

Florida Provider Network



University of South Florida, Division of Applied Research and Education Support
Funded by the Florida Developmental Disabilities Council

Training and Technical Assistance

VR Finalizes Vendor Qualifications for Self-Employment Services

The vendor qualifications for Certified Business Technical Assistance and Consultation (CBTAC), which is the vendor name self-employment, have been finalized. The application and qualifications apply to any individual or organization wishing to be certified as vendors of self-employment services by FLDOE/Division of Vocational Rehabilitation.

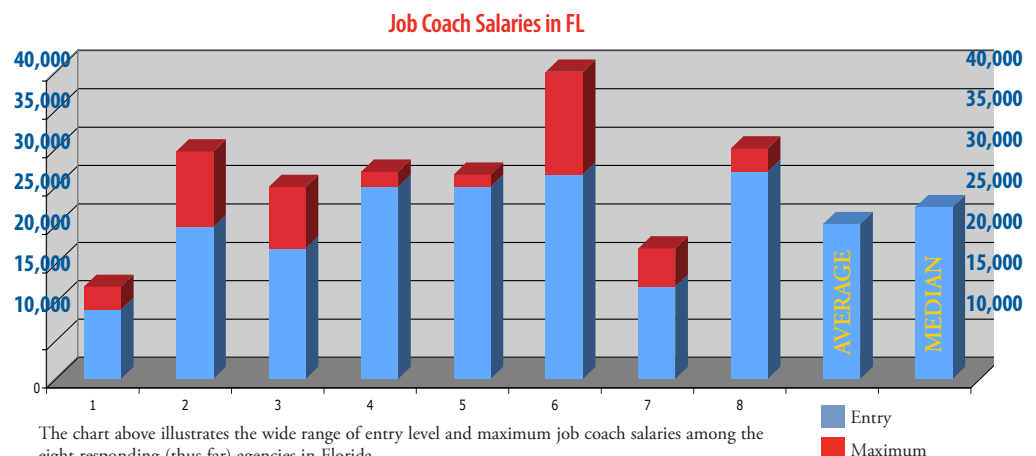
The first step in pursuing certification as a CBTAC is to complete the standard vendor application, include all required back-up documentation and submit to David Guido (contact info at end of story). The Center for Self Employment will conduct an initial review of the application, assist with any missing items and submit to VR Headquarters for final approval. The link for the vendor application and vendor qualifications manual is: <http://www.rehabworks.org/index.cfm?fuseaction=SubMain.Vendors>

It is important to thoroughly review the CBTAC qualifications prior to completing the applications. When you follow the link above you will be taken to the vendor

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Building New Leadership in Florida for Employment and Transition

FPN Survey of Employment Services and Staffing: Preliminary Results



As part of the Florida Provider Network (FPN) initiative, an informal online survey of participants has produced tentative results around employment providers' employment provider staffing, turnover, salaries, and services. Eight provider organizations have completed the survey thus far. The survey can be found at: <http://www.surveymonkey.com/s.aspx?sm=41AKFLFWH85R2HPXmhz4fg%3d%3d>. Some of the results follow:

Services

All eight responding agencies report serving people in supported employment, while seven of eight provide ADT services. The average number of people in ADT per agency was 103, and the average in Supported Employment was 85, although these numbers are skewed by three

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<http://www.flsupportedemployment.com:8080/phpbb/>



Florida Provider Network Survey...

organizations that have large ADT centers. The median size, a more useful measurement in this case, is 106 for ADT, and 30 for Supported Employment. In total, FPN respondents served 719 individuals in ADT and 676 in Supported Employment.

Staffing

The median job coach staffing was 5.5 per organization, ranging from 1 to 32, with a total of 64 job coaches among the eight agencies. Four of the agencies utilized a separate position for job development.

Turnover

In the last six months, the eight agencies reported eight job coaches had left their employ, or approximately a 16% turnover rate semi-annually. This would translate to a 32% annual turnover rate. There were three reported turnovers in job developers.

Salaries

There was a wide range of reported salaries for job coaches and job developers (see graph on page 1). The average job coach entry-level salary was \$20,173, with the media being \$22,380. The maximum job coach average salary was \$25,900, and the median for the maximum was \$26,791.

Job developers on average earn more, with the average entry salary being about \$5000 more than job coaches, while the maximum job developer salary was \$32,468, about \$6500 more than job coaches. (See table below).

Average Salaries: Job Coaches and Job Developers

Job Coach Entry	Job Coach Maximum	Job Developer Entry	Job Developer Maximum
\$20,173	\$25,900	\$25,135	\$32,468

Caseload

Caseload refers to how many people are being served per each job coach. The average caseload in supported employment was 17.5, ranging from a low of 10 to a high of 25.

Hiring Practices

Organizations were asked about what attributes were most important when hiring a new community employment staff as a Job Coach (or

Employment Consultant). The responses are in Table 2 below.

Hiring Practices: Job Coaches

	Not Important	Somewhat important	Important	Required	Average (1 to 4)
Education	0.0% (0)	0.0% (0)	75.0% (6)	25.0% (2)	3.25
Years Experience	0.0% (0)	12.5% (1)	50.0% (4)	37.5% (3)	3.25
Business Background	12.5% (1)	12.5% (1)	75.0% (6)	0.0% (0)	2.63

Job Placements

Respondents indicated that they placed a total of 497 individuals in community jobs in the last six months. At the same time, there was about 100 job losses over the same period, or approximately a semi-annual rate of 20% job loss per total placements. (Note this number does not refer to the expected annualized job loss of the entire pool of place workers; it just compares job placement rates to job loss rates.) The median job placement rate per agency was 11, and the median job loss rate per agency was three.

Training Needs

FPN providers also were asked to rank the importance of several training topics needed for their future success. The result is summarized below.

Priority of Training Needs

Training Topic	Average Rating
Supported Employment Orientation	3.00
Discovery and Career Planning	3.13
Marketing and Job Development	3.38
Job Site Training	3.5
Natural Supports	3.38
Social Security Work Incentives	2.75
Working with Families	3.13
Technology and Accommodations	2.88
Employment Rights: The ADA, Disclosure, etc.	3.00
Changeover from Facility to Integrated Employment	2.38

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certification page of the VR website <http://www.rehabworks.org>. The first link you will see on that page is the Standard Vendor Application and the third link is for the Vendor Qualifications Manual.

The vendor requirements include:

- Completed Vendor Application.
- Bachelor's Degree in psychology, sociology, business administration, marketing or related field and two years of experience in job placement, job coaching or public vocational rehabilitation program; or
- Associates Degree (as above) and four years experience in job placement, job coaching or public vocational rehabilitation program; or
- Experience on a year-for-year basis in job placement, job coaching or public vocational program; and
- Three letters of reference from individuals and/or business supporting, confirming or attesting to abilities or past experiences of your ability to provide employment supports for DVR customers.

If interested, send end all of the above documents to: Dave Guido (guido@fmhi.usf.edu), Univ. of South Florida/Center on Self-Employment, 13301 N. Bruce B. Downs Blvd., MHC2113A, Tampa FL 33612-3807; 813-974-3738; Fax: 813-974-6115

Informing Strategies for Training Job-Related Tasks

By: Ellen Condon, David Hammis & Cary Griffin

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.

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Examples of Fading the Intensity of Cues

Type of Cue	Cue at beginning of Training	Later Cues
Demonstration	Demonstrated task for learner	Co-work task with learner
Verbal	Short, informational-packed phrases	More conversational
Gestures	Exact simulation or direct point	Questioning gesture
Physical	Manipulate learners fingers	Nudge or touch learner

Go to <http://www.flse.net/flprovidernetwork/training.asp>
to download an 18-page handout on disability disclosure in the workplace.

Informing Strategies for Training

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?

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.

2. 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.

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.

The Role of the Trainer

A trainer in the workplace has several roles:

- 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 a job analysis, the employment consultant has a clear understanding of all of the pieces of the job which the individual needs to learn, 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 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, etc.). 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). 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.

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