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## Overview

### **What is this Standard about?**

This standard is about enabling individuals in paid employment and their employers to have the support and resources they require to be productive in work and do a job which meets the employer's requirements. It enables the practitioner to explore and use proven techniques to support task training, problem solving and coaching in the workplace. It includes working with the employer and the individual to identify and obtain any special resources or assistive technologies to enable the individual to do their job and become as independent as possible in the workplace. This also includes identification of funding sources that may be available to enable the job seeker to enter and perform productively within the workplace.

The standard also identifies help to those employed to play a full role in the social life of the workplace.

In the context of this standard the term "job seeker" applies to an individual seeking some form of paid employment.

### **Who is this Standard for?**

This standard is for all supported employment practitioners.

Enable individuals in supported employment to be productive and integrated in their workplace

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## Performance criteria

You must be able to:

1. assess the financial and human resources needed to enable individuals to become productive and independent in the workplace
2. use contemporary tools, models and **assistive technology** to support people to be productive and independent at work
3. conduct a **task analysis** on the sequence of steps and actions performed in the workplace to help individuals learn their job
4. use **prompting and fading techniques** to support individuals to learn their job
5. collect information and feedback data on achievement of tasks to identify the individual's progress in learning their job
6. identify sources of support in and/or outside of the workplace to ensure individuals overcome employment-related and/or personal issues
7. refer individuals to additional sources of support to overcome employment-related and/or personal issues when problems and issues are outside of your competence or authority
8. provide advice, social training strategies and/or or **natural supports** to ensure individuals are socially included at work
9. assist individuals and employers in applying for funding or other support for individuals to learn and retain their job
10. give advice to individuals to plan and develop their career progression

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## Knowledge and understanding

You need to know and understand:

1. methods to assess the financial and human resource needs of individuals, including any need for intensive **training in systematic instruction**
2. contemporary models, tools and **assistive technology** as part of plans for delivery improvement to gain and retain jobs or be more productive and independent at work
3. how to conduct **task analyses** to break jobs down into their constituent parts and to identify the key tasks that make up each part of the job
4. techniques for coaching and supporting learning in and outside the workplace for the full range of disabled and/or disadvantaged people
5. how to use **reinforcement techniques** for motivational purposes and how to enable people access to naturally occurring rewards in paid jobs
6. how to collect relevant information and feedback data on successful, independent achievement of tasks and levels of independence to determine whether an individual is making progress
7. how to agree with employers and individuals options for performance improvement when progress is not being made
8. common employment related problems, such as getting to work, working with colleagues and personal issues, such as finding childcare, housing, debt management encountered by individuals in paid employment
9. interventions in and outside work needed by individuals to help them to overcome common employment related problems and personal issues
10. options for further referral when any problems and issues are outside own competence or authority
11. local community and development partners able to provide support for disabled and/or disadvantaged individuals and employers
12. current government funding, programmes and organisations which may provide funding or other support to disabled and/or disadvantaged individuals
13. sources of information on career progression

## Values

For a supported employment practitioner to practice competently he or she must apply skills and knowledge that is informed by a set of values. Supported employment practitioners are expected to be aware of and to apply a value based and ethical approach in their practice.

It is also recognised that the values as well as the NOS may need to be placed within the local, national, social and political context in which supported employment activities are undertaken.

### Values of Supported Employment

1. An understanding of the positive contribution people with disabilities and/or disadvantages can make in the workplace.
2. Understand the main components of a real job (wages are paid at the going rate for the job, with the same terms and conditions as all other employees; the job helps the person to meet their life goals and aspirations; the role is valued by managers and colleagues; the job has similar hours and times at work as other employees, with safe working conditions).
3. Understand the "zero rejection" philosophy of supported employment and that everyone can work, with the right job and the right support.
4. Supported employment does not adhere to a work readiness model. It is about getting people into competitive employment first with training and support on the job: a "place, train and maintain" approach.
5. Job search should happen at the earliest opportunity.
6. Choice and control – people are presented with a variety of experiences, options and support to achieve their career aspirations. Support is built around an individual, promoting choice and career satisfaction. All options assume successful employability.
7. Partnership – there is genuine partnership between the person, their family carers, employers, community supports and the provider of supported employment.
8. Full inclusion – people are supported to be full and active members of their workforces and wider communities, both socially and economically.
9. Support services recognise the importance of the employer as a customer of supported employment in their own right with requirements that need to be satisfied.
10. Draws on Social Role Valorisation (SRV) in recognising that people

with disabilities and/or disadvantages are often regarded as of less value than others in society, resulting in poor life outcomes. Employment is a valued social role and becoming employed can help reverse societal devaluation, with wider positive consequences for the person.

11. Draws on the social model of disability recognizing that disability is the product of the physical, organizational and attitudinal barriers present within society leading to discrimination. The removal of discrimination requires a change of approach and thinking in the way in which society is organized, in this case removing barriers to employment.

12. Recognises that not many people stay in the same job for the whole of their working lives and people with disabilities and/or disadvantages are no different in having to adapt to changing labour markets and wanting to improve their working lives. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility by offering time unlimited support.

## Glossary

**Assistive Technology:** Assistive technology is technology used by individuals with disabilities to carry out functions that might otherwise be difficult or impossible. Assistive technology can include personal aids as well as hardware, software, and peripherals that assist people with disabilities in accessing computers or other information technologies. In the context of employment it can include hand-held devices that can prompt work tasks, jigs that can hold or guide materials and equipment adapted to specific tasks.

**Natural Supports:** The focus on natural supports emphasises the participation of supervisors and co-workers in the hiring, training and supervising supported employees. The concept of natural support highlights the need to understand the worksite culture and what is "natural" or "typical" for that particular situation."

**Prompting and Fading Techniques:** Prompts, or cues, are a way of providing enough information to the job seeker about how to do their job task and how to perform its steps correctly. Prompts are usually seen to differ in their power, or intrusiveness, from demonstration at one end through verbal prompts, gestures to physical assistance. Prompts can

also include written lists, checklists, audiotapes, or other forms of assistive technology. Fading means reducing the power of prompts over time to leave the person as independent in their task as possible.

**Reinforcement Techniques:** are used to either strengthen or extinguish a response or behaviour and is central to operant conditioning. There are a range of techniques by which the likelihood of a behaviour occurring is increased either by giving a pleasant stimulus (positive reinforcement) or removing an unpleasant stimulus (negative reinforcement). Training in Systematic Instruction (TSI) makes use of reinforcement techniques to ensure that people learn to complete tasks in the correct way.

**Task Analysis:** A task analysis is the process of breaking down a work task into smaller parts. The best way to develop a task analysis is to observe someone performing a task and write down every step that is performed. Used more commonly with people who have cognitive problems and find it difficult to learn steps, task analysis makes a task easy to replicate and teach parts of a job and link these together until the person does them independently.

## External Links

British Association for Supported Employment:  
<http://base-uk.org/> for England, Scotland and Wales

Scottish Union of Supported Employment:  
<http://www.susescotland.co.uk/>

Northern Ireland Union of Supported Employment:  
<http://www.niuse.org.uk>

European Union of Supported Employment:  
<http://www.euse.org/>

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<b>Original URN</b>	LSI SE07
<b>Relevant Occupations</b>	Supported Employment Practitioners; Job Coaches; Careers Advisers and Vocational Guidance Specialists, Line Managers, Supervisors and Team Leaders; Health Associate Professionals; Welfare Professionals
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