ASK THE EXPERT:
JOB COACHING & COMMUNITY SUPPORTS
Virginia Commonwealth University – Rehabilitation Research & Training Center
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Approaches to Employment

Supported Employment

- Service where people with disabilities, are assisted with obtaining and maintaining community-based, integrated employment
- Support from a job coach and/or the use of person-centered approaches.

Customized Employment

- Flexible process designed to meet the needs of the job candidate with a disability and the employer
- New or modified job description
  - task reassignment
  - job carving
  - job sharing
Real Work for Real Pay

• Competitive Integrated Employment
• Employed in the community
• Work among non-disabled peers
• Earn minimum wage or greater
• Job is related to personal preferences, skills, interests, meet business needs

(VCU-RRTC, 2018)
Findings

• Individuals with ASD can work in Competitive Integrated Employment with supports

• Positive Behavior Supports are an essential way to address the social skill differences and behavior challenges of youth with ASD

• Employment may be therapeutic for Individuals with ASD in independence, social awareness, social cognition and social communication

(VCU-RRTC, 2018)
Areas Where Support is Required

- Understanding & Educating the Business
- Work Skills
- Behavioral Skills

(VCU-RRTC, 2018)
Understanding & Educating the Business

- Work not School
- Understanding business needs
- Assessing the environment for match
- Developing a schedule to meet business needs
- Understanding the work culture
- Building relationships
- Building trust
- Providing training to co-workers and supervisors

(VCU-RRTC, 2018)
Areas Where Support is Required

**Work Skills**
- Following break & lunch Schedule
- Following task list & transitioning independently
- Initiating Tasks
- Interactions with public and co-workers
- Staying on task at work

**Behavioral Skills**
- Handling frustration
- Recognizing private vs. public conversation topics
- Accepting Correction
- Break time
- Professional Behaviors

(VCU-RRTC, 2018)
SPECIFICS

How do we accomplish this? What are the supports?
Following Break & Lunch Schedule

- Alarms on iPod or cell phone
- Schedule for what to do on a break
- Instructions for appropriate lunch time choices

(VCU-RRTC, 2018)
Alarms on iPod or Cell Phone

(VCU-RRTC, 2018)
Schedule for What to do on a Break

Morning Routine

1. When I arrive to work I come straight to the classroom
2. I unpack my bookbag and put lunch in the refrigerator
3. Refill paper in printer
4. Check "copy folder" and ask Ms. Liamidis if she needs any photocopies made
5. Fill in daily huddle and classwork on whiteboard
6. Look up daily quote and write it on flipchart paper
Instructions for Appropriate Lunchtime Choices

Healthy Day Lunch Plan

Lunch is a fun and exciting part of the day. I get to choose everyday what I am going to eat. It is important to make healthy choices. Below are my healthy choices for lunch.

- Pizza OR Chicken Fingers
- French Fries
- Salad
  1. One bowl
  2. Lettuce
  3. ONE scoop of cheese
  4. Dressing
- 3 packs of crackers
- If I see something I would like to taste:
  1. I say “Can I try something new”
  2. I get one bowl
  3. I try one scoop of this new item
- One piece of fruit
- Water from the drink machine Monday – Thursday
  - Friday I get a soda from the machine

Remember, if I do not follow my plan I will need to throw my extra food in the trash can.
Following Task List & Transitioning Independently

- Visual schedule: pictures or written
- PDA schedule
- Voice reminders on PDA
- Decision Tree

(VCU-RRTC, 2018)
PDA Use

(VCU-RRTC, 2018)
PDA Use

(VCU-RRTC, 2018)
Decision Tree

- **Lactation Station**
  - **Door is OPENED**
    - Go in and clean chairs and sink
  - **Door is CLOSED**
    - Do not go in, write 'come back later'

(VCU-RRTC, 2018)
INITIATING TASKS
Consistent Structure to Seemingly Unstructured Tasks

• Jobs are frequently not structured
• Ask for the tasks they complete every day
• Create regular schedule
  • Example: Materiel Management
    ▪ Completed Deliveries in the Morning
    ▪ Completed Inventory Counts on “high use” floors in the afternoon

(VCU-RRTC, 2018)
Task Initiation
Task Initiation – Preparing for Change

Bill’s Job Responsibilities
*Please highlight the jobs I might need to do today*

- Paper
- Meter Mail
- Project Deliveries
- Mail Delivery
- Binding
- Folding
- Trimming Laminate
- Wipe down workspace at 1:15
- Sweep Floor
- Other Projects:

Today I made deliveries to:
Task Analyze

Restocking Blanket Warmers:

1. Get table or cart
2. Fill table with blankets (closed ends same direction) & sheets
3. Cover cart with flat sheet
4. Pull dust cover down over linen cart
5. Start stock at room 1-2
6. Remove 5 warm blankets (place on cart)
7. Fill warmer — start with back first — fill to top of vent line
8. *Always put 5 warm on top of front stack
9. Fill sheets
   a. Fold 1 sheet at a time, lengthwise (like a hot dog)
   b. Stack pile of sheets on cart
10. Stack sheets in warmer
11. Cover cart with flat sheet
12. Check off pod on checklist
13. Continue with next pod until all are finished

*If out of blankets/sheets return to linen cart and reload

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<th>1-2</th>
<th>9</th>
<th>3-4</th>
<th>5-6</th>
<th>20-21</th>
<th>8-10</th>
<th>14-15</th>
<th>11</th>
<th>19</th>
<th>17-18</th>
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<td>Blankets</td>
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<td>Flat sheets</td>
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Interacting with Public and Coworkers

When I can’t find someone to work with:
- Do you know where Jhilen or Elvira is?
- Who am I working with?
- Am I working with you today?

Questions while working:
- What should I do now?
- Do you want me to do that?

If I don’t understand what someone said:
- What did you say?
- You said what?

• Written Scripts
• Audio Scripts
• Conversation starters

(VCU-RRTC, 2018)
## Professional Responses

<table>
<thead>
<tr>
<th>Problem</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am frustrated</td>
<td>Let a coworker know “I need a break.” Go to the breakroom, take a quick break, get back to work</td>
</tr>
<tr>
<td>I am too frustrated to tell a coworker I need a break</td>
<td>Quietly walk to the breakroom, call my job coach</td>
</tr>
<tr>
<td>A coworker or patient asks me to lower my voice</td>
<td>“Okay, no problem” and lower my voice.</td>
</tr>
<tr>
<td>A coworker asks me to do something but I don’t feel like it</td>
<td>“Yeah, I’ll keep going!” I keep working right away, no hanging out. There’s work to do!</td>
</tr>
<tr>
<td>A coworker tells me to do something and I’m confused</td>
<td>“I don’t understand, can you repeat that?”</td>
</tr>
<tr>
<td>Someone asks me to do something I’ve already done today</td>
<td>“Okay, I’ll do it again. No problem.”</td>
</tr>
<tr>
<td>I’m finished but it’s not time to clock out</td>
<td>Ask Dacia or charge nurse “Is there any more work for me to do now?”</td>
</tr>
</tbody>
</table>

(VCU-RRTC, 2018)
Audio Scripts

(VCU-RRTC, 2018)
iPOD Support

(VCU-RRTC, 2018)
Staying Awake, Alert & On Task At Work

- Alarms set to go off every 20 minutes
- Visual cue cards what to do if sleepy

If I am feeling sleepy at work I may:
1) Take a short walk
2) Drink some water
3) Stand up and stretch

If I am feeling sad:
1) I can ask Danielle or my job coach for help
2) I can take a short break
3) I can take a walk

While at work:
1) I keep my hands focused on work tasks

(VCU-RRTC, 2018)
Role-Playing and Practice for Required Social Skills

• Perfect practice makes for perfect performance
• Example: Paul and Accepting corrections

(VCU-RRTC, 2018)
Role-Playing and Practice for Required Social Skills

- Look at the person
- Say “Okay”
- Repeat instructions
- Check back, “Did I do it right?”

Following Instructions

(VCU-RRTC, 2018)
Self Monitoring Checklists and Reinforcement Programs

• Teach the person to monitor and collect data on their own behavior

☐ I am professional
  ○ I use an inside voice
  ○ I listen and am respectful to my co-workers

☐ I finish my schedule
  ○ I stay on task and work hard

☐ I follow HIPAA
  ○ I keep my eyes on work
  ○ I stay outside of the nurse station

• Today was a green day, I earned my checks and can play on the computer tonight
• Today was a red day, I had a difficult time earning a check for ____________________________ and I can focus on doing better tomorrow

• Manager: ____________________________  Date: ____________

(VCU-RRTC, 2018)
Professional Plans: Individualized

My rules for being professional:

1) Respect my co-workers, Project SEARCH Staff and my classmates
   a. Say nice things
   b. Make eye contact
   c. Smile
   d. Keep good hygiene

2) Think positive and BE CONFIDENT
   a. Think about my three positive things I wrote down this morning!

3) Follow my daily SEARCH schedule
Worry Board

What Were My Worries Toda???

Good-bye, Worries!!
Hygiene

How I can look professional at work:

- Professional hair
- Clean face
- Clean scrubs

(VCU-RRTC, 2018)
Behaviorally Defining Idioms, Social Skills, and Work Expectations

• Individuals with ASD do not necessarily understand idioms or know what is expected of them at work or in social situations
  • Example: The High Road

(“THE HIGH ROAD”
1. Say “I’m sorry”
2. Walk Away
3. Call Alissa/Supervisor)

(VCU-RRTC, 2018)
Visual Supports to Increase Implementation of Strategies

Make everything you can VISUAL!
Customized Employment
Meet Mark:
<table>
<thead>
<tr>
<th>Skills</th>
<th>Support Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong</td>
<td>Low Verbal Skills</td>
</tr>
<tr>
<td>Likes to Work on Own</td>
<td>Restricted Access to Food Can Be Trigger</td>
</tr>
<tr>
<td>Enjoys Positive Interaction</td>
<td>SIB</td>
</tr>
<tr>
<td>Likes Moving Around &amp; Walking</td>
<td>Work Stamina</td>
</tr>
<tr>
<td>Happy</td>
<td>Overstimulation with Verbal Correction</td>
</tr>
<tr>
<td>Likes Being Helpful</td>
<td>Self-Stimulatory Behavior</td>
</tr>
</tbody>
</table>

(VCU-RRTC, 2018)
What Kind of Environment and Tasks Were We Looking For?

<table>
<thead>
<tr>
<th>Environment</th>
<th>Task Brainstorming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine Interactions</td>
<td>Stocking</td>
</tr>
<tr>
<td>Structured Schedule</td>
<td>Pulling Trash</td>
</tr>
<tr>
<td>Allows for Independence</td>
<td>General Sanitizing</td>
</tr>
<tr>
<td>Minimal Task Transitions</td>
<td>Pushing Heavy Cart</td>
</tr>
<tr>
<td>Ambulatory</td>
<td>Rolling Large Barrels</td>
</tr>
<tr>
<td>Requires Large Body Movements</td>
<td>Moving Supplies</td>
</tr>
</tbody>
</table>
Internship 1: Engineering

- **Tasks**
  - Sweep & Clean Loading Dock
  - Remove Trash from Parking
  - Sanitize Elevators, Escalators, Railings
  - Dusting
  - Sort & Dispose of Lightbulbs
  - Clean, Store, Deliver Chemotherapy Bins throughout hospital
Internship 2 & 3: Environmental Services

**Internship 2**
- Stock Environmental Services Closets throughout Hospital:
  - Paper Towels
  - Toilet Paper
  - 2 Types of Trash Bags

**Internship 3**
- Internship 2 +
- Vacuum Lobbies
- Wipe Stairwell Railings throughout Hospital
Support Provided Throughout Internships

- Schedule with Alarms
- Social Stories ~ Food
- Lunch Menu Plan
- Pictures of Supervisors
- Break Card with Script
- Closet Stocking Visual
- Checklist
- Education for Employer

LUNCH CHOICES

I CHOOSE ONE

- Chicken fingers
- Pizza
- Hot Dog
- Hamburger
- French Fries
- Cheese Sticks
- ONE PIECE of fruit
- SMALL Salad, 2 lettuce, 2 scoops of cheese, 2 rounds of dressing

DRINKS

- Water CLEAR CUP

FRIDAY ONLY: Diet Soda WHITE CUP
Job Development Considerations

- Part-Time
- Weekdays & Daytime Hours Only
- Consistent Schedule
- Independent Work, Team Atmosphere
- Physical, Large Movements
- Little Downtime
- Environment where Mark can be loud
- Working Interview
Where is Mark now?
Resources

- Virginia Commonwealth University Rehabilitation Research & Training Center
  • [https://vcurrtc.org](https://vcurrtc.org)

- VCU RRTC: School 2 Work
  • [https://vcurrtc.org/school2work/](https://vcurrtc.org/school2work/)

- VCU Center on Transition Innovations
  • [https://centerontransition.org/](https://centerontransition.org/)

- VCU Autism Center for Excellence
  • [https://vcuautismcenter.org/](https://vcuautismcenter.org/)