

# Employment Experiences Program Guidelines

## Function of the Job Employer:

- Provide a natural environment for instruction in order to meet the goals and objectives stated on the student's plan.
- Provide a safe and hazard free environment under which job experiences can be carried out.
- Provide feedback to the student and job coach relating to the training and progress of the student.
- Clearly communicate with the Job Coach the specific job tasks for the student, job and worksite expectations, etc.

## Function of the Job Coach:

The overall goal of the Job Coach is to provide support to the co-workers and the employer to orient, train and supervise the student with a disability as they would any other employee.

- Identify and facilitate the development of natural supports in the work environment.
- Assist the student to fit in.
- Support the employer and co-workers to interact with and include the student in all aspects of the job.
- Oversee the training of the student; provide consultation to the natural trainer about teaching strategies or adaptations.
- Assist the employer to identify all of the tasks on which the student will need to be trained.
- Provide training to the student as 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.
- Keep the Case Manager informed for assessment and program planning.
- Provide verbal and written feedback to the student as needed and at the completion of the job experience.

## Job Process for the Student:

- Student will complete interest inventories and other self-exploration assessments.
- Student will complete a job application for the position.
- Student will interview for job. The Job Coach or Employer will complete the Interview Rating Form.
- Job Coach and Employer will complete the Training Agreement
- The Job Coach will get a list of specific job tasks from the employer and create a list or task analysis if necessary for the student.
- The Job Coach and Employer will complete the Student Evaluation Form. It will identify areas where the student needs more support. This information will also give the Job Coach guidance for the purpose of decision making and program planning.
- The Job Coach and Employer will complete a Letter of Recommendation to add to the student's transition portfolio.

## Training Agreement

As a part of the employment experiences program through the school, the undersigned agree to the following statements:

- The student will work at: \_\_\_\_\_
- The student will work the following schedule:  
\_\_\_\_\_
- This training is for the student's benefit according to their Individual Education Plan (IEP)
- The school is responsible for the general supervision of the training program.
- The student will not replace any employee, but may work under their close supervision.
- The business will receive no immediate advantage from the tasks that the student performs.
- When the student is performing a task at an acceptable rate, a new training task will be introduced.
- The student is not entitled to wages or work related benefits while in the training program.
- The student is not necessarily entitled to employment with the business when the training period ends.
- The Fair Labor Standards Act has been reviewed.
- The Vocational Training and Work Evaluation Coverage has been reviewed.
- The Disability Description has been reviewed.

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

Case Manager: \_\_\_\_\_

Student: \_\_\_\_\_

Employer: \_\_\_\_\_

Job Coach: \_\_\_\_\_

Parent: \_\_\_\_\_

## Autism Information Sheet

- Persons with Autism are severely impaired in communication and social interaction. They may be sensitive to light, noises, touch, smells and tastes. They will relate to people, objects and events in an abnormal manner.
- Provide a structured environment, keep distractions to a minimum, keep directions short and simple, provide immediate feedback.
- Conversation: Remember to use age appropriate words and language. They may repeat things that are said to them, to help them understand.
- Be non-judgmental: The person may have behaviors, such as, odd movements and odd speech.
- Greeting: Always greet and smile at an individual, even if they do not look at you. They will be listening, but making eye contact maybe difficult for them.
- Self-Help: Some people with autism are prone to over- checking and asking numerous questions about tasks which have already been explained. This is often a person's tactic to ensure they are doing their job properly.
- Give clear instructions: When giving instructions or explanations, be concise and specific. For example, instead of saying "Make sure everyone has a copy of this" say, "Photocopy this three times and give a copy to Mary, Sam and Amy."
- An individual may become overwhelmed by their environment, at times, and may have a meltdown or move their hands in odd ways. This may be comforting to them.
- All jobs have mutually understood expectations which could be social or work related. Explain these rules to avoid misunderstanding.

### Disability Etiquette:

- Greet the person as you would anyone else. This includes shaking hands and saying, "Good Morning". When shaking hand, accept the hand that is offered.
- Respect personal space at all times. Do not move someone's wheelchair without being asked. You also don't want to lean against the back of the chair or hang any of your personal belongings on the chair.
- Ask if you are not sure. Ask if you can open a door for them or get them something.
- Interact with the person at his or her eye level. This may require finding a chair and sitting down. If there isn't a chair, don't stand so close the person has to drop their head back to look up at you.
- Talk to the individual, not just their caregiver or job coach. Even if they cannot answer you directly.
- Use People First Language: Put the person before their disability. Example: Katie uses a wheelchair. We wouldn't say, she is a wheelchair person. Or Tom has autism, we wouldn't say, he is an autistic guy.

### Communication 101:

- Presume competence: use age appropriate language and don't talk about an individual as if they are not there.
- Focus on the person, not the technology or support they use to communicate.
- Don't guess the meaning of what they are trying to say, you may need to interpret the meaning, but ask if that is what they are trying to say. Ask to repeat in another way, show me.
- Offer choices whenever possible. Be aware of how many choices you offer. It may need to be only 2 or 3.
- Wait, be patient, allow time for the person to process, decide, move and respond. Do not fill the silence with conversation.
- Be responsive to any attempt to communicate regardless of the mode used.
- Be a good model by providing adequate eye contact, observe their facial expressions, vocalization, and gestures.
- Take turns, allow user to talk and/or ask a question and remember to wait.

### Traumatic Brain Injury (TBI) Information Sheet

- TBI is caused by an external force striking the head. The trauma affects each person's brain differently. The person is not born with it and may have the following: memory problems, difficulty in learning new tasks or forget what they have learned, difficulty in planning and organizing steps, difficulty concentrating or have poor attention to detail.
- May be impulsive, rigid and perseverative, lose control of their emotions, be very self-centered or demanding of others.
- Physically, they may have weakness and difficulty with coordination, visual impairments. They may make inappropriate comments, have difficulty speaking, understanding, reading and taking turns or lay out what is needed in a step-by-step process.
- Use of task lists may need a step-by-step process for tasks. Keep the directions simple, do not overwhelm them with lots of steps.
- Ask open ended questions of the individual. It will help to understand where they are coming from. Check in with the individual- do they understand what they need to do, can they problem solve a situation?

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### Intellectual Disability Information Sheet

- A term used for individuals who have certain limitations in cognitive skills, including communication, social and self-care skills. It affects how fast a person can learn and adapt to new situations. It affects the ability to think in abstract terms, to generalize and to master academic subjects. They can be mild to severe.
- Wait time- provide more time to process information and respond to situations and requests. Be patient.
- Use task lists, step by step directions. Keep the directions simple, do not overwhelm them with lots of steps.
- Use simple and clear language at an age appropriate level.
- Speak to individuals based on their age. Speak to the person as an adult, not as you would a child. For example: "potty" is an inappropriate word to use with an order child and/or an adult.

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- Respect personal space at all times. Do not move someone's wheelchair without being asked. You also don't want to lean against the back of the chair or hang any of your personal belongings on the chair.
- Ask if you are not sure. Ask if you can open a door for them or get them something.
- Interact with the person at his or her eye level. This may require finding a chair and sitting down. If there isn't a chair, don't stand so close the person has to drop their head back to look up at you.
- Talk to the individual, not just their caregiver or job coach. Even if they cannot answer you directly.
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### Vision Impairment Information Sheet

- A person's vision may be so restricted that it significantly affects their daily functioning. This can range from extremely limited vision or none at all.
- Introductions: Always introduce yourself to let the person know you are there. "Hi Susan, It's Tommy".
- Alert the person when you are about to leave to avoid the embarrassment of him or her continuing a conversation with no one.
- Mention a potentially dangerous situation in a calm voice.
- Use specific, meaningful words. Avoid vague words like "over there" and "back there" or communicate through large hand gestures.
- Face the person while speaking and use a normal volume.
- When walking across the room with someone who has a vision impairment, offer your elbow or assist with equipment if asked. Never move equipment without permission.
- Do not move items within a room, for example a couch or chair without telling the person.

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- Ask if you are not sure. Ask if you can open a door for them or get them something.
- Interact with the person at his or her eye level. This may require finding a chair and sitting down. If there isn't a chair, don't stand so close the person has to drop their head back to look up at you.
- Talk to the individual, not just their caregiver or job coach. Even if they cannot answer you directly.
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### Hearing Impairment Information Sheet

- A person may be able to hear some speech or none at all, even with hearing aids.
- People may communicate through speaking, sign language and/or lip reading.
- Speak normally, but not too fast. Don't shout or exaggerate when speaking.
- Face the person when speaking and do not cover your mouth as you talk.
- May need to use gestures, written materials and pictures along with speech as much as possible.
- If the person uses an interpreter, focus your attention and talk to the person, not the interpreter.
- If you are trying to get a person's attention and they do not hear you, come into their visual field and or use a light tap on the shoulder.
- Be ready to repeat something using different words that may be easier to hear or use visuals to help clarify message.
- May be helpful to use hand and more facial gestures.

### Disability Etiquette:

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- Ask if you are not sure. Ask if you can open a door for them or get them something.
- Interact with the person at his or her eye level. This may require finding a chair and sitting down. If there isn't a chair, don't stand so close the person has to drop their head back to look up at you.
- Talk to the individual, not just their caregiver or job coach. Even if they cannot answer you directly.
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### Physical Impairment Information Sheet

- A person with a physical impairment does not have full use of one or more parts of the body and cannot move in a normal way.
- A physical impairment may affect a person's ability to communicate, this is not related to intelligence.
- Greet the person as you would anyone else. This could include shaking hands, smiling, and saying "Good Morning". When shaking hands, accept the hand that is offered.
- Speak directly to the person, not just their direct care staff. Even if they can't answer you directly.
- ASK. If you are not sure, ask if you can help them with a door or reaching an item on the shelf.
- People may use adaptive equipment/assistive technology such as wheelchairs, crutches, walkers and/or scooters.
- Respect personal space at all times.
- Don't move a person's equipment without asking.
- Don't lean against or rest on a wheelchair.
- Don't hang personal belongings on a person's wheelchair.
- Interact with the person at their eye level. This may require finding a chair or kneeling down. Stand back enough so the person doesn't have to arch their head back to look up at you.

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- Ask if you are not sure. Ask if you can open a door for them or get them something.
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### Speech/Language Impairment Information Sheet

- A speech or language impairment includes disorders such as stuttering, impaired articulation, a receptive language (understanding) or expressive language (expressing ideas) impairment and/or a voice impairment that affects a person's communication.
- Be in close proximity when talking.
- Include the person in conversation and group interactions (open-ended questions)
- Allow adequate time for a response (pause to allow this) and do not complete their responses for them.
- Speak to the person as an adult, not as you would speak to a child.
- Respond to communication attempts and clarify messages before continuing a conversation.

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### Other Health Impaired (OHI) Information Sheet

- OHI is a health problem limiting strength and alertness, such as a heart condition, tuberculosis, asthma, sickle cell anemia, hemophilia, epilepsy, leukemia, diabetes, ADHD or a terminal illness.
- Allow for their limitations by adjusting length of day and adjust task pace according to their limitations.
- Their case manager and/or job coach will fill you in on the specifics of the students health condition.

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### Emotional Disturbance Information Sheet

- An emotional disturbance is an emotional disability where certain behavior characteristics are exhibited such as maintaining personal relationships, overreacting to minimally stressful situations, overall mood of sadness or depression, or a tendency to develop physical complaints, symptoms, pains or excessive fears associated with home, school or social situations. Very often these are very smart young adults.
- Always speak in a positive tone of voice and don't use put downs.
- Establish clear and specific expectations and those should be in writing.
- Make tasks short and varied.
- Provide an opportunity to speak with the person one-on-one
- Provide a "cool down" space (avoid verbal interactions if outburst occurs)
- Structure the environment so situations or people who might set him or her off can be avoided.

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### Learning Disability Information Sheet

- People with learning disabilities have normal or above intelligence but have specific problems which affect their ability to listen, think, speak, read, write, or do mathematical calculations. They do not have intellectual disabilities.
- Some people with learning disabilities have difficulty remembering, paying attention, or understanding oral instructions.
- Some people with learning disabilities have difficulty understanding visual information and written instructions.
- Some people with learning disabilities are easily distracted or distressed by too many stimuli.
- Let the worker know what is expected in terms of working hours, performance quality, behavior, etc.
- Check to be sure that instructions have been understood. Try a different means of communicating (for example written information or hands on demonstration)
- Provide a quiet or isolated place to work and consistent routine. Avoid jobs with a lot of time pressure, which demand attention to a number of things at once.
- Minimize frustration and stress by assigning tasks that emphasize the worker's strengths rather than weaknesses.

#### Disability Etiquette:

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- Be a good model by providing adequate eye contact, observe their facial expressions, vocalization, and gestures.
- Take turns, allow user to talk and/or ask a question and remember to wait.