The Art of Job Matching: Customizing the Placement Process

Beyond the Diagnosis: AUTISM Across the Life Span Conference
October 7, 2011
Kansas City, KS
How Important is the Job Match?

“No amount of training and support can patch a poor job match.”

(The Rehabilitation Counselor Desk Top Guide)
What Factors are Important to Consider in Job Placement?

- The skills, interests, passions, and support needs of the individual
- The opportunities and business needs of the employer
- Bridge the gaps with training, supports, and accommodations
I Assessment/Discovery
II Job Development
III Customized Job Placement
IV Job Training
V Fading/Follow-Along
Assessment/Discovery

• Talk to the individual; spend time together
• Observe in multiple environments
• Talk with people who know him/her
• Identify existing routines, people, supports
• Conduct community and situational assessments
• Determine his or her passions, likes & dislikes, what works and what doesn’t
Conducting Situational Assessments (CBWA)

• Contact the Personnel Director
• Identify & analyze appropriate jobs
• Schedule situational assessments
• Complete 3 – 4 assessments for four hours each over a two week period
• Record assessment observations
  – Communication
  – Learning style
  – Environmental factors
<table>
<thead>
<tr>
<th>Issue</th>
<th>Barrier</th>
<th>Not a Barrier</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hair</td>
<td></td>
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<td>2. Loud noises</td>
<td></td>
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<td>3. Body odor</td>
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<tr>
<td>4. Does not want to work with others</td>
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<tr>
<td>5. Rigid routine</td>
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</tbody>
</table>
Assessment/Discovery Scenarios
Job Development

• Become familiar with the business community
• Develop relationships with local businesses
• Find out about specific companies
• Tap into personal networks
• Develop your sales approach
• Present the benefits, make dollar and cents case
Conducting a Job Analysis

- Gather information – interview, observe, talk
- Find out the normal day-to-day routines
- Determine what is expected and what actually happens
- Find out who does what
- Ask about tasks that you see that maybe need doing
- Determine public/customer contact
- What is the workplace culture
- Identify the environmental characteristics
- Learn about exceptions
- Explore employer needs or “wish lists”
- Get a sense of how supportive the business is
- Begin “testing ideas” for creative job possibilities
Employer Presentation

1. Know the company  | Important
2. Have marketing materials  | Important
3. Wear anything  | Not Important
4. Sell the benefits  | Important
5. Make the employer feel guilty  | Important
6. Identify all the things the individual can’t do  | Important
7. Stress your unavailability to provide training & support  | Important
8. Present a 30 second elevator speech  | Important
Job Development Scenarios
Customized Job Placement

- Review individual preferences and support needs
- Review the employer needs and desired goals
- Brainstorm ideas about combining the two
- Explore creative job possibilities
  - Carve out a position
  - Create a new position
  - Alter the job routine
  - Identify a resource ownership situation
  - Design a business within a business opportunity
  - Consider self-employment
- Meet with the employer; focus on individual’s strengths
- Emphasize how the employer will benefit
- Negotiate a business arrangement
- Commit to immediate next steps
When Thinking About Job Carving, Remember:

Job Carving Is Not:

- pulling tasks that no one wants to do
- Used to devalue the worker
- Used to segregate from coworkers
- Used to create something “special”
- done in a way to violate the work culture
- because the employer should be nice
- made up and the first to go

IT IS A BUSINESS APPROACH
# Job Match

<table>
<thead>
<tr>
<th>Job Requirements</th>
<th>Individual Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. File medical records (backed up)</td>
<td>1. Good with numbers</td>
</tr>
<tr>
<td>2. Deliver charts</td>
<td>2. Great memory for detail</td>
</tr>
<tr>
<td>3. Code insurance forms</td>
<td>3. Computer knowledge/no exp</td>
</tr>
<tr>
<td>4. Answer phones</td>
<td>4. Strong work ethic</td>
</tr>
<tr>
<td>5. Data entry</td>
<td>5. Does not like talking on phone</td>
</tr>
<tr>
<td>6. Sort mail</td>
<td>6. Wants to work alone</td>
</tr>
<tr>
<td>7. One room department</td>
<td>7. Loud noises when stressed</td>
</tr>
<tr>
<td>8. Worker cubicles</td>
<td>8. No coding experience</td>
</tr>
<tr>
<td>9. Quiet atmosphere</td>
<td>9. Works at a slow pace</td>
</tr>
<tr>
<td>10. Coworkers help/support each other</td>
<td>10. Repeats questions unnecessarily/disruptive</td>
</tr>
</tbody>
</table>
Customized Job Placement Scenarios
What Do We Do About Those Areas Where There is a Discrepancy?

• Implement job supports and accommodations
  • Instructional strategies
  • Natural supports and cues
  • Assistive technology
  • Environmental modifications
  • Compensatory strategies
  • Employer negotiations
Writing a Task Analysis

- Steps are observable
- Steps need detail
- A step = one behavior
- Test TA
- Order in sequence
- Steps become verbal cues
- Build in natural cues, etc.
- Efficiency
- Eliminate discrimination
### TASK ANALYSIS

<table>
<thead>
<tr>
<th>Student</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Task</th>
<th></th>
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</thead>
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</tbody>
</table>

1. **Independent**
2. **Physical Prompt**
3. **Verbal Prompt**
4. **Student refuses to perform**
5. **Physical (hand over hand)**
6. **No opportunity to try task**

Use backside for comments.
Using Prompts to Teach

- **Wait, Ask, Say, Show, Do**
- Provide cue ("Water the plant")
- **Wait 3 – 5 sec. if no response, then move to…**
- **Ask, “What should you do?” (indirect prompt)**
- **Wait 3 – 5 sec. if no response, then move to…**
- **Say, (“Pick up watering can”) (verbal prompt)**
- **Wait 3 – 5 sec. if no response, then move to…**
- **Show, (you point to watering can while saying “Pick up watering can.”) (gesture prompt)**
- **Wait 3 – 5 sec. if no response, then move to…**
- **Do (hand-over-hand prompting paired with picking up the watering can) (Physical prompt)**

(Adapted from Schall, 2011)
1. Put on glove
2. Pull out disinfectant wipe
3. Get cassette
4. Wipe cassette with gloved hand
5. Throw away wipe
6. Place cassette in right side of machine
7. Press on button
8. Wait for long beep
9. Take cassette out
10. Replace to slot with same sized cassette

<table>
<thead>
<tr>
<th>Task</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Put on glove</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>2. Pull out disinfectant wipe</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>3. Get cassette</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>4. Wipe cassette with gloved hand</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>5. Throw away wipe</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>6. Place cassette in right side of machine</td>
<td>-</td>
<td>-</td>
<td>V</td>
<td>V</td>
<td>+</td>
</tr>
<tr>
<td>7. Press on button</td>
<td>-</td>
<td>-</td>
<td>G</td>
<td>V</td>
<td>+</td>
</tr>
<tr>
<td>8. Wait for long beep</td>
<td>-</td>
<td>-</td>
<td>V</td>
<td>+</td>
<td>+</td>
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<td>-</td>
<td>P</td>
<td>G</td>
<td>V</td>
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- 4 = Independent
- 3 = Verbal Prompt
- 2 = Physical Prompt
- 1 = Physical (hand over hand)
- 0 = Student refuses to perform
- 0 = No opportunity to try task

Use backside for comments.
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set the table</td>
<td>Plan budget for groceries (simple - such as for only one meal)</td>
<td>Plan a budget for groceries (more complex for a couple days or for a week)</td>
<td>Tell a parent/care-giver where to get over the counter drugs</td>
<td>Tell parent/care-giver where to get different kinds of food</td>
<td>Tell a parent/care-giver where to shop for food</td>
</tr>
<tr>
<td>Tell a parent/care-giver where to shop for dishes</td>
<td>Tell a parent/care-giver where to shop for towels</td>
<td>Tell a parent/care-giver where to shop for coffee</td>
<td>Tell a parent/care-giver where to shop for different things they ask you say</td>
<td>Shake out / clean a kitchen / bathroom / hallway rug</td>
<td>Mop a floor</td>
</tr>
<tr>
<td>Sweep a floor</td>
<td>Wash out mop bucket</td>
<td>Use liquid soap</td>
<td>Put dishes in a dishwasher</td>
<td>Turn on dishwasher</td>
<td>Put soap in a dishwasher</td>
</tr>
</tbody>
</table>
FIRST THINGS FIRST
- Check in with Dana
- Check email and respond
- Deliver Mary’s mail
  - check her ‘To Do’ list
- Check for 5th floor jobs
- Check, sort, deliver staff mail
- Complete ALL clipboard tasks

DAILY PROJECT DUTIES
- Work on ‘Color Calendar’

END OF DAY DUTIES
- Recycle for 5th floor/check for job
- Recycle 2nd floor/
- check in with Dana
- Wash dishes and microwave
- Tidy desk for next day
<table>
<thead>
<tr>
<th>DAILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>KUCDD</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Sign: __________________________</td>
</tr>
</tbody>
</table>

Squareup.com
Job Training Scenarios
Fading/Follow Along

• Begin the very first day of work
• Keep track of any and all support provided
• Don’t think of it as one; expect multiple supports
• Use data to make decisions
• Be prepared; leave nothing to chance
• Be proactive; don’t wait until it happens
• Develop an on-going support plan
• Monitor and respond
## ON-GOING SUPPORT PLAN

**PERSON WITH OVERALL MONITORING RESPONSIBILITIES:** Mrs. Smith  
**NAME:** George Smith  
**TELEPHONE #:** 788-1657  
**SS #:** 012-24-7356  
**ADDRESS:** 1225 Ridge Rd  
**Glen Allen, VA 23059**  
**EMPLOYER:** St. John’s School  
**TELEPHONE #:** 285-8674  
**HIRE DATE:** 10/94  
**SUPERVISOR:** Mary Ellis  
**ADDRESS:** 12222 Elm St  
**Richmond, VA 23220**  
**REHABILITATION COUNSELOR:** Jane Albert  
**CASE MANAGER:** John Randolph  
**EMPLOYMENT SPECIALIST:** Kelly Jones  
**SCHOOL PERSONNEL:** Lisa Lane  
**OTHER:**

<table>
<thead>
<tr>
<th>IDENTIFIED NEED: (Describe)</th>
<th>STATUS: (Indicate past, present, future need)</th>
<th>POTENTIAL OPTIONS: (Brainstorm and list all possible support options)</th>
<th>CONSUMER’S PREFERENCES: (Rank order the individual’s preferred support options)</th>
<th>PRIMARY SUPPORT: (Include the name of the support person, contact information, responsibilities, and monitoring activities)</th>
<th>BACK-UP SUPPORT: (Include the name of the support person, contact information, responsibilities, and monitoring activities)</th>
<th>OTHER RESOURCES: (Include name and contact information for any other support resources chosen)</th>
</tr>
</thead>
</table>
| A. communication assistance/speech | present | • referral to speech ctr. by doctor  
• self refer to speech ctr.  
• follow up with recommendations | • doctor refer  
• follow-up  
• self refer | • doctor refer to speech ctr. 381-5460 Diane Jones  
• follow-up with recommendations | self refer to speech ctr. call Diane Jones 381-5460 |
| B. recreation/leisure | future | • YMCA  
• County parks & rec.  
• City parks & rec.  
• ARC  
• Olympiad Intern’l | • county parks & rec.  
• YMCA  
• ARC  
• city parks & rec.  
• Olympiad Intern’l | • county parks & rec.  
Lana Thomas:482-0535  
• YMCA: 389-0822  
• ARC 476-1074 | city parks & rec.: 680-5004  
Olympiad Intern’l: 1-800-476-6034 |

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delivered by Virginia Commonwealth University, Rehabilitation Research & Training Center, Natural Supports Transition Project, 1995
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<td>C. work performance (attendance, scheduling, etc.)</td>
<td>past present future</td>
<td>• coworker prompt • supervisor monitor • mother contact supervisor • call job coach as needed • contact CSB • contact VR</td>
<td>• coworkers • supervisor • mother • job coach • CSB • VR</td>
<td>• co-worker(Sally) • supervisor • mother call</td>
<td>job coach: Kelly Jones 828-1835</td>
<td>• CSB: John Randolph 226-5781 • VR: Jane Albert 547-6123</td>
</tr>
<tr>
<td>D. Residential services/ Housing/ Independent Living skills</td>
<td>future</td>
<td>• contact CSB Residential Services • live at home with mother • live with siblings</td>
<td>• live with mother • live with siblings • contact CSB Residential Services: Baron Ford 790-5836</td>
<td>mother</td>
<td>siblings</td>
<td>contact CSB Residential Services: Baron Ford 790-5836</td>
</tr>
<tr>
<td>E. Church/ Religious Participation</td>
<td>present future</td>
<td>• Memorial Church • Layne Baptist • St. Anne's</td>
<td>• Layne Baptist • St. Anne's • Memorial Church</td>
<td>Layne Baptist: 366-8935</td>
<td>St. Anne's: 670-0374</td>
<td>Memorial Church: Reverend James 776-4928</td>
</tr>
</tbody>
</table>

developed by Virginia Commonwealth University, Rehabilitation Research & Training Center, Natural Supports Transition Project, 1995
Addressing Retention Issues

1. Employer reports that a new job task was given to the employee several weeks ago and he is performing at 50%, the job requires a 98% accuracy.

2. There had been a change in management and the employee’s job task now requires that she work at a steady and sometimes fast rate.

3. Assessment information indicates the employee had low endurance but the employer has expanded the work hours and the new schedule will require the employee to work for hours without a break.

4. Assessment information states the individual requires a routine and cannot have changes at the job; the company reorganization has created a change in job duty schedules so that the employee’s work routine has been altered and the employer reports disruptive screaming and a refusal to work.
Fading/Follow Along Scenarios
For more information, contact

Wendy Parent - Johnson
Kansas University Center on Developmental Disabilities
University of Kansas
1000 Sunnyside Ave, Rm. 1052
Lawrence, KS 66045
(785) 864-1062
wparent@ku.edu