Training Manual

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Introduction

The STEP Program, a partnership between various school boards and Stand Up, Inc., is designed to aid participants in learning the necessary skills to become successful in a competitive workplace environment. Through various classroom and hands-on learning experiences, the students will leave the program having learned valuable social skills, interpersonal communication skills, work ethics, safety training, and many other concepts related to the workforce.

Each program is modeled to meet the needs of the participating school. Students will begin each quarter with a one week instructional period, in which they will study and be tested on specific topics, ranging from communication in the workplace to resume building. Following this classroom time, the students will then disperse into the community job sites for an eight week "on the job training" session. While on site, students will learn actual jobs and skill sets, and work in these environments just as an actual employee would. A skills trainer will be on site with the students at all times to aid in skill acquisition and to monitor their progress. Following the eight week session, students will come back to the classroom for one week to share their work experiences and review what they learned that quarter. Stand Up is mindful to communicate progress with each student's case manager; students will be evaluated weekly with case notes and quarterly with progress reports.

On the job sites, students will be able to perform duties needed by the community partner as assigned by management. Skills trainers will be on site with the students at all times to ensure that students are productive and helpful to STEP's community partners. All students will follow the rules and regulations of the job sites, just as any paid employee would be expected to do.

STEP Goals

- Students will gain working experience in the top employment fields.

- Students will be provided with a person-centered program that will fit each student's individual needs and abilities.

- Students will gain necessary experience and potential references upon graduation so that they will be prepared for the transition from school to the working world.

- Students will also gain 'soft skills' to prepare them for the situations that often arise once they enter the workforce.

- Students will develop skills that will help them more quickly obtain job opportunities and help them maintain these jobs.

- Students will be able to determine their vocational goal before entering the working world.

- Eligible students will successfully transition to adult services (DARS, SE, Medicaid)

STEP: Work Readiness Training

Below are the topics discussed during the classroom portion of STEP. A comprehensive list can be found in the STEP lesson plan book you will be given. Each program is designed differently, and this outline is designed for the model STEP which consists of 4 quarters over the duration of the school year. The goal is to provide students with the tools they need to be successful in the workplace, which include soft skills that are vital to employment.

Week 1: Becoming Work Ready, Goals, & Work Ethics

Week 2: Safety at Work, Teamwork & Communication

Week 3: Communication & Work Readiness

Week 4: Getting a Job: Resumes, Applications, & Interview Skills

STEP: Job Sites

The Transition and Pre-ETS Coordinator and SUI's Business Developer work together to secure job sites for the program. ST will be brought along to meet management once a job site is secured. It is SUI's goal to secure job sites in the following fields:

- Grocery
- Retail
- Hospitality
- Food Service

Each job site will have contact information for the Transition and Pre-ETS Coordinator, a copy of the school's liability policy, SUI's liability policy, the school calendar, and the schedule of the dates that the students will be on site. ST is responsible for providing job site personnel with a business card on their first day on site or prior to starting on site.

Quarterly/Progress reports require information about cooperating job site. The information that ST must collect is listed below:

- Supervisor/Manager's first and last name
- Address & Phone Number
- Position student held while on site

Once the program is underway at the job site, ST is responsible for contacting job site personnel if there will be changes in the STEP schedule (example: snow days, cancelations due to unforeseen circumstances, etc.)

ST responsibilities on site:

1. Communicate with management about what needs to be completed that day. Some employers may give the student the same task each day. **It is your responsibility to take initiative and communicate with management about other ideas.** Remember, this is meant to be a learning experience for students to learn different jobs on site.
2. Communicate with employers about any changes in schedule. Snow days, cancellations etc.
3. Continually strengthen relationships with Stand Up's business partners by using professional communication skills.
4. Help students reach their goals. When needed, use accommodations.

STEP: Policies and Procedures

1. Behavior Policy

When a student commits an offense, it is important for ST to record this by completing a Discipline Form. Discipline forms must first be sent to the Transition and Pre-ETS Coordinator for review. Upon receiving this form, ST must review the Discipline Form with the student, and the form must be signed by the student and ST and then submitted to the Transition and Pre-ETS Coordinator to be kept in the student's file.

The behavior policy is listed below:

- 1st Offense: Verbal Warning – Students and instructor will discuss issue.
- 2nd Offense: Written Warning – Student will write a letter to instructor about what they learned in regards to proper behavior at work.
- 3rd Offense: Team Meeting – Student will meet with instructor, parent(s)/guardian(s) and case manager(s).
- 4th Offense: 'Termination' - Student will be asked to leave the program.

SUI reserves the right to terminate a student's participation in STEP without regard to the behavior policy depending on the offense committed.

2. Call Out Procedure

Students are expected to call out if they are going to be absent. STEP tries as much as possible to mirror real world jobs. The call out procedure should be practiced on the first class day so that students know what is expected of them.

3. Uniform Policy

Students are expected to follow our uniform policy. Skills Trainers should use the first few minutes of each day to give the students feedback on whether or not they came in appropriate uniform that day. The policy is as follows:

<div align="center">

Khaki or black pants
White polo shirt
Sneakers or other closed-toed shoes
Uniform may vary by site

</div>

(Skills Trainers should follow the uniform policy laid out in the Stand Up, Inc. Employee Manual.)

STEP: Paperwork

4. Student File/Binder

Each student will have a profile in Lauris that will contain the following:

- STEP Student Application Paperwork *(Participant Intake Form, Authorization to Disclose, Consent to Photograph, Emergency Data Sheet, Individual Drug Use Profile, and Student Contract)*
- IEPs
- STEP Pre-Test/Post-Test
- Reports (Interim & Quarterly/Progress)
- Case Notes
- Discipline Forms (if applicable)
- Notes, Letters from parents, etc.

ST should know where and how to access all of the above information prior to the start of the program. ST will receive a copy of the Emergency Data Sheet for each student which is to be kept in a safe, private location. ST will review each IEP prior to the start of the program.

ST will keep emergency contact information for each student in a safe and easily accessible place while on site so that it can be quickly accessed in case of an emergency.

5. Case Notes

Each student has their own case note that will be updated on a weekly basis. ST is expected to submit these updates through Lauris by **9:00am every Monday morning**. When reports are due, completed case notes are also due.

Students are evaluated on a list of goals, *(attendance, communication, work speed, problem solving skills, initiative, personal hygiene, asking questions, and skill acquisition),* task analysis goals, and personal IEP goals relating to transition.

The Transition and Pre-ETS Coordinator will add IEP goals, and ST is responsible for adding task analysis goals based on the job site and the tasks that the students complete there. These can be different for each student, but they should be specific enough so that skill acquisition can be evaluated.

Each goal will be evaluated on a scale (1-5) and ST should refer to the ***STEP Grading Scale*** to ensure consistency in the scores that are being given. A paragraph summary of the student's week should be included. If a student receives below a 5 on a particular goal, there should be a notation in the summary explaining why this was

the case. If a student is achieving consistent 5's, this should also be justified in the summary.

Case notes are expected to be grammatically correct and use proper coaching terminology (i.e. verbal prompt, model prompt, ST, etc.)

6. Reports (Interim & Progress)

At the beginning of each program, the Transition and Pre-ETS Coordinator will give ST a schedule of when interim and progress reports are to be submitted. Reports are due by 5:00pm on their due date. They are found in Lauris under *STEP Report* and *STEP Interim Report*.

Interim reports are typically only to be submitted if students are not reaching their IEP goals as noted on their case notes unless otherwise noted, but some programs require interim reports whether or not students are reaching their goals. Interim reports consist of a checklist and a summary.

Progress/Quarterly reports are to be submitted for each student at the end of the quarter or designated period.

7. PCP (Person Centered Plan)

A PCP for each student must be completed each quarter. The goals on the PCP should reflect the next job site, social interactions during STEP, or their plans after graduation.

8. How to scale STEP Case Notes & Reports

Every student should start at a 1 or a 2 during the first grading period on each job site.

- If the student makes progress, so should the numbers but at a **slow** rate. Consider this: If ST weren't on site, would the student independently achieve a 3? If not, do not give them a 3. Grade how they do **without** ST intervention.
- Attendance and hygiene are the exception to this rule. If students meet the standard that **ST** would hold for any employee, then a 4 or 5 may be appropriate. Only if they are present **every** day and **always** clean and in uniform. A 5 is 100%.

SCALE

1
- Requires **4 or more** prompts of any kind
- Does not meet standards *on their own*, requires ST's assistance
- Refuses to participate sometimes or often
- Doesn't stay on task even with prompting or reminders from ST

2
- Requires **3 or more** prompts of any kind
- Progress noted, but still requires support
- Doesn't stay on task without prompting or reminders from ST.

3
- Requires **2 or less** prompts of any kind
- Participates eagerly and with little modeling
- Student still requires direction with tasks

4
- Requires **only 1** prompt of any kind
- Student can take instruction with minimal assistance

5
- Requires **no** prompting of any kind
- Student requires no assistance from ST to complete the job at the employer's standards.

DEFINITION OF TERMS:
Verbal Prompts – Ranges from clearing your throat to gain student attention, to asking a student to return to task, to asking them what should be done next, or, finally, telling them what they need to do
Physical Prompts – Placing a hand on a shoulder or on the hand of the student to guide and assist them as they perform a task
Model Prompts – Showing a student how a task must be completed by use of modeling
Prompting Gestures – Ranges from pointing to performing a modeling gesture without verbal instruction

9. Accident/Incident Reports

If a student injures himself while on site under ST's supervision, it is important for an accident/incident report to be completed as soon as possible.

If an emergency occurs, please contact the Transition and Pre-ETS Coordinator **immediately** (after, of course, making sure the student is safe). If the Transition and Pre-ETS Coordinator is unavailable, call necessary SUI personnel. Completed accident/incident reports are to be submitted to the Transition and Pre-ETS Coordinator for review. The Transition and Pre-ETS Coordinator will submit them to the Executive Director of SUI.

This includes physical emergencies as well as mental health emergencies (ex: talk of suicidal thoughts). Anything that might put a student in danger should be considered an emergency. When in doubt, call the Transition and Pre-ETS Coordinator to make the final decision.

10.   Completion Certificate

Students will receive a certificate of completion upon completion of the program.

11.   Proposals/Contracts

SUI has a signed proposal from each school that we partner with which dictates how many hours we are permitted to use for the program each year. Typically, this is broken down to a certain number of hours per day on site/in the classroom and a certain number of hours per month for paperwork (case notes, reports.) Each proposal is different, but the Transition and Pre-ETS Coordinator will communicate with ST what these hours are. ST is responsible for billing for the correct amount of time and for managing the allotted time to complete necessary paperwork. The Transition and Pre-ETS Coordinator will assign the amount of paperwork billing to each ST individually as it depends on each program.

12.   Task Analysis & Accommodations

A task analysis should be completed for each site. Unless it is a new site, there should already be an existing task analysis. The TA should be a compilation of all tasks completed by the students. If more skills are acquired throughout the program, ST will communicate with Transition and Pre-ETS Coordinator to add to the TA.

At times there may be students that require more specific accommodations than the task analysis sheet. ST is responsible for observing the students and using creativity to find ways to make the student's work at the job site as effective as possible. STs are encouraged to seek out help from the Transition and Pre-ETS Coordinator for ideas and support if ST feels that a student would benefit from additional accommodations.

13.   Outcome Measurements

SUI is in the process of collecting outcome measurement data on each program. Outcome measurement information will help SUI to improve the program and cater more specifically to the needs of future students. The documents and information that are being heavily evaluated during STEP are the following:

- STEP Pre-Test & STEP Post-Test
- Case Notes
- Reports
- Student Files
- If a student obtains a position during STEP

It is extremely important for ST to properly score case notes and reports and to effectively document throughout the program.

14.   Surveys

Surveys are used throughout the program to evaluate the effectiveness of STEP and to help SUI to make the needed changes for the program. Surveys are provided to the following individuals at the times listed below:

- Case Manager – During the school year
- Participating School Personnel (Special Education Directors, Transition Coordinators, etc.) – During the school year
- Managers at Participating Job Sites – After completion of STEP at their site
- Students – At the end of STEP

Lauris STEP CN Training

STEP 1: Click *Add Session*
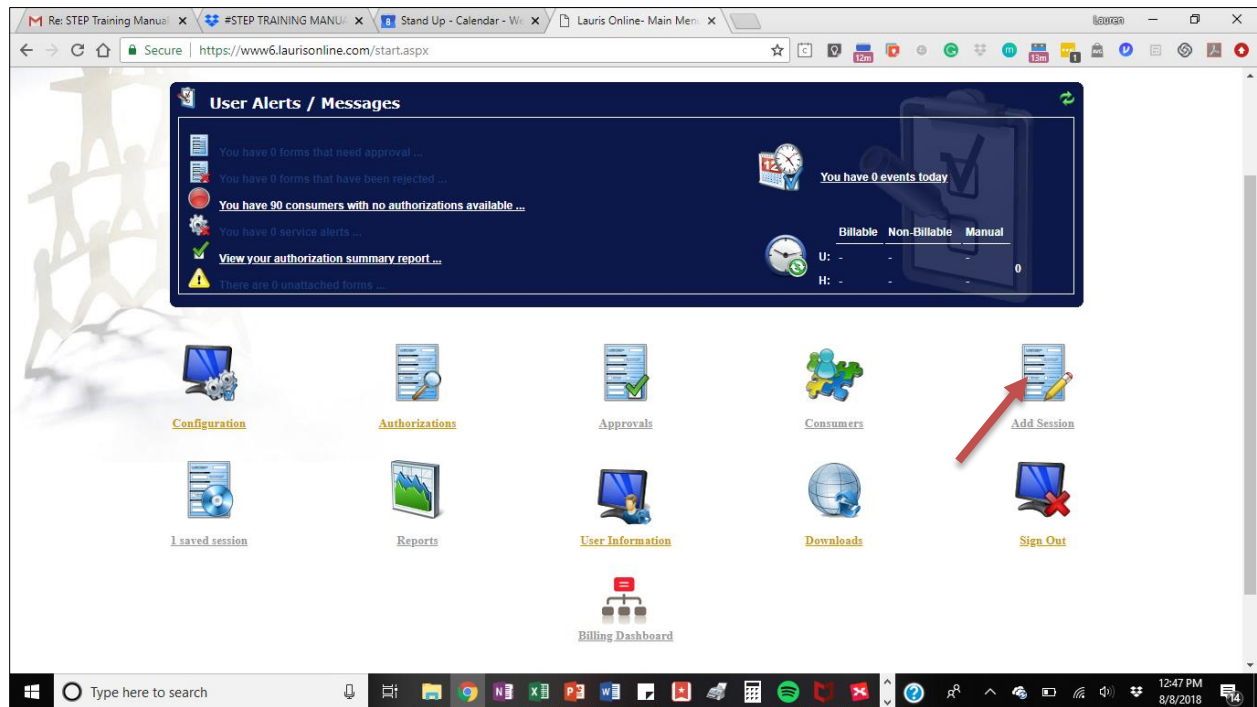
STEP 2: Select the customer and choose *STEP Case Note Billable*
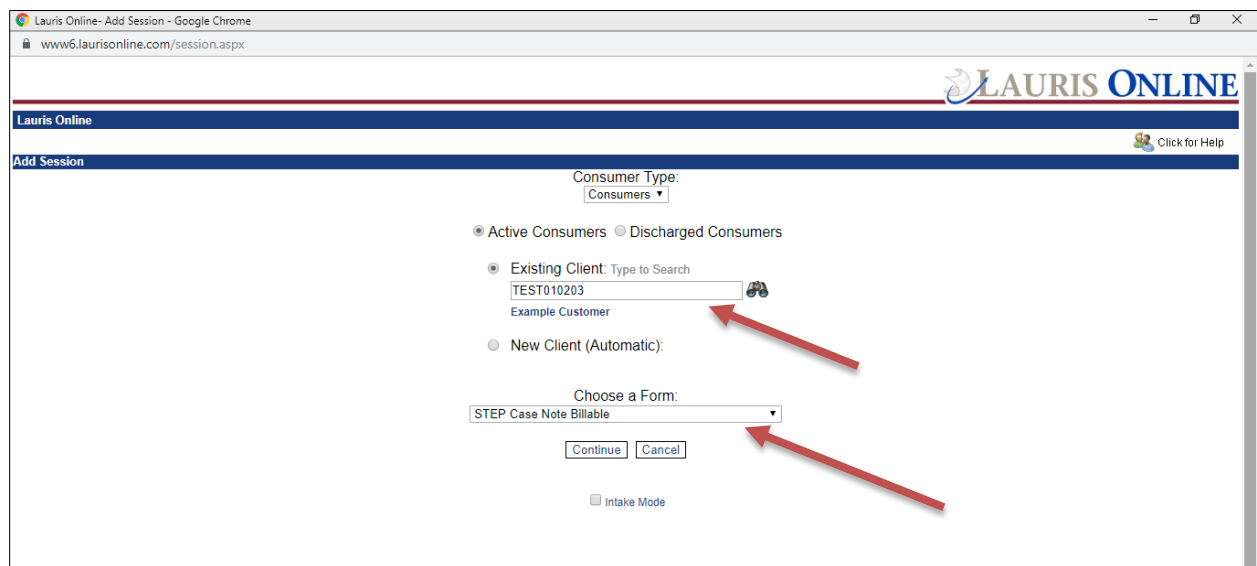
STEP 3: Fill out ALL information.

- **Date AND Date of Service:** BOTH of these dates should be the day that you were on site
- **Service:** STEP – STEP (should auto populate) (DARS programs will select S11001 – Pre-ETS)
- **Start time:** Time that you are SUPPOSED to start (for example, if you are supposed to start at 9:00 but the students are a few minutes late, you should still enter 9:00. If the students arrive early, you can enter the time they arrived.)
- **End Time:** The time you leave the site. If they get picked up on time, great. If not, you can bill that extra time to the schools.
- **Number of Participants:** Number of students who attended that day (DARS programs only enter "1")
- **Week started:** The Monday of that week
- **Week ended:** The Friday of that week
- **Quarter:** The calendar should indicate which quarter you are in
- **Skills trainer:** Your name should auto populate
- **Class/Job Site:**
  - If it's a class day, enter "Class"
  - If it's an internship day, enter the site (example: "Home Depot")

LAURIS ONLINE

Online Forms Entry	Wednesday, November 20, 2019

STEP Case Note Billable   ⓘ View Additional Information

Enter Data for New Form Entry and Press 'Process Form':   Top of Form ▼

📄 Unique ID:	TEST010203	Save Form Data
📄 Consumer ID:	22017	
📄 Client Name:	Example Customer	
Date:	11/20/2019 📅	
Date of Service:	11/20/2019 📅	
📄 Service:	STEP - STEP ▼	
Start Time:	9:00am	
End Time:	1:00pm	
Number of Participants:	5	
📄 Total Hours:		
📄 Total Units:		
📄 Week Started:	11/18/2019 📅	
📄 Week Ended:	11/22/2019 📅	
📄 Quarter:	2nd ▼	
📄 Job Coach:	Lauren Adams	
📄 Class / Job site:	Home Depot	

STEP 4: Goals – Make sure each goal is scored.

- ***Pay attention to the rating scale* The main thing you want to look for is how many prompts you are giving them.** Our goal is independence. If they are doing a task well WITH PROMPTS, their rating should be low. If they are doing well WITHOUT PROMPTS, their rating should be high.

- Keep in mind that these ratings are for that day only. You are only looking at that one day rather than the accumulation of previous days. Attendance and hygiene are the exception to this.

  - **Attendance:** If they attend the first day, this can start at a '5' and then decrease by 1 point with each absence.
  - **Communication:** Focus on their communication with customers, employees, managers, teammates, and yourself
  - **Work speed:** If they independently did a task at an appropriate speed, they get a high score. If they required prompting to keep moving, they get a lower score.
  - **Problem-solving skills:** Are they able to solve their problems without your help? Don't be quick to give them answers so that you can observe their problem-solving skills.
  - **Initiative:** Are you having to continuously tell them what to do or are they able to see what needs to be done? Sometimes this means they know when to ask you for the next task.
  - **Personal hygiene:** If you give any score other than a 5, you should briefly explain in your notes. Are their clothes stained? Are they neat? Does their breath smell? Do they have body odor? This rating will also lower if they came out of uniform. Remember that this is a cumulative rating to show their hygiene throughout the year so far.
  - **Asks questions:** These are questions related to work. Often students are good at asking about your personal or social life, but that means they are distracted. We want to see that they can ask you questions when they do not understand their task.
  - **Can begin a familiar task without prompting:** Again, focus on your prompting… If they can do a familiar task but need your prompting, they still receive a low score.
  - **Self-Advocacy:** How well did they advocate for themselves? Did they tell you when they had a problem? Did they communicate when they had a personal need? Note: self-advocacy can often be confused with entitlement. Self-advocacy is speaking up for your needs. Entitlement is believing you are owed something because you're more important than others. Note the following example:
    - A student is asked to do a task they do not know how to do and that makes them uncomfortable.
      - Entitlement = The student says, "You didn't teach me how to do this and I shouldn't have to do it. I want to clean instead."
      - Self-advocacy = The student says, "I do not know how to do this and I am nervous about trying something new but if someone could show me, I will try it."

STEP 5: Skills – choose at least 2-3 goals for the students that pertain to them specifically on their job site.

- For the class day, use the bottom 7 **_soft skill_** options (follows direction, self-advocacy, etc.)

- For the internship days, you only have to choose the specific **_hard skill_** tasks they performed that day (organize shelves, cut grass, etc.)

STEP 6: IEP Goals - If the student has IEP goals, they will already be in the case note. (Not all students have relevant IEP goals.) Keep in mind that the schools are using these scores to help them do their own paperwork. These will help the teachers and the parents understand where the students are at in reaching their goals.

STEP 7: Summary – Most of the information we need is found in your ratings. The summary should be about 3 sentences and should include an overview of the student's strengths and weaknesses that day. Summaries may need to be longer if there was an incident on site. Please note:

- **Do not use other students' names. If another student is important when describing a situation, use "another student" or "the student's peer" to protect that other student's confidentiality.**
- **Talk about the student and how you supported the work (types of prompts needed, accommodations, etc.)**
- **Do not put in the CN if you were late or if there were issues with a site that do not concern a student. Remember, these are going to the school and the information in the CN should be regarding only the student. Other issues should be discussed through phone or email with the Transition and Pre-ETS Coordinator.**

STEP 8: Select Approver (Lauren Adams)

STEP 9: Click "Run Calculations" BEFORE submitting your case note

STEP 10: Process Form

Case Notes for Absent Students

For the absent student:

- **The top section of the CN should be the same with the exception of the following:**
  - **Start time:** 12:00am
  - **End Time:** 12:00am
  - **Number of Participants:** 1
- **Goals:**
  - **Attendance:** If this is their first absence, give them a 4; If this is their second absence, give them a 3; If this is their third absence, give them a 2; etc… (The score you give them here should remain their score for their future case notes to show their overall attendance.)
  - All other sections can be rated 'N/A'
- **Skills: Leave this section blank**
- **Summary: Include the following in your summary:**
  - State that they were absent
  - State the reason for their absence if you know it
  - State whether or not they following the call out procedure correctly

  Examples: "Student was absent today. Student did not call out." Or "Student was absent today. Student called ST at 7:30am to let ST know that he has the stomach bug and will not be at the internship today."

For all other students:

- The only difference here is that you will change the number of participants to *only* the number of students who attended that day. For example, if you normally have 5 students but 1 is absent, you will put '4' participants for that day.