Making Your Community Based Vocational Instruction Program a Success

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Audience Survey

• Job title/duties
• Years of experience

Overview

• Legal Requirements
• Community Based Vocational Instruction (CBVI)
• Teaching New Skills
• Task Analysis
• Marketing / Marketing Strategies
• Summary

Developed and Provided by Region 4 Education Service Center, Houston, Texas
Be Aware of Communication Needs

Legal Requirements

- Fair Labor Standards Act
  - Department of Labor/Department of Education Guidelines for Work-Based Learning (WBL) 2005
- District Policies
### Fair Labor Standards Act (FLSA)
- Regulates paid employment
- Establishes minimum wage, overtime pay, record keeping requirements, and child labor laws
- For youth employment, establishes jobs youth can hold, age requirements, and hours youth can work
  - [www.ncset.org/](http://www.ncset.org/)

### Department of Labor/Department of Education Guidelines for Work-Based Learning
Regulates job training sites
- Guidelines to assure youth with disabilities are not considered employees:
  - Participants are youth with disabilities who cannot hold job and need ongoing support
  - Participants must be supervised by public school personnel or employees
  - WBL must be part of IEP and relate to transition goals
  - Student/parents fully informed that student is not paid and will not necessarily receive a job
    - [www.ncset.org/](http://www.ncset.org/)

### Department of Labor/Department of Education Guidelines for Work-Based Learning
Student's training activities do not benefit employer
- Student does not take the place of employees
- Student supervised by school representatives and business employees
- Placements meet the student's needs and not business's
- Student not automatically employed after training if student is hired, he/she cannot be trainee
  - [www.ncset.org/](http://www.ncset.org/)
District Policy

- Forms
- Policies
- Procedures

What Types of Forms, Policies and Procedures Do You Have in Place in Your Program?

Procedural Checklist

Does your district/charter school have forms/policies/procedures for the following areas?
- Agreement developed by the school attorney between job site and school district that is signed by both parties
- Parent form explaining CBVI
- Health inventory detailing potential health issues
- Emergency form in case of an injury
- Insurance form
- Incident form for documenting an accident/incident
- Policy stating who to contact within the school system, in the event of an accident/incident
- Task analysis form/evaluation requirement
- Access to communication
Consider Communication Needs

- Will you need an interpreter?
- Does the job coach sign?
- If an interpreter is hired, who pays for him/her?
  - Does your district/coop have assigned interpreters?
  - Are they hired externally?
- There must be a policy in place

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Where Does Community Based Vocational Instruction (CBVI) Start?

At the IEP meeting
Where Does CBVI Start?

- The IEP team develops postsecondary goals in education/training, employment, and independent living skills, if appropriate
- Based on postsecondary goals and student needs, the IEP team considers, as appropriate
  - Career and Technical Education (CTE) classes and Work-Based Learning
  - On-the-job training services
  - Community Based Vocational Instruction (CBVI)

How Do You Determine the Right Placement

- Consider student strengths
- Consider student needs
- Consider IEP goals
- Consider available community sites
- Consider the students communication needs

How Do You Determine How Many Students to Train at One Time?

- Consider students’ current functional levels
  - Higher level students can be trained in groups
- Consider where the student is in the training process
  - Beginning students need more individualized instruction
- Consider the student’s communication needs/level
What Does a Successful CBVI Program Look Like?

- Offers age-appropriate activities to all students
- Trains students in work and life skills in natural environments, including community businesses
- Provides regular, well-planned training in community environments specifically selected for each student
- Integrates students with non-disabled co-workers, supervisors and customers

Taken from “Community-based vocational training” Jill Wheeler

What Does a Successful CBVI Program Look Like?

- Maintains a real-life ratio of disabled to nondisabled employees by placing a small number of students in any given business
- Focuses on classroom activities that improve performance at the community work site
- Teaches life skills, like using restrooms, vending machines, and transportation systems
- Evaluates student progress under natural conditions

Taken from “Community-based vocational training” Jill Wheeler

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What Does a Successful CBVI Program Look Like?

- Student is between 16 and 22 years of age and has a moderate to severe disability
- Student has demonstrated progress in vocational areas taught in self-contained classroom
- Student requires services of job coach/employment specialist before obtaining/maintaining employment
- Student exhibits appropriate behavior both in and out of school building

Taken from “Community-based vocational training” Jill Wheeler

Discussion

- What type of students do you have in your program?
- What is your biggest challenge?

What Role Do Parents Play?

- They provide invaluable information on student preferences, habits, strengths, health conditions, etc.
- They must agree to student’s participation in CBVI if they are the guardian or student is under 18
- They can provide reinforcement at home
- They may be involved in transportation after graduation, if student works
- Their fears must be addressed, but can be allayed early

Taken from “Community-based vocational training” Jill Wheeler
Overcoming Typical Parental Objections

Parental Concern  What to Say

- Fear for their child's safety  is always under constant supervision
- Fear of losing SSI benefits  This is not a paid employment situation so that cannot happen
- Fear of the unknown  This is a new situation and it is natural you have concerns. We welcome your input, since you know ___ so well.

Assessing the Student on the Job Site

- Use task analysis data chart to assess daily and overall progress and/or
- Use functional vocational evaluation to determine student readiness to transition into paid employment
  - Assess student in environment that task occurs
- Assess variety of behaviors including task ability, social interactions, use of natural supports, problem solving, use of breaks, etc.

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What Is Task Analysis?

“Task analysis for instructional design is a process of analyzing and articulating the kind of learning that you expect the learners to know how to perform”

Jonassen, Tessmer, & Hannum, 1999, p.3

Why Do We Task-Analyze?

Instructional designers perform a task analysis in order to:

• Select learning outcomes that are appropriate for instructional development
• Prioritize and sequence tasks
• Determine instructional activities and strategies that foster learning
• Select appropriate media and learning environments
• Construct performance assessments and evaluation

(Jonassen et al., 1999)

How Do You Perform a Task Analysis?

• Procedural Task Analysis
  – “…procedures are strictly defined so that each step is clear and unambiguous to the learner.”
  – “Procedural analysis breaks down the mental and/or physical steps that the learner must go through so that the task can be successfully achieved. The steps that make up a task are arranged linearly and sequentially, illustrating where the learner begins and ends.”

(Smith & Ragan, 1999)
Task Analysis Example

Hanging clothing at Walmart
The student will:
1. Find the department
2. Greet the department supervisor
3. Ask for today’s assignment
4. Find the hangars and empty rack
5. Open up the box
6. Hang each garment on the rack
7. Smooth out the wrinkles
8. Throw the box away
9. Ask supervisor for the next assignment

Task Analysis Activity

Create a task analysis for one of the following activities:
- Fast food restaurant clean-up crew
- Restaurant worker (wraps silverware)
- Laundry worker
- Pet store worker (cleans animal cages)

Data Chart for Work-Based Learning

<table>
<thead>
<tr>
<th>Task Analysis</th>
<th>Employment Specialist/Job Coach</th>
<th>Level of Training/Level of Independence</th>
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Teaching New Skills

Developing Adaptations
- Improvised training aids that help students perform the task at hand with as little assistance as possible
- Some job tasks need to be adapted to meet the students' needs
- Adaptations can include:
  - Equipment or material (e.g., color coding, pictures)
  - Sequence or method
- Assistive Technology
  - Equipment that allows students to perform job tasks

Adapted from “Community-based vocational training” Jill Wheeler

Teaching New Skills

Personal Assistance
- Teach the student to ask for help with specific parts of the job

Partial participation
- Students perform a task independently until they need assistance
- Last resort before students are excluded from a training site
- When needed for the majority of tasks, another job site should be considered

Adapted from “Community-based vocational training” Jill Wheeler
Providing Reinforcement

• Reinforcement is a critical aspect of teaching the job task
• It increases whatever behavior it follows
• Types of reinforcement
  – Intrinsic
    • The activity itself
    • Co-worker interactions
    • Job site environment
  – External
    • Verbal praise
    • Check marks, break money
    • Nonverbal praise—smiles, fist bumps

Adapted from “Community-based vocational training” Jill Wheeler

Teaching New Skills

Are the Reinforcements Correct?

• Is the reinforcer age-appropriate?
• Is it timely?
• Is it natural?
• Is it specific?
• Is it varied?
• Is it self-reinforcing?

Reinforcement is personal and should be tailored to the individual

Adapted from “Community-based vocational training” Jill Wheeler

Teaching New Skills

Correcting Errors

• Interrupting incorrect response
• Providing the next level of instructional support
• Allowing the student to self-correct
• Using trial and error

Adapted from “Community-based vocational training” Jill Wheeler
Teaching New Skills

Fading Instructional Support

- Systematically reducing the amount of assistance provided to students
- Three ways to fade
  - Reduce the frequency of reinforcement
  - Reduce the level of intensity of instructional cuing
  - Reduce the physical proximity between trainer and student
- The less the student requires assistance, the more independently the student can perform the task

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CBVI to Paid Employment

Some students may function so well they can be competitively employed. Consider the following when making that determination:

- Does the student have legal status?
- Is the student his/her own guardian? If not, do you have the guardian’s support?
- Does the student want to work?
- Can the student function independently at his/her current work site?

Marketing and the Work-Based Learning Program

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Why is Marketing Important to Your Program?

• Employment Specialist /job coach must convince (sell) employer to embrace concept
• Employment Specialist /job coach must be able to address employer objections

Why Must Marketing Be Continuous?

• Managers change
• Policies change
• Businesses fail
• Placement depends on student needs, not available job sites

Approach Marketing Creatively

• Think outside the box
• Stress assets not deficits
• What’s in it for them
Think of Yourself as a “PR Person”

- Share success stories
- Use name recognition

Public Relations

Strengthen internal relationships (internal marketing)

Community Partnerships

Create/maintain external relationships (External marketing)
Market Research

- Size
- Appropriateness
- Walk-through
- Availability

Market Research

Availability

- Proximity
- Opportunities
- Scheduling

Communication

Effective communication

- Brochures/displays
- Business cards
- Marketing packet
Marketing Packet
- Cover letter personally addressed to manager
- Success stories
- Department of Labor Guidelines
- Written agreement
- Certificate
- Business card
- School information

Documentation
- Forms
  - IEPs
  - Task analysis/data base
  - Incident report
  - Student's medical info
  - Written agreements
- Field Notes
- Market Research Log

Market Research Log

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Summary: Things to Do and Things to Avoid

Do...
- Document
- Research potential job sites
- Provide certificates (or other tangibles) to show participating businesses your appreciation

Do...
- Be knowledgeable of the law
- Be confident
- Look at objections as challenges to overcome
- Have an IEP for CBVI
- Know your students' IEPs
Avoid…

• Getting discouraged
• Taking rejections personally

NEVER transport students in your own vehicle

Wrap-up and Next Steps

• Think about three things you have learned today
• Decide upon one action you will take when you get back to your district

References

• Community-based Vocational Training: Instructor’s Guide
  • Jill Wheeler, IEP Resources
  • National Center of Secondary Education and Transition, www.ncset.org