organize the steps of the task for teaching.



Remind the trainer of the correct way to complete the task.



Promote consistency in training.



Serve as a data collection method.



Are used to teach Core Routines.

A task analysis is a step by step break down of a job. It is a tool for organizing a task into teachable steps. When writing a task analysis, observe a worker from the work environment who normally performs the task. The steps of the task analysis should mimic the movements of the worker. Break the task down to the discrete motions of the worker. Do not write the task analysis based upon your knowledge of ideas of how you would do the task or based upon your experience doing a similar task at a different job site. You want to teach the employee how to do the job in this environment.

**Example:** Oiling pizza pans at Pizza Hut.

1. Get 10 large pizza pans.
2. Place on work table.
3. Get oil.
4. Place on table.
5. Pick up 1 pan.
6. Holding the pan, place the pan under the oil spout.
7. Depress pump 3 times.
8. Set oiled pans on work station in a stack.

## 2. Discrepancy Analysis:



Organize the steps of the task for teaching.



Include information about natural cues and consequences.



Assist the trainer in deciding which steps to teach and for which to provide adaptations.



Used with Job Related Duties and tasks that occur infrequently.

Also known as an Ecological Inventory, the Discrepancy Analysis is another tool used to organize steps of a task to be taught. It differs from the task analysis because in addition to listing the steps of the task, it also includes information about natural cues in the environment which might help the person learn the task; natural consequences of a person not performing a step of the task, and potential adaptations for steps the learner cannot perform. The Discrepancy Analysis is typically used to teach episodic routines and job related skills.

The same format to create an inventory is used as in a Task Analysis; Observe a coworker perform the steps of a task but pay close attention to what natural cues are available to prompt the learner to the next step. Also determine what the natural consequences will be if the learner does not perform a particular step of the task. Based upon the information gathered in the analysis, the trainer will determine how and if to teach the steps which the learner did not independently perform.



# Inventory and Discrepancy Analysis

## The Inventory

An inventory is a sequential listing of the skills/steps typically used by non-disabled persons in the performance of an identified task in a natural setting. The listing is compiled by observing the actions of persons who routinely perform such tasks and determining the method most frequently used. Inventories serve several purposes:

-  Inventories provide “ecological validation” for the most natural method to be used in training.
-  Observations identify the range of acceptable/alternative methods which people use to perform routines.
-  Inventories help trainers ascertain the skills/steps of the targeted routines.
-  Inventories identify the natural order in which the skills/steps of a routine are connected.
-  Inventories serve as the basis for an ecologically-referenced assessment which measures the performance of a person with disabilities in comparison to non-disabled persons who typically perform the routine.
-  Inventories are used to design a plan for teaching/facilitating the targeted routines.
-  Inventories help trainers identify the natural cues and consequences which are available.

## The Discrepancy Analysis

The sequence and the steps of the inventory are used as a “benchmark” for determining any discrepancies between the way a person with disabilities performs a targeted routine and the way in which non-disabled persons typically perform the routine. The trainer can also target specific skills/steps which a person does not currently perform.

To conduct a discrepancy analysis, the trainer must:

-  First, compile an inventory on a routine which a person with disabilities wants or needs to perform, in a natural environment.

### **Supported Employment & Systematic Instruction**



Provide the individual who needs to learn the task an experience base by demonstrating the task during a series of naturally-occurring cycles or, as appropriate, by accompanying the individual on the activity several times while pointing out the natural cues and order of the task.



The trainer then accompanies the learner in the performance of the targeted routine for purposes of evaluation. For each step of the inventory, the trainer gives enough information to keep the routine going, but should not offer direct instruction unless an error is made.



The actions of the learner are noted on the inventory form next to each step/skill. The trainer should also note the manner in which the learner attends to and benefits from the natural cues and consequences which are available in any natural environment.



The discrepancies, together with the way the learner responds to the available natural cues and deals with the natural consequences, provide the basis for the training/facilitation plan used by the trainer.

## **Decision-Making Sequence for Facilitating Episodic and Job Related Routines**

### **1. Provide no direct intervention. Facilitate the routine to occur using only the natural cues found in the workplace.**

This decision allows the learner to acquire the skills of a task/routine merely by regular participation. This is the same manner most people acquire information about routines.

#### **1. Provide systematic training.**

Train the step each time it occurs in the natural sequence.

Break the step into smaller, more teachable steps. Then teach as in the first step.

When the step occurs in the natural sequence, halt the sequence, teach the step using a number of massed trials, then continue the sequence.

Pull the step out of the natural sequence and teach it in massed trials until criterion. Then plug it back into the natural sequence.

#### **3. Modify the Natural Method**

Change the natural method typically used to perform the task as a method which better matches the needs of the learner.

#### **4. Provide an Adaptation**

Add an assisting device or other aid to the method which will assist the employee to perform the task.

## **Supported Employment & Systematic Instruction**

### **5. Provide/Facilitate Partial Assistance.**

Provide ongoing assistance on targeted steps of the job which will enable the learner to participate in the task to the greatest degree possible, if it is found that strategies 1-5 did not facilitate successful performance. The assistance can initially come from the trainer, but eventually must be provided by someone in the natural environment.

### **6. Restructure the Job/Routine**

Negotiate with the employer for a more individually referenced set of responsibilities for the employee.

Irene Ward & Assoc., OSTC Manual

# Discrepancy Analysis

Task: \_\_\_\_\_ Individual: \_\_\_\_\_

Date: \_\_\_\_\_ Location: \_\_\_\_\_

Content Steps	Discrepancy Analysis	Decision	Natural Cue	Natural Consequence
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

# Discrepancy Analysis

Task: Getting Cleaning Supplies together Individual: Peter A.Date: 12/00 Location: King Sooper's Grocery Store

Content Steps	Discrepancy Analysis	Decision	Natural Cue	Natural Consequence
1. Get Basket	Peter stood in doorway	Train during natural cycle	baskets stacked at entrance	may wait for a long time or go to closet w/out basket
2. Walk to supply closet with basket	+	N/a	Door	Walk past door with basket.
3. Locate spray bottle, feather duster, paper towels, and trash bags.	found towels but nothing else although they were close by	1) Picture Checklist 2) Put all supplies together in a basket with his name on it	Items in closet	won't have items when he needs them to clean
4. Determine if you have enough supplies for shift	never located supplies	Coworker will check and replenish if low	supplies will be missing or spray bottle will be empty	will run out of supplies midway through work
5. If yes proceed to work	I prompted Peter to look for clerk.	above strategy should help	Head clerk has red vest	no supplies can't work
6. If not, find head clerk...	He found her	“	Head Clerk	Clerk may prompt “what do you need?”
7. Ask for key to main supply closet	+	“	Key in hand	
8. Find Main closet	Peter got lost in Store	“	Supplies in closet	
9. Locate and replenish supplies	Peter just stood there	N/A	Key in hand	no supplies
10. Return key to Head clerk	+			Don't return key

# Informing Strategies

There are various ways of providing information to learners and each person will respond differently to certain cues. For example, a person who has a hearing impairment will learn best if more visual cues are used than relying solely on verbal instructions. Although trainers need to use prompts or cues to teach students new skills they need to start planning how to remove those cues from day one to maximize the learner's independence and minimize their dependence on the trainer.

## Types of Cues

**Demonstration**-show the person how to do the step by doing it yourself.

**Verbal**-tell them how to perform the step.

**Gestures**-point or indicate by motioning with your hand.

**Physical Assist**-place your hand on their hand to guide them through the task.

**Other:** written cues

checklist, written or picture

audio tape

adaptations to task

Assists, also known as cues or prompts, are methods of providing information to the learner about how to do the task. When the new employee is first learning the task, it is best if they learn it the right way the first time. The trainer must provide enough information to enable the learner to perform each step correctly. Enough information needs to be provided in the early stages of training so that the worker does not make mistakes. The trainer needs to know all the steps of the task and be able to perform them proficiently in order to properly teach the task.

As the new employee becomes more familiar with the task, the trainer may decide to give the learner more of a chance to demonstrate whether or not they have learned the task by delaying the prompt or assist. Remember, the goal is for the person to perform the steps of the job independently. Gradually fade your presence, from the beginning, to encourage their independence. Once the worker has begun to learn the task, provide only the information the learner needs.

The trainer's job is to teach the person to perform the tasks correctly and up to the standards of the employer. Part of what needs to be taught is to recognize when the task is done, and when it is correct. Sometimes trainers actually impede worker learning unconsciously through their verbal and nonverbal communication to the worker. Comments such as "good job", "O.K. what's next", a smile or even a nod may be indicating to them that they finished and the task is correct. Individuals quickly become dependent on this support. Follow the "no news is good news" training strategy which means only provide feedback if the task is done incompletely or incorrectly. The trainer should remain quiet as long as the student is performing the task correctly. Remember though, when the person is first learning the task, trainers should provide enough information for them to perform all the steps completely and correctly. Trainers need to refrain from overloading the student with verbal praise. It is difficult to fade the verbal praise and it probably won't be available in the work environment after the trainer leaves.

## Examples of fading the intensity of cues

<b>Type of Cue</b>	<b>Cue at beginning of Training</b>	<b>Later Cues</b>
<i>Demonstration</i>	Demonstrate task for learner	Co-work task with learner
<i>Verbal</i>	Short info packed phrases	More conversational
<i>Gestures</i>	Exact simulation or direct point	Questioning gesture
<i>Physical</i>	Manipulate learners fingers	Nudge or touch learner

Marc Gold and Assoc., Supported Employment Training Manual

When beginning training, always anticipate how to fade the teaching supports. Even if you do not think the person will ever be independent on a specific duty, (e.g. using the restroom independently), plan ahead to determine who will provide this support when you fade out completely. Would a coworker be able to help the person? Is there a Personal Care Attendant the person can hire? Could an adaptive device be installed in the restroom that would eliminate the need for a support person? Will they not need the support eventually?

# Hierarchy of Instructional Assists

Most Assistance

Least Assistance

Most Assistance

**WHEN**

**HOW MUCH**

Before Learner Acts  
(Antecedent Cue)

Highly Specific  
(Little Required of Learner)

After Learner Acts  
(Consequential Cue)

More General  
(Much Required of Learner)

Least Assistant

Learner Independent

Self Correction

**LEARNING**

## WHAT KIND

### Physical Assists

☞ Instructor moves trainee through step by forming his hand around the trainee's hand and manipulating the hand and finger.

☞ Instructor guides the trainee through the step by grasping trainee's hand/wrist.

### Supported Employment & Systematic Instruction

☞ Instructor guides trainee through the step by placing his hand on the trainee's elbow and applying mild but continuous pressure.

☞ Instructor gently taps the trainee's hand into the correct position or toward the correct tool, etc.

### Gestural Assists

☞ Instructor points directly to the component tool or item.

☞ Instructor points within an inch or so of the component, tool or item.

☞ Instructor points in the general direction of the component, tool, item, etc.

☞ Instructor gives the trainee specific verbal instruction such as "thumbs up" or "pick up cutter."

☞ Instructor verbally instructs trainee to respond to: "Try Another Place" or "Try Another Way."

### Verbal Assists

# Taking Data

Employment Consultants need to measure the workers performance to know if they are learning the job, if there are areas where the learner needs more support, and sometimes to demonstrate to the employer that the person's production is increasing. The rule of thumb about taking data is take only as much as you need. When taking data, document performance in an unobtrusive manner. Do not walk around the workplace with a clip board, stop watch and data sheets!

Why take Data?

-  To measure progress.
-  For objective feedback for the trainer and employer.
-  To make training decisions.
-  Accountability.
-  To abide by Department of Labor Regulations for work experience.
-  To motivate the trainer and learner.

Although some schools of thought teach that you should document every type of prompt an individual requires for each step of the task, merely knowing whether the step was performed independently and accurately is adequate information for most training situations. Take data on each task that is being trained formally, only once each shift.

## Task: Oiling Pans at Pizza Hut

Step	4/12	4/13	4/14	4/15	4/16	4/17
1. Get 10 large pizza pans.	-	-	+	+	+	+
2. Place on work table.	-	-	-	-	+	+
3. Get oil.	-	-	-	+	+	+
4. Place on table.	-	-	-	+	+	+
5. Pick up 1 pan.	-	-	-	-	+	+
6. Holding the pan, place it under the oil spout.	-	-	-	-	-	-
7. Depress pump 3 times.	-	-	-	-	-	-
8. Set oiled pans on work station in a stack.	-	-	-	+	+	+

# Follow-Along Support

Workers who need Supported Employment strategies to assist them to find and learn a job most likely will need some type of ongoing support in order to remain employed. This does not mean

### **Supported Employment & Systematic Instruction**

that the Employment Consultant needs to remain on-site forever or that they need to be on call for the employee's shift every day. What people need for ongoing support is determined by the person, the job, and other factors. Make sure that workers and employers are all aware that the end goal of the training is for the individual to work excessively at the job. Be aware of what each of their concerns are, if any, and address them before fading from the job site. The amount of time and what follow-along support is offered depends on the individual, and the support will probably change over time. Some workers or employers will need weekly visits for awhile or phone calls. Some workers may need help occasionally when they want to meet with their boss about an issue. The employer may call on you to help determine ways to increase job duties or hours. Again, follow-along support will be individualized for the employer and the worker.

# JOB CARVING:

## A GUIDE FOR JOB DEVELOPERS AND EMPLOYMENT SPECIALISTS

By Cary Griffin

Job carving is the act of analyzing work duties performed in a given job and identifying specific tasks that might be assigned to an employee with severe disabilities. While full-time employment is certainly a reasonable outcome, job carving, or job creation, is typically utilized with individuals in Supported Employment who, for a variety of reasons, including physical disability, psychiatric illness, intellectual capacity, medical fragility, available supports, and choice, may not be in the market for full-time employment (Griffin & Winter, 1988). The utmost care must be taken not to create jobs that further de-value people with disabilities by physically separating them from other workers or by having them perform tasks that are considered bothersome, dangerous, or unpleasant.

There are many variables associated with the job carving process. For instance, the marketing approach in job carving should be deliberate and businesslike. Job developers should approach potential employers as diagnosticians, ready to determine needs and offer solutions to productivity challenges. Another variable is consumer employment objectives. No job development effort can take place without a thorough understanding of what type of work is suitable and acceptable. The attitude of co-workers is also an issue. In creating employment opportunities, the “corporate culture,” or all those unwritten rules of a particular workplace, must be taken into consideration.

For instance, a short lived job was once carved for an individual to pick up and deliver parts for an automobile dealership. Employing a designated parts delivery driver was a financially efficient method for this dealership to approach parts delivery problems. The dealership's traditional method involved taking a parts order from a local garage and then pulling a parts department, service department, or repair employee from their current task to deliver the part. This was a very inefficient process, but the employees enjoyed it because they got to leave the building for a while and take a break. The job created for a person who wished to work under thirty hours a week did not last because the other employees saw this new worker as taking one of the few benefits associated with their jobs. A little observation of the worksite culture may have lead to a different employment approach and the avoidance of this job loss scenario.

Observation, with frequent employer contact, is the key in job carving. Without spending time in the actual business setting, or one very closely associated to it, the job creation process will not succeed. Every workplace is different: different culture, different quality standards, different personalities, different procedures (Deal & Kennedy, 1982). To insure a good employer/employee fit, the job match process must include job site research based upon consumer desire and employer need.

### Supported Employment & Systematic Instruction

While the scope of this paper does not allow for a thorough discussion of job development strategy, the following chart may help to loosely define the steps often associated with the creation of new employment opportunities.

<i>STEP</i>	<i>ACTION</i>
1	Determine Consumer Needs & Desires
2	Research Target Businesses: Personnel, Training, Retention, Competition, Technical Issues
3	Visit Sample Target Businesses
4	Inventory Activities of Typical Workers Performing Target Tasks
5	Observe Corporate Culture: Rules & Rituals
6	Task Analyze Duties & Determine Consumer Capabilities, Training & Assistance Needs
7	Negotiate With Employer
8	Teach & Refine Tasks
9	Build on Typical Supports/Relationships
10	Fade
11	Maintain Consultative Role

A few examples of Job Carving follow to illustrate the strategies or approaches employed in developing work options for individuals with severe disabilities.

*THE BUSINESS EFFICIENCY & PRODUCTIVITY STRATEGY.* This approach can be utilized with a variety of service and manufacturing operations. This particular example is based upon a composite of small town service stations. The discussion of research concerning the gas stations illustrates the types of questions that will need to be answered in developing a sales approach and, ultimately, a job.

Jim's Texaco is located in a town of approximately 10,000 people in the Southwest. The town is slowly becoming a year round resort due to its proximity to mountains, fishing, hiking, camping, and skiing. Jim has operated the station for over ten years and usually works alone. He has had part time help, but finds that local college students are unreliable and hard to supervise.

Jim was observed over an eight hour day. His tasks were recorded and he was later questioned concerning income, demand for his mechanical repair services, etc. The inventory of Jim's day revealed that he spent approximately four hours a day performing mechanical repairs, for which there was always ample demand. The rest of Jim's day was taken up by the activities shown on the chart below. A quick check of these activities, and a little behind the scenes research, which included calls to the local gasoline wholesaler, the National Automobile Dealers Association, and General Motors revealed that Jim earns \$34.00 per hour when performing mechanical repairs and tune ups, but only five cents per gallon when pumping gasoline. Jim has to sell gasoline to keep

**Supported Employment & Systematic Instruction**

the Texaco franchise. The other activities, which account for half the workday, have little direct revenue generating impact.

<i>Jim's Inventory (Non-Sequential)</i>	<i>Efficient &amp; Productive for Jim?</i>	<i>Valued; Useful Labor for Assistant</i>
Answer Phones	Sometimes	Yes
Pump Gas	No	Yes
Check Oil	No	Yes
Trouble Shoot	Yes	N/A
Wash Windshields	No	Yes
Clean Tools	No	Yes
Wash/Detail Cars	Sometimes	Yes
Mechanical Repairs	Yes	No
Go to Post Office	No	Yes
Re-Stock Shelves/Islands	No	Yes
Check-in Deliveries	No	Yes
Talk with Customers	Sometimes	Maybe
Tune-Ups	Yes	No/Maybe
Fix Flats	No	Yes
Clean Facility	No	Yes

A little further discussion reveals that Jim takes home approximately \$26,000 per year in salary. If Jim were to spend eight hours per day performing mechanical repairs, which he enjoys and for which there is a waiting market, the annual salary doubles to \$52,000. By carving out the activities which are vital to the operation of Jim's Texaco and creating a job for an individual with a severe disability, the owner can concentrate on the more profitable activities. The new position might have an annual salary of \$12,000 (a very reasonable salary for this type of job), and thereby reduce Jim's take home pay to \$40,000. This new salary represents a marked increase over the original \$26,000 figure and will look appealing to Jim if a cautious, relationship building sales approach is utilized (Griffin, 1991).

The actual job created, of course, will depend upon consumer choice, competence, and available supports, as well as local market conditions and the general climate of the work environment.

*CONSULTATIVE/EMPLOYMENT SERVICE STRATEGY.* This approach can be utilized in a variety of businesses, especially those that suffer high personnel turnover or seasonal market fluctuations. Be advised that jobs typically having high turnover may not be choice jobs for

### **Supported Employment & Systematic Instruction**

anyone. These positions should not be utilized as dumping grounds for people with severe disabilities, and may indeed result in heightened anxiety about work demands, job loss, and employment expectations. Approach these jobs with common sense and the understanding that such jobs can be great first jobs or seasonal jobs. This may simply be a step on the career ladder.

Again, it is important to take note of the corporate culture of businesses that appear to be high turnover operations. One motel that this author worked with had a high turnover rate, but after a few days of on-site observation, a core group or clique of stable employees became apparent. This group of housekeepers had long-term employment records and shared a highly ritualized culture that was hard to break into. Admission was gained through showing work stamina, a strong sense of insider humor, and by contributing to the purchase of donuts, pop, and snacks for this team to share. Failure to read the culture and take slow, decisive action to fit in lead quickly to exclusion. New hires failing to perceive these rites were left to fend for themselves. In such a situation, many workers simply moved on to the next job. A good job developer recognizes these worksite traits and develops strategies to make consumers members of the workforce, thus protecting the job and the individual.

In the Consultative/Employment Service Strategy, research is performed to find business trends conducive to job development (Griffin, 1989). In keeping with the motel example above, research was performed in a western city to assist in the creation of a service niche for a local supported employment agency. The research included the identification of motels near the homes of individuals seeking first and second jobs in housekeeping departments. Calls were made to the owners of a dozen small to moderate sized motels.

Almost all of the owners were willing to discuss their turnover, recruitment, and training issues.

From these discussions it was determined that the average moderate sized motel in this area employed five housekeepers, one of whom was the head housekeeper with additional duties, responsibilities, and pay. The average work week for maids was 40 hours over six days, and the pay averaged \$4.50 per hour with varying benefits. Head housekeepers made \$6.00 to \$8.00 per hour. Average annual turnover was approximately 200%, with a range of 80% to 300%.

Turnover varies from city to city, motel to motel, which necessitates case specific research.

When a housekeeper terminates employment, either the manager or the head housekeeper is faced with performing the work or seeing that the duties are covered. Head housekeepers get first option on overtime pay in many cases. Usually, overtime is split between the head housekeeper and the other maids. Regardless, the manager or owner views this as a possible time for reduced work quality, poorer customer service, and additional cost. The search for another housekeeper is vital and is initiated through classified ads, calling a known pool of former employees, or through word of mouth to friends of the other housekeepers.

Once a new hire is identified, a week is often required for training to company standards. This pulls the head housekeeper from typical duties and opens up more overtime expenditures. When recruitment and training are finally complete, the cost to the employer can range from \$500 to \$2000, largely in hidden costs. If the motel employs five maids and has an average turnover rate of 200%, the employer stands to lose as much as \$20,000 per year in hiring and training costs.

The job developer must create a problem solving relationship with the manager or owner and approach discussion of these costs over time. A rush to accomplishment here can cause the owner to feel incompetent or angry. This situation can inhibit employment opportunity.

## Supported Employment & Systematic Instruction

The job developer can approach the manager with a possible employment service strategy. This service might include hiring, screening, training, and follow-up. Charging for this service, based on an analysis of what the employer stands to save by hiring one or two people through the service agency, is also a reasonable business activity. When people get something for nothing their dedication to it often remains minimal. On the service delivery side, if the provider agency does not value the employment services it offers, on-going service accountability to the employer is diminished. Good employment services are worth paying for, and the addition of a market-based price may raise the expectations and accomplishments of all involved parties.

Another strategy here is to perform an analysis of housekeeper routines, and in a similar fashion to Jim's Texaco, carve out unproductive or duplicative efforts to make all workers more productive. This also reduces the inconvenience associated with a team member quitting. Such carved duties at a motel might include: stripping beds; emptying trash cans; stocking the supply carts; replenishing towels to the towel carts, etc. All these activities save time and make the workers more productive.

Do be aware that making people more productive can have the short range effect of lowering weekly paychecks, however. This event can lead to trouble for the new employee if viewed by the others as the cause for their misfortune. If this situation may occur, strategize with the employer. Perhaps increased productivity dictates that the next vacancy not be filled, thus guaranteeing full employment for those remaining, while securing the need for the newly created assisting position.

The example of the motel should not limit job carving, restructuring or creating activities to this industry alone. Many businesses and offices of all types face similar circumstances, and can benefit from consolidating activities into a new core job or jobs.

For instance, Grease Monkey, a franchise quick oil-change company, has carved a number of duties to speed production and smooth operations. Customers at Grease Monkey are greeted by an attendant who takes vital information on the service desired. Quickly, an employee begins to vacuum the carpets, while another cleans windows. The vehicle is pulled inside a work bay and one employee, stationed in the grease pit, drains the oil and lubricates the chassis, while topside, employees check tire pressure, fill fluid reservoirs, and add new oil. The whole process takes less than fifteen minutes and costs a little less than typical, slower, service at a local garage. The labor costs for Grease Monkey can be higher than other companies in the oil change business, because Grease Monkey has as many as four employees working on one car. However, customer satisfaction resulting from convenient service hours, short wait periods, and quality service, brings an increase in highly profitable, repeat business.

*INTERACTIVE DUTIES STRATEGY.* This approach to job carving shares aspects of the other examples given here, but is presented to show how job restructuring can lead to the creation of natural or typical supports.

A welding shop operation was observed and inventoried to determine a possible job match for an individual with severe mental retardation. The shop employed four welders who performed all the duties associated with business, except accounting which was hired out.

### Supported Employment & Systematic Instruction

In order to create a naturally supportive environment and minimize job coach presence, the inventory of daily activities identified tasks that could be carved for this individual to perform, but also included duties that normally would be accomplished with two welders working together. The sales approach here emphasizes that now, instead of having two welders, who each earn \$12.00 per hour, perform a task, one welder and the newly hired assistant, earning less, can perform the same job at less cost and greater efficiency.

Again, this example can be modified to fit many industry applications. The chart below illustrates the tasks that are routinely performed, possible carved tasks, and the duties that can be performed by the assistant with other workers, or performed in the presence of co-workers. The interactive job performance decreases job coach presence and stigma, emphasizes natural supervision and co-worker involvement, and reduces consumer reliance on service systems (Rogan, 1990).

<i>Welder's Inventory (Non-Sequential)</i>	<i>Carved Tasks</i>	<i>Interactive &amp; Shared Tasks</i>
Clock In	Yes	Yes
Drink Coffee; Talk	Yes	Yes
Get Work Orders	Yes	Yes
Design; Trouble Shoot	No	No
Weld	No	Maybe
Change Tanks	Yes	Yes
Sort Scrap	Yes	Maybe
Carry to Recycle/Trash Bin	Yes	Sometimes
Clean Work Area	Yes	Yes
Clean Facility	Yes	Maybe
Label Stock/Supplies	Yes	Yes
Check-in & Stock Deliveries	Yes	Yes
Talk with Customers	No	Maybe
Lunch/Breaks: Talk; Joke	Yes	Yes
Check-Out; Ride Home	Yes	Yes

The above job carving examples are taken from job development activities performed by the author. The information presented is related to specific research or to individuals with unique employment goals. Market situations and worksite cultures vary drastically in many cases, but the general concepts presented here should generalize to a variety of employment settings and situations. The implementation of a job carving approach is at first quite time consuming and,

### **Supported Employment & Systematic Instruction**

therefore, not readily utilized in its more sophisticated forms. If the process as outlined here is considered, and significant attention is given to addressing both consumer and employer concerns, lessened reliance on service system supports and increased job tenure should result.

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**TEAM MEMBER PERSONALITY CHARACTERISTICS**

**Directions:** Circle one of the numbers to indicate how you rate yourself. Your initial reaction is probably the most accurate one!

Example:

Dominant	1	2	3	4	Easy-going
			↗		
here you decided you were more easy-going than dominant, but not easy going enough to rate a four.					

- |     |                          |   |   |   |   |                       |
|-----|--------------------------|---|---|---|---|-----------------------|
| 1.  | Appears Confident        | 1 | 2 | 3 | 4 | Reserved              |
| 2.  | Passive                  | 1 | 2 | 3 | 4 | Aggressive            |
| 3.  | Responsive               | 1 | 2 | 3 | 4 | Self-Controlled       |
| 4.  | Easy-Going               | 1 | 2 | 3 | 4 | Dominant              |
| 5.  | Takes Charge             | 1 | 2 | 3 | 4 | Goes Along            |
| 6.  | Formal                   | 1 | 2 | 3 | 4 | Informal              |
| 7.  | Disciplined              | 1 | 2 | 3 | 4 | Spontaneous           |
| 8.  | Communicates Readily     | 1 | 2 | 3 | 4 | Hesitant Communicator |
| 9.  | Accepting                | 1 | 2 | 3 | 4 | Challenging           |
| 10. | Appears Unorganized      | 1 | 2 | 3 | 4 | Appears Organized     |
| 11. | Initiates Social Contact | 1 | 2 | 3 | 4 | Lets others Initiate  |
| 12. | Asks Questions           | 1 | 2 | 3 | 4 | Makes Statements      |
| 13. | Overbearing              | 1 | 2 | 3 | 4 | Shy                   |
| 14. | Reserved                 | 1 | 2 | 3 | 4 | Fun Loving            |
| 15. | Appears Active           | 1 | 2 | 3 | 4 | Thoughtful            |
| 16. | Relaxed                  | 1 | 2 | 3 | 4 | Assertive             |
| 17. | Withholds Feelings       | 1 | 2 | 3 | 4 | Expresses Feelings    |
| 18. | Relationship Oriented    | 1 | 2 | 3 | 4 | Task Oriented         |
| 19. | Pushy                    | 1 | 2 | 3 | 4 | Gentle                |
| 20. | Discriminating           | 1 | 2 | 3 | 4 | Impulsive             |
| 21. | Extrovert                | 1 | 2 | 3 | 4 | Introvert             |
| 22. | Warm                     | 1 | 2 | 3 | 4 | Cold                  |
| 23. | Subtle                   | 1 | 2 | 3 | 4 | Direct                |
| 24. | Distant                  | 1 | 2 | 3 | 4 | Close                 |
| 25. | States Information       | 1 | 2 | 3 | 4 | Saves Information     |
| 26. | Quiet                    | 1 | 2 | 3 | 4 | Talkative             |

Reference: Susan Sayers-Kirsch/Northwest Regional Education Lab

## TEAM MEMBER PERSONALITY CHARACTERISTICS SCORE SHEET

To locate a person on the **Dominant/Easy-Going** scale: Place the rating for the **Behavioral Characteristic Form** on the lines following the corresponding question numbers below.

1. _____	2. _____
5. _____	4. _____
8. _____	9. _____
11. _____	12. _____
13. _____	16. _____
15. _____	23. _____
19. _____	26. _____
21. _____	
25. _____	
Sum #1. _____	Sum #2. _____

$$\frac{\text{Sum #1}}{\text{Sum #1}} + 35 = \frac{\text{Sum #2}}{\text{Sum #2}} - \frac{\text{Sum #2}}{\text{Sum #2}} = \text{Sum #2} \text{ divided by } 16 = \text{Sum #2}$$

To locate a person on the **Formal/Informal** scale: Place the rating from the **Behavioral Characteristics Form** on the lines following the corresponding questions numbers below.

6. _____	3. _____
7. _____	10. _____
14. _____	18. _____
17. _____	22. _____
20. _____	
24. _____	
Sum #1. _____	Sum #2. _____

$$\frac{\text{Sum #1}}{\text{Sum #1}} + 20 = \frac{\text{Sum #2}}{\text{Sum #2}} - \frac{\text{Sum #2}}{\text{Sum #2}} = \text{Sum #2} \text{ divided by } 10 = \text{Sum #2}$$

Transfer your score from the two sections above to the appropriate axis on the matrix below. To find your behavioral style, plot your position in the matrix by determining where the two points intersect.

DOMINANT  
T

INFORMAL  
L

	<b>P</b>	
1	1.75	
	<b>C</b>	

**Supported Employment & Systematic Instruction**

FORMAL

EASY-  
GOING