Fading and Support Strategies for Employment Success

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Review:
Handouts and Agenda

Fading and Natural Support Strategies for Employment Success
Augusta, ME
9:00 to 4:00 PM

Presenter:
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Natural Supports and Fading

Background Information

Agenda

1. Introductions
2. Opening Discussion: Fading issues
3. Exercise: Defining your professional role and mission
4. Presentation: The evolving role of the support professional
5. Exercise and Discussion:
   Natural supports and fading - What are they? Why are they important? Their role in socially valued employment
6. Exercise: The basics of natural support and fading
7. Presentation: The natural supports process
8. Exercise and Discussion: Identifying an individual’s support needs and resources
9. Discussion and Exercise: Applying Intergroup Contact theory
10. Exercise and Discussion: Conducting a job analysis
11. Exercise and Discussion: Planning for transition in the workplace
12. Presentation: The coaching technique highlights
13. Exercise and Discussion: Least intrusion
14. Presentation and Discussion: Using the Job Coach/Natural Support Model Form
15. Project Director Case study: Fading
16. Discussion: Personal experiences, progress, and success

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What will help you get the most out of this training?
DISCUSSION:
Issues with Fading
How would you describe your professional role?

What is its mission?
HISTORY
Significant Disability
Need
Special Places
and
Special Programs
for
Special People
TRY ANOTHER WAY
TRAINING MANUAL

Marc W. Gold
Supported Employment Emerges

- People with significant disabilities can work successfully...but only with significant on-the-job professional supports
- It’s assumed employers are unwilling and incapable of providing necessary supports
- Physical presence by individual in workplace is sufficient
Physical integration is a precondition for the attainment of social integration.

“Ultimately, integration is only meaningful if it is social integration; i.e., if it involves social interaction and acceptance, and not merely physical presence.”
What We Know & Believe NOW

- Employment for individuals with significant disabilities must reflect **same characteristics** as individuals without disabilities
- Right job match and supports = **job success**
- Deviate from typical employment process - **only as necessary**
- Professional intervention - **only as necessary**
- Individuals must be fully integrated within social fabric of the workplace
The Changing Role of the Professional

FROM
• Caretaker
• Trainer
• Authoritative figure

TO
• Facilitator of inclusion
• Facilitator of community supports
• Social change agent
• Support professional
Civil Rights Worker
The job coach’s primary role is **not to teach** the individual how to do their job.

Job coaches are **detectives & anthropologists**, identifying variety of strategies and methods that will allow individual to be a valued and accepted employee, with the **absolute minimum** of support from the job coach.
Our communities are fully capable of fully including and supporting individuals with disabilities if we let them and show them how.
Job supports and assistance: we all use them
A day in our work lives: what supports do we use?
“A job in itself is not enough.

Employment can be liberating or oppressive.

It can be a great equalizer and unifier, or it can be a divider and unjust discriminator.

Employment can be a joy. It can fulfill one’s sense of calling or vocation, or it can be a way to keep people down and “in their place.”

- Tyree, Kendrick, and Block
Supports or adaptations provided for worker in ways as typical as possible

Opportunities for a “normative” quantity of interactions with non-disabled employees

Person is clearly in the role of a valued employee

The particular work responsibilities and place of employment are socially valued

If multiple people with disabilities are employed in same business they are in individual, personalized jobs and not grouped together

Source:
Tyree, Kendrick, and Block, 2011
• For people who are vulnerable to being perceived in a negative way, ample opportunities for establishing positive relationships are essential.

• Viewing the employee as a competent employee leads to social acceptance.
Natural Supports & Fading
1. Natural supports can best be defined as:

A. The newest innovation in cotton underwear.

B. The support that an employer can naturally provide to a person with a disability during the course of normal work practices.

C. Support in the workplace or related to employment that is either typically available, or perceived as normative.
NATURAL SUPPORTS
(Butterworth, Hagner, Kiernan, & Schalock)

- SUPPORT IN THE WORKPLACE THAT IS EITHER
  - Typically available
  - Perceived as normative

- SUPPORT IS EITHER PROVIDED:
  - Spontaneously by workplace resources (e.g., a co-worker)
  - By a workplace resource but facilitated by job coach
2. **TRUE OR FALSE**

For natural supports to occur, the job coach should simply wait to see what naturally happens, and then intervene.
Guidelines for Developing Natural Supports

1. Use what’s there.
2. Adapt what’s there.
3. Supplement what’s there.
Strategies In Order of Preference (but not order of use)

1. Use of Existing Natural Supports
2. Facilitation of Natural Supports
3. Technology (low-tech, high-tech) interventions
4. Job Coach Direct Instruction
PROFESSIONAL SUPPORTS:

“WE ARE THE LEAST BEST ANSWER.”

- Jacqueline Rotteveel
3. Natural supports and social inclusion are important because:

A. They may reduce dependence on costly long-term job coach supports.

B. They increase the likelihood of job satisfaction and long-term employment success.

C. People with disabilities will not become integrated and accepted into the workplace culture without natural supports.

D. A fundamental goal of community employment for people with disabilities is expanding the ability of society to support and include people with disabilities.

E. All of the above.
Building of networks and friendships are key to success and satisfaction in the workplace and life as a whole.
It’s not just about the individual.
You can have natural supports without fading, but you cannot have fading without natural supports.
4. **TRUE OR FALSE**

A natural supports approach is only useful for people with mild to moderate disabilities.
5. **TRUE OR FALSE**

Natural supports mean that people with disabilities should not be placed in jobs unless the employer can provide most of the support.
6. **TRUE OR FALSE**

When natural supports are used, it means that service providers don’t have to provide long-term job support.
7. **TRUE OR FALSE**

Research shows that even when agency staff provide long-term support at the job site, eventually the worker with a disability will become well integrated into the workplace.
8. **TRUE OR FALSE**

Since they are “natural”, and rely on what’s already available within the work setting, natural supports are much easier to implement than the traditional model of job coach as trainer.
9. The biggest barrier to the use of natural supports and social inclusion of people with disabilities in employment is:

A. The unwillingness of employers to provide the necessary supports for people with disabilities.
B. The significance of the disability of the individuals being placed in jobs.
C. Lack of acceptance of people with disabilities by co-workers.
D. Programs that work with people with disabilities not using strategies and methods that promote natural supports and social inclusion.
Limitations of inclusion are not about the individual.

It’s the environment and attitudes.
10. Natural supports begin:

A. Once an individual has mastered the tasks of a job and is stable.

B. The first day a person starts a job.

C. When the job developer first meets with an employer.

D. During the first encounter agency staff have with an individual.
Understanding individual needs

Identifying environments that will provide necessary supports

Identify sources of support

Facilitate supports as needed
Natural Supports: A Person-By-Person, Job-By-Job Process

Every person
Every job site is different
Job Coach Role

- Be catalyst for long-term job success
- Fit naturally into the workplace
- Least amount of intrusion in the workplace
- Little on-site presence as possible
Employee

Co-Workers

Job Design

Workplace Culture

Supervisor

Key Elements of Support & Inclusion
Developed by Gordon Allport in 1954.

Based on research, has shown that personal contact with members of a negatively stereotyped group generally improves attitudes toward group members.

Not all such contact will necessarily have a positive outcome.

- Certain optimal conditions needed for the contact situation.
Intergroup Contact Theory: Basic Concepts

1. Opportunities to interact
2. Disconfirming stereotypes
3. Equal status with co-workers
4. Outcome dependency (co-workers are dependent on each other)
5. Support by authorities

Source: Novak, Feyes, Christensen, 2011
Exercise: Applying Intergroup Contact Theory

The concept of Intergroup Contact Theory was developed by Gordon Allport. This concept, based on over a half-century of research, has shown that personal contact with members of a negatively stereotyped group generally improves attitudes toward group members. Not all such contact will necessarily have a positive outcome, and there are certain optimal conditions needed for the contact situation. The positive effects of intergroup contact will be enhanced when the conditions below are satisfied by your group, consider each of the 5 factors below, and how an employment situation for a person with a disability could be designed to maximize each of these factors. Try to come up with many ideas as possible for each one:

1. Sufficient opportunities exist for interaction on a personal, intimate level between the worker with a disability and co-workers.

2. The interaction encourages behaviors that disconfirm stereotypes that supervisors, co-workers, and employers as a whole, have about individuals with disabilities (i.e., the stereotypes are found not to be true).
5 Conditions for Intergroup Contact

1. Sufficient opportunities exist for interaction on a personal, intimate level between the employee with a disability and co-workers.

2. The interaction encourages behaviors that disconfirm stereotypes that supervisors, co-workers, and employers as a whole, have about individuals with disabilities (i.e., the stereotypes are found not to be true).

3. The employment situation promotes equal status interactions between the individual with disabilities, and co-workers.

4. In their work, the employee with disabilities and co-workers are involved in cooperative, outcome dependent relationships.

5. Those in positions of authority (supervisors, managers, company administrators and executives) are perceived as favoring integration and intergroup acceptance (i.e., there is support from authority figures in the company).
LET'S DISCUSS
Staff and job seekers: characteristics to examine in a potential work setting

- **Physical features**
  - *Example* - layout and location of employees

- **Coworker interactions**
  - *Examples* - extent to which they appear supportive of each other, have informal interactions during work and breaks, share job tasks, and cooperate with each other

- **Other aspects of social climate**, such as employee turnover rate

- Whether employer **actively promotes workplace diversity** through activities such as disability or diversity training

**Purpose:** Identify workplaces with a positive culture and a stable workforce to maximize onsite, sustained relationships and supports.
“When you are born in a world you don’t fit in, it’s because you were born to help create a new one.”
EXERCISE

Conducting a Job Analysis: What to Ask, Who to Ask, and Where to Look
Let's Discuss...
EXERCISE:
Catalysts for Full Inclusion in Workplace Culture
Let’s Talk About It!
Workplace Culture Survey

Every workplace has a culture — a set of group expectations, behavioral norms, and social customs that governs what goes on and how it is interpreted. Some aspects of a workplace culture reflect the priorities and style of the management of a company, while other aspects develop among the workforce and are not directly associated with the production aspects of the job. Some aspects are written down, others are more informal and may even be done without conscious awareness. Learning the workplace culture is one aspect of socialization for new employees. Following key elements of the culture is one of the ways employees come to feel that they “belong,” and largely what people mean when they speak of someone being “included” as a work setting.

While every workplace has a culture, some cultures are “stronger” — extend to more aspects of the setting, involve employees more fully, and offer more support — than others. Stronger cultures offer more possibilities for inclusion.

The Workplace Culture Survey is administered by observation and interviews during in-person visits to a workplace. The Survey is used in several ways:

1. The Workplace Culture Survey itself is Part A, the first portion of this document. These items detail the key elements of the culture. Part A can be completed as a means of assessing a work environment’s potential for inclusion. A lower score indicates a weaker culture. The details of the culture direct attention to those aspects of the job that will be important to inclusion for an employee. Thus, Part A can be used in a job search, to look for work settings with a high overall potential for inclusion or with specific elements that match the social style and preferences of a job seeker. And Part A can be used in negotiating the design of a job, to ensure that as many elements of the culture as possible are considered.

2. Part B, the second portion of this document, is for Workplace Inclusion Planning. The inclusion of a particular employee into each element of the culture and an overall level of inclusion score can be obtained by noting the correspondences and discrepancies between answers to the Part A and Part B versions of each question. The overall score can be used to help evaluate the quality of services designed to achieve community inclusion. Information about specific discrepancies can be used to plan strategies for consultation, training, or job modifications to increase the inclusion of an employee on the job.

Data are collected by means of on-site observations and casual conversations/interviews with coworkers. Certain information applies to some sites more than others, and some questions are much harder to answer than others. Every workplace has to be approached on its own terms. Three hours and a half visits is a good rule of thumb for a time commitment. If there is no distinct “work group” or “work area,” use your best judgment to bound the scope of the assessment. Questions 2, 12, and 34 ask about “workers” or “most workers.” Interviewing three to five coworkers and using the majority view as the answer can usually obtain this information.

Institute for Community Inclusion / UMass Boston (Rev. Sept. 2011)
The Basics of Job Coaching
DISCUSSION: RULES for Job Coaches
“Tell me, I’ll forget.

Show me, I may remember.

But involve me, and I’ll understand.”

• Chinese Proverb
Job Coaching

- Not blending in
- Getting in the way
- Competing with worker
- “Expert”
- Doing the job
- Isolation
- Scaring people
- Over promising
- “Wholly responsible”
Job Coaching: Day 1

- Job Coach as unobtrusive as possible
- Set tone for job coach role
- Have supervisor & co-workers provide instructions directly to individual, & frequent feedback
- Encourage individual to seek information on his/her own
- Continue process of identifying job modifications, training needs and support strategies
- Begin finding ways to fade
Aspects of job person is doing well in *Both job tasks & social integration*

- Natural supports available
- Challenges & support needs
- Learning style preferences
- Social rituals
Develop an Evolving Support Plan

As individual settles into job, develop an evolving support plan, detailing support strategies.
Placement Support Plan

(To be completed after job has been developed - to be reviewed and updated as needed)

Name: ____________________________ Employer: ____________________________

What types of supports will the individual need following job placement? (check all that apply)

Type of Support

__________

__________

ed by agency:

__________

__________

__________

__________

Summary of support to be provided by residential:
__________________________

__________________________

__________________________

__________________________
“If you’re only tool is a hammer, then every problem looks like a nail.”
- Direct Training of Individual on Tasks
- Systematic Instruction
- Assisting Individual to Meet Production Goals
- Assistive Technology
- Positive rewards
- Natural Supports - on & off the job site
- Employer Training
- Self-Maintenance Techniques
- Identifying Natural Cues
- Adding Cues
- Reasonable Accommodations
- Others
## Task Analysis

**TASK ANALYTIC RECORDING SHEET**

Worker: ___________________________  Date: ___________________________

Job Site: ___________________________  Staff: ___________________________

Task: ___________________________

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- **Total correct steps**
- **Percent correct steps**

**Code:**

- + = independent/correct
- - = incorrect
- V = verbal prompt
- M = modeling prompt
- P = physical prompt
WHY TASK ANALYSIS?

- Consistent Sequence of Steps
- Allows Multiple Trainers
- Identifies Natural Cues
- Accurate Assessment
- Basis for Systematic Training
Principle of Least Intrusion
(Syzmanski & Parker)

- Begin with least intrusive, most natural cues and prompts before moving towards methods which are a greater intrusion.
- Individual should have input to determine what is intrusive.
- Strategy must fit naturally into the work environment.
- Important for maximizing inclusion & fading.
EXERCISE: What’s Least Intrusive?
Why Learning Styles Matter

- Create job coaching tools that match the learning style of the person you are coaching.
  - **Pictures** for Visual learners
  - **Audio cues** for Auditory learners
  - **Task lists** for Reading/Writing learners
  - **Work samples** for Kinesthetic learners

Remember… Use the tools that work best for the learner – not the job coach.
Example of Differences in Communication Preferences

**TASK:** Teaching someone how to operate a copy machine

- **AUDITORY CUES:**
  - "When you hear the motor stop, lift the cover."

- **VISUAL CUES:**
  - "When the light goes off, lift the cover."

- **KINESTHETIC CUES:**
  - "When the machine stops shaking, lift the cover."
**APPs: The New Revolution in Job Supports**

- Readily available and pre-installed **APPs** and technology can be used for variety of job placement support needs

  - **Can assist with:** attendance, tardiness, leaving early, attitude, appearance, appropriateness, taking initiative, communication, abusing break times, staying on task, etc.

- **Types of APPs – Examples:**
  - Picture schedules
  - Video modeling, Video Prompting, Continuous Video Modeling, Video Feedback
  - Task sequencing
  - Time management
  - Communication
  - Transportation
The New Revolution in Job Supports

APPs

Employment Success: Yes, There's An APP for That!
Using Today's Technology to Support Workers With Disabilities!

Readily available WPSs have been installed on Smartphones and Tablets. Apps can be used to organize job interviews, resulting in increased independence for the job and reduced demands on professional supports. Features that WPSs can assist with include: attendance, task sequencing, leave attendance, appearance, task priorities, task initiation, communication, transportation!

Examples:
The following are examples of the types of APPs available to assist with job supports:

- Picture scheduling
- Video modeling, video prompting
- Continuous video modeling
- Task sequencing
- Time management
- Communication
- Transportation

TIP: Be sure to be aware of and utilize the necessary built-in accessibility features on Smartphones and tablets.

APP Examples:
The following are examples of WPSs that can be used to support individuals with disabilities to be successfully employed.

Native Apps (pre-installed on Smart Devices):
- Calendar
- Clock
- Alarms
- Time
- Stopwatch

Commercially Available APP Examples:

Picture Schedules: a) Picture Scheduler, b) Picture Routines, c) Fixitello, d) iPrompt, e) First When
Task Sequencing: a) Skitch, b) iPrompt, c) MarkUp & Record (for Android, Windows), d) CheckIt
Vocational Schedules: a) Mosaic, b) iPrompt, c) First When

Video Modeling: a) Screen Video, b) Movie Maker, c) Picture Schedules, d) Keynote, e) Video Schedules, f) Memo Pad, g) My Talk Now, h) My Talk Video

To Do Lists: a) WOry Do (for Apple), b) Simplest To-Do List (for Android)

Social Skills: a) Kwan, b) ChoiceWorks

Communication: a) Dragon, b) Choiceboard Creator, c) Yes/No from ICAN Do, d) TalkTalk Halifax, e) ICAN

Protocols: a) TalkTalk Halifax

Transportation: a) Ride Sharing, b) Public My Ride, c) Double My Map

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APP Handout
FADING
DETERMINING FACTORS IN FADING SCHEDULE

- Employee Performance
- Needs of the supervisor & co-workers
- Characteristics of the job & job site

FADING DOES NOT REQUIRE INDEPENDENCE ON JOB, OR MASTERY OF JOB

Fading does require availability of sufficient supports on the job, so ongoing presence of job coach is no longer needed.
WHEN IT’S TIME TO FADE

- Discuss with individual
- Discuss with employer, including supervisors and co-workers
- Emphasize presence of job supports identified and developed
- Address any concerns that may arise
- Be clear about gradual decrease in presence of job coach
- Provide assurances about ongoing follow-up
- Contact information for job coach and agency
Discussion: Guidelines for Good Employer Customer Service
EXERCISE:
Fading Case Study
Use the tools provided
There is **no right answer**

There is **no wrong answer**

Search for **different questions**

Involves **anyone and everyone** necessary
Problem Solving Steps

1. Decide who should be involved.
2. Fact finding about the problem.
3. Define the problem.
4. Generate alternative solutions.
5. Choose a solution.
Successfully Supporting Individuals with Behavior Issues

I. Determine scope of problem

II. Fact finding
   A. Careful description of behavior
   B. Functional analysis (ABC)
      • When, Where, Who, Task/Activity, Physical Activity, Personal Issues, Medical or Physiological Issues
   C. Identify function of behavior

III. Redefine problem or issues to be answered

IV. Generate alternative solutions
   ➢ Prevention Strategies (*Ecological changes – changing conditions*)
   ➢ Consequences (*How will you respond when behavior occurs?*)
   ➢ Adaptive Alternatives

V. Choose alternatives
COACHING

VIGNETTES
“And if that doesn’t work, what do you do next? ...and next? ...and next?”