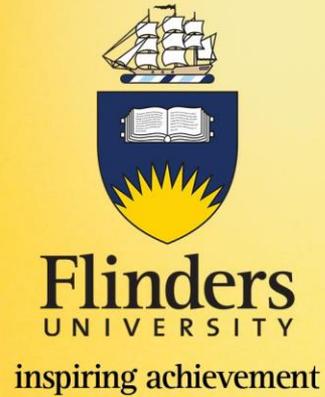




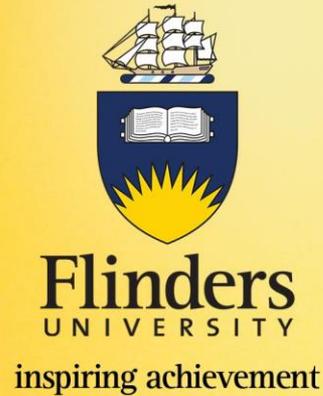
**Flinders**  
UNIVERSITY

inspiring achievement



# CDERP 2018

June Alexander



# The Successful Employment Consultant

# What makes a successful Employment Consultant?



# Gowdy, Carlson & Rapp's study

Found there were 8 distinguish factors of High Performing Open Employment Services

***“producing competitive employment outcomes well beyond the norm”***



# 1. Staff Attitudes, Values & Philosophy

- Value of work
- Consumer Goals

Limited view  
of who is  
able to work



## 2. Strengths Based

- Strengths perspective
- Meet clients outside office

- No mention of strengths model
- Consumers more often seen at Service Providers Office

# 3. Use of Vocational Data

- Used data to track consumer outcomes
- Evaluate team's performance and set goals for themselves

No or little mention of data collection



# 4. Societal Stigma

Societal  
Stigma not  
seen as a  
barrier to  
finding  
employment

*“If people have a choice between hiring a person who is mentally ill and not mentally ill, then I think they choose the not.”*



# 5. Consumers

“It’s the consumers goal, we need to meet the consumer’s goal”

Consumers seen as lacking motivation to work and/or seen as being afraid of working



## 6. Staff Stories

100%  
positive

42%  
positive



# 7. Team

- Regular meetings
- Individual staff willing to help any consumer
- Managers input

- Meetings “as needed”
- Little or no collaboration
- Rigid boundaries between staff



# 8. Therapists

Therapists  
involvement

No therapist  
support or  
therapists not  
supportive of staff  
and consumer  
employment goals



# Summary

1. Staff Attitudes, Values & Philosophy
2. Used strengths model. Met consumers outside of the office
3. Utilised Vocational Data
4. Societal Stigma not seen as a barrier
5. Consumers seen as having motivation
6. Positive Staff Stories
7. Staff working as a Team
8. Use of Therapists (multi-disciplinary teams)



# On-the-job training

*The provision of training and supports for employees with disabilities is seen as an important factor in their success of obtaining and maintaining employment*

- *Two Australian government reports have highlighted:*
  - *people with disabilities and parents/carers have requested more training provision so that employees with disability could increase their skills to gain either Open employment and/or participate in more interesting, less repetitive work*
  - *the need for better training and skills for support staff so that staff can better provide employees with disability appropriate supports*

# Toolbox of Strategies for teaching Workplace Skills

## TOOLBOX-OF-STRATEGIES-FOR-TEACHING-WORKPLACE-SKILLS

June-Alexander, Flinders University, SA, 2018 [june.alexander@flinders.edu.au](mailto:june.alexander@flinders.edu.au)

Strategy	Description
Task Analysis	<p>Listing a task into its smaller sequential steps.</p>  <p>Image Source: Teachers Pay Teachers</p>
Prompts/cues	<p>Physical, gestural or verbal reminders.</p>  <p>Image Source: The Speech Bubble</p>
Fading	<p>As the skill is learnt, the prompt or cue is faded to a less obvious prompt or natural stimuli.</p>  <p>Image Source: Pinterest</p>
Reinforcement/reward	<p>Providing something the employee with a disability enjoys other than their usual pay (i.e. praise).</p>  <p>Image Source: Fun Team Building</p>
Show & Tell	<p>Demonstrate the task and explain as you demonstrate.</p>  <p>Image Source: E-Learning Heroes - Articulate</p>

Modelling/Demonstration	<p>Providing a demonstration of the required skill, with no verbal explanation.</p>  <p>Image Source: Google Systems</p>
Shaping	<p>Rewarding close approximations of required behaviour.</p>  <p>Image Source: @sue0000 - WordPress.com</p>
Match-to-sample	<p>Using a correct example of a completed item as an example of how the task should be completed.</p>  <p>Image Source: @d4dd4dd</p>
Penalty/Punishment	<p>Offering an undesirable consequence for a behaviour.</p>  <p>Image Source: Key Differences</p>
Positive Behaviour-Support	<p>Using approaches to change an unwanted behaviour.</p>  <p>Image Source: Leonard Elementary School District</p>

Adaptation	<p>Providing a modification, technology or jig to aid the learner to be able to complete a task.</p>  <p>Image Source: Where's the A? - @g00000 Technology Blog</p>
Self-instruction	<p>Teaching employee with disability to use self-talk to complete a task.</p> <ul style="list-style-type: none"> <li><b>Cognitive Modelling</b> - The teacher performs a task while talking about the student's abilities.</li> <li><b>Covert External Guidance</b> - The student and teacher both perform the task while talking about together.</li> <li><b>Covert Self-Guidance</b> - The student performs the task using the same verbalizations as the teacher (self-talk).</li> <li><b>Partial Self-Guidance</b> - The student whispers the instructions (often an abbreviated form) while going through the task.</li> <li><b>Covert Self-guidance</b> - The student performs the task, guided by self speech.</li> </ul> <p>Image Source: @d4dd4dd</p>
Pictures/Storyboards (Visual Aids)	<p>Pictures to demonstrate the correct sequence of a task.</p>  <p>Image Source: picturestories.com</p>
Data Collection	<p>Collecting information on details of work the employee completes.</p>  <p>Image Source: YouTube</p>
Individual Training Plans (ITPs)	<p>A record of what the learner would like to learn or is learning.</p>  <p>Image Source: Federal Employee Career Development Planning</p>



June's contact details:

**June Alexander**

**Flinders University**

**(08) 8201 3902**

**[june.alexander@flinders.edu.au](mailto:june.alexander@flinders.edu.au)**

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# Acknowledgements

