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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 **resources** needed to enable individuals to become productive and independent in the workplace
2. use tools, models and **assistive technology** to support people to be productive and independent at work
3. assist individuals to learn their job
4. collect information, feedback and/or data on achievement of tasks to identify the individual's progress in learning their job
5. access sources of support in and/or outside of the workplace to ensure individuals overcome employment-related and/or personal issues
6. refer individuals to additional sources of support with consent to overcome employment-related and/or personal issues when problems and issues are outside of your competence or authority
7. provide advice, **social training** strategies and/or **natural supports** to ensure individuals are socially included at work
8. assist individuals and employers in applying for funding or other support for individuals to learn and/or retain their job
9. 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 **resource** needs of individuals, including any need for intensive **training in systematic instruction**
2. 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, prompting, fading 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, feedback and/or 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.

Supported employment practitioners embrace the philosophy that:

1. People with disabilities and/or disadvantages can make a positive contribution in the workplace.
2. People with disabilities / disadvantage should have access to a real job where
  - wages are paid at the going rate for the job,
  - the employee enjoys 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. Practitioners uphold the "zero rejection" philosophy of supported employment so that, with the right job and the right support, everyone who wants to work, can work.
4. Supported employment does not adhere to a work readiness model and a 'place, train and maintain' approach is implemented.
5. Job search should happen at the earliest opportunity.
6. People are encouraged to exercise choice and control in achieving their career aspirations. Support is individualised and all options assume successful employability.
7. There is genuine partnership between the person, their family carers, employers, community supports and the provider of supported employment.
8. 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. Supported employment draws on Social Role Valorisation (SRV) in recognising that employment is a valued social role and becoming employed can help reverse societal devaluation, with wider positive consequences for the person.

11. Supported employment draws on the social model of disability recognising that disability is the product of the physical, organisational and attitudinal barriers present within society. The removal of discrimination requires a change of approach and thinking in the way in which society is organised, in this case removing barriers to employment.

12. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

## 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."

**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).

**Resources:** Resources are things such as support, on-the-job training, aids and adaptations, materials, expertise and advice for individuals to learn their jobs.

Social Training: training and approaches to support individuals to socially integrate at work.

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.

Training in Systematic Instruction (TSI): makes use of reinforcement techniques to ensure that people learn to complete tasks in the correct way.

## 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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