SI Required Skills

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| Key: | | | | | |
| BL – Certificate of Achievement – Basic Level | | | | | |
| PL – Certificate of Achievement – Professional Level | | | | | |
| Level of Instruction Delivery Format | | | | | |
| Knowledge: | K | Exercise: | E | Assignment: | A |
| Skill: | S | Discussion: | D | Self-study: | SF |
|  |  | Lecture: | L | Mentoring: | M |
| Homework: | H | Other: | O |

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| **Domain IV. Workplace and Related Supports** (10 hours required for CE Certificate of Achievement – Basic Level)  (6 hours required for the CE Certificate of Achievement – Professional Level) | | |
| 1. 29. Negotiate a comprehensive support plan with the employer that offers the new employee access to all of the naturally–existing features of the workplace and utilizes the employer/coworkers as primary trainers to the maximum extent possible, offering the assistance of employment specialists/job coaches to provide additional support as needed. | SF, L, A, D  Discussion Board: Lesson #4; Relias Lesson #5: Pg. 4-14; CE Lecture #5: Pgs. 1-15; Homework/Field Assignments: Lesson #5, Part C | KEY: E (exercise); D (Discussion)  Develop a written description of how you would describe your onsite services and identify the role of the job coach, employers/coworkers, etc. in the training plan. Work in pairs to practice delivering this introduction and responding to questions. Group Debrief, with feedback and guidance from course instructors. | |
| 32. Complete a comprehensive job analysis:   1. Identify strategies for creating/designing jobs that make use of integrated and natural supports. 2. List in sequence the duties and requirements of the job as well as the approximate time required to perform each task. 3. Describe job skills needed for an employee to perform the job functions. 4. Develop task analyses as required and appropriate 5. Identify reinforcers that are natural to the work site (e.g., praise from a coworker or boss; taking a break). 6. Create a specific task list based on the new employee’s skills and support needs. | SF, L, A  CE Lecture #4 PowerPoint: Pg. 13; Relias Lesson #5: Pg. 4-14; CE Lecture #5 PowerPoint: Pgs. 1-15; Homework/Field Assignments: Lesson #5, Parts B & C | Key: Assignment (A); Homework (H)  a) RUSSELL/COREY??  b)-f): Review job seeker scenario and watch video provided by the instructors <https://www.youtube.com/watch?v=BsOUtR_lTeE>  to review and complete a detailed job analysis. Submit for instructor review and feedback. | |
| 34. Implement the job training and fading plans based on completed job analysis. Collect data on effectiveness and modify job training plan as needed. Approaches may include:   1. Providing consultation on systematic instruction to the natural/typical trainer in a business. 2. Increasing support to or temporarily stepping in for the natural trainer 3. Temporarily increasing the reinforcement schedule and then strategically fading when data indicates task mastery 4. Identifying, accessing, and using additional technological supports as needed 5. Adjusting or modifying the tasks or duties only when the employment specialist has provided best practice systematic instruction and data indicates mastery is not occurring. | SF, A  Relias Lesson #5: Pgs. 35-40; CE Lecture #5 PowerPoint: pgs. 10-15; Homework/Field Assignments: Lesson #5, Part C; Discussion Board: Lesson #5 | Exercise (E); Discussion (D)  a-b): Watch video-taped teaching scenarios and correctly identify: when the natural instructor should teach; when the job coach should step in; and which prompt in the prompting hierarchy is required. Instructor debriefs and provides feedback.  a)-d): Develop instructional plan for teaching how to make a face mask. Identify problematic steps, and:   * Identify strategies for supporting natural trainer; * Identify when/how to temporarily step in for natural trainer * Break down problematic step into component parts * Identify options for using technological supports * Identify circumstances that would indicate task should be modified or reassigned   a)-c): Use instructional plan to teach another participant or someone in the home how to make a face mask. Video tape the instructional session. Demonstrate correct use of prompting and fading prompts. Demonstrate correct use of reinforcement and fading reinforcement. Course instructor reviews and provides feedback. | |
| 35. Demonstrate approaches to help individuals meet social/behavioral expectations of the workplace culture:   1. Identify cultural norms of the workplace. 2. Where needed, develop a behavior change approach that includes describing behaviors in measurable and observable terms, identifying antecedents and consequences, and assessing the communicative functions of behaviors. 3. Evaluate options before implementing behavioral interventions. 4. Design strategies to support individuals in demonstrating socially acceptable behaviors. | SF. E, A  CE Lecture #5 PowerPoint: Pgs. 13-15; Homework/Field Assignments: Lesson #5, Part B & C | Assignment (A); Exercise (E)   1. Included in job analysis exercise (competency #32) 2. b)-d) Review case studies of employees. Appropriately describe the behaviors (objective, observable, and measurable terms) Correctly determine the function of the behavior and identify, evaluate, and select appropriate strategies for preventing and replacing specific target behaviors. | |
| 3  36. Demonstrate strategies for developing workplace supports:   1. Explore workplace/culture for opportunities for natural supports and how to implement them. 2. Facilitate training of the employee by his/her coworkers wherever possible. 3. Model and facilitate supports that promote inclusion and good social interactions rather than those which may be stigmatizing or stereotyping. 4. Facilitate mentor relationships between the employee and his/her coworkers. 5. Incorporate fading strategies in all workplace training plans 6. Systematically fade supports as task mastery occurs and natural workplace supports are established. | SF, L, A  Relias Lesson #5: Pgs. 35-40; CE Lecture #5 PowerPoint: Pgs. 10-15; Homework/Field Assignments: Lesson #5, Part C | Assignment (A); Homework (H); Exercise (E)   1. Included in job analysis (Competency #32)   b)-f): Included in instructional plan teaching exercise (Competency #34) | |
| 37. Maximize worker job performance and social inclusion to achieve job stability:   1. Develop strategies to increase worker productivity/efficiency. 2. Assist the worker in using self-management strategies. 3. Identify strategies to increase the employee’s tolerance to workplace changes such as new or multiple supervisors, added job duties, scheduling adjustments, and coworker assignments. 4. Identify strategies to mitigate job stress and anxiety. 5. Build collaborative relationships with family members and other service providers involved in supporting the worker. | Relias Lesson #5: Pgs. 18-40; Homework/Field Assignments: Lesson #5, Part C | Assignment (A); Exercise (E)  Review case study of job seeker; identify strategies for increasing productivity/efficiency; identify option for self-management strategies; develop plans for navigating potential workplace changes and addressing stress/anxiety. Identify strategies for sharing relevant information with family and other team members. Course instructors review assignment and provide feedback. | |