

ASSET Table of Contents

ASSET focuses on general skills. This program addresses topics important to many specialists, including those working with employees who have various disabilities. Since its scope is broad, the program is organized around general principles that have a wide range of application.

ASSET's format is flexible. The program can be presented by a rehabilitation specialist, program director, community college instructor, or other professional who supervises specialists.

ASSET's emphasis is on training skills used in supported employment. While the program covers concepts and terms, it focuses primarily on procedures used by specialists to work in community employment settings. These procedures include conducting task analysis, using positive reinforcement, training job tasks, etc. Application exercises in some units encourage the specialists to carry out activities in their own employment settings.

The program is broken into **five units**:

UNIT 1: Introduction to Supported Employment

(describes fundamental information about supported employment.)

UNIT 2: Job Marketing and Development

(basic info on the marketing process, organizing job prospect information and job development procedures.)

UNIT 3: Job Assessment

(principles of assessment, analyzing job tasks, recording data, matching preferences and jobs and modifying jobs.)

UNIT 4: Job-based Instructional Procedures

(procedures from promoting job skills in community settings: job performance, safety and social.)

UNIT 5: Behavioral Procedures

(methods for strengthening appropriate behavior of supported employees.)

Appendices

UNIT 1: Introduction to Supported Employment

- Module 1: Overview of Supported Employment
 - Overview
 - What is Supported Employment?
 - What is a Supported Employment Specialist?
 - How Does the Supported Employment Specialist 'Fit In' to the Scheme of Things?
 - Types of Supported Employment

- Module 2: Descriptions of Individuals with Disabilities
 - Overview
 - Important Considerations about Supported Employment
 - Understanding Employees with Disabilities
 - Understanding Supported Employees with Physical or Neuro-muscular Disabilities
 - Understanding Supported Employees with Learning Disabilities
 - Understanding Supported Employees with Chronic Mental Illness
 - Understanding Supported Employees with Traumatic Brain Injury
 - Understanding Supported Employees with Autism
 - Understanding Supported Employees with Blindness or Low Vision
 - Understanding Supported Employees with Deafness or Hearing Loss
 - Supported Employees with Other Disabilities
- Module 3: History of Supported Employment
 - Overview
 - 1800-1950: Institutionalization of Individuals With Disabilities
 - 1950-1980: Legal Rights for Individuals with Disabilities
 - 1980-present: Community Integration and Employment Epilogue
- Module 4: The Individual Program Plan
 - Overview
 - What is Career Planning for Supported Employees?
 - What is an IPP, and How Does It Relate to the Career Goals?
 - Purpose of the IPP
 - IPP Participants: The Interdisciplinary Team
 - Components of the IPP
 - What Skills Do IPP's Address?
 - Putting It All Together: A Case Study of Career And IPP Goals
 - Some notes on the Individual Transition Pan
- Module 5: Employment in Integrated Settings
 - Overview
 - What is Integration?
 - Types of Integration
 - Advantages of Integration
 - Potential Problems encountered in Integration
 - Some Ways to Troubleshoot Social Integration Problems
 - Some Ways to Troubleshoot Physical Integration Problems
 - Developing Employment Support Systems in the Workplace
 - Transition from School to Integrated Work Settings
 - What Does Transition Mean to a Supported Employment Specialist?

UNIT 2: Job Marketing and Development

- Module 1: The Marketing Process
 - Overview
 - What Does Marketing Have to Do With Supported Employment?
 - What Does Supported Employment have to Offer Business?
 - What is the Specialist's Role in Marketing?
 - Contacting Employers to Market Supported Employment
 - Myths Held by Some Employers Towards Job Seekers with Disabilities
- Module 2: Gathering Information on Jobs
 - Overview
 - How do I assess the Labor Market?
 - Compiling and Organizing Information
 - Developing a Concise List of Job Prospects
 - How Can Job Seekers Assist in Developing Jobs?
- Module 3: The Developing Job Placements
 - Overview
 - We've Got a Lead! Now What?
 - How Do We Survive the Interview?
 - A Checklist of Do's and Don'ts for Developing Jobs
 - Negotiations
 - Establishing an Agreement with the Employer
 - Developing Jobs for Crews or Enclaves
 - Getting Family Members Involved
 - Troubleshooting Job Development Problems

UNIT 3: Job Assessment

- Module 1: Principles of Assessment
 - Overview
 - Assessment Principles
- Module 2: Analyzing Jobs and Tasks
 - Overview
 - What is Job Analysis?
 - What Information is Collected In a Job Analysis?
 - Where Does Job Analysis Fit into the Sequence of Assessment Activities?
 - Sources of Information
 - Conducting a Job Analysis
 - What is Task Analysis?
 - How to Analyze a Task
- Module 3: Recording Data on Task Performance
 - Overview
 - What Are Data Recording Procedures?
 - Recording Performance Using Probes

- OK, So How Does All This Fit Together?
- How Do I Select the Best Recording Procedure for a Task?
- What About Writing Notes on My Observations?
- Module 4: Matching Preferences, Jobs, and Skills
 - Overview
 - How Do I Match Skills and Preferences to Jobs?
 - One Approach Job Matching
- Module 5: Modifying Jobs
 - Overview
 - What is Job Modification?
 - Modification Procedures
 - When are Job Modifications Needed?

UNIT 4: Job-Based Instructional Procedures

- Module 1: Principles of Job-Based Instruction
 - Principles that Guide Delivery of Instruction to Supported Employees
- Module 2: Strengthening Job Performance Skills
 - Overview
 - What are Job Performance Skills?
 - Delivering Instruction to Strengthen Job Performance Skills
 - OK, So How Does All This Fit Together?
 - What Should I Do When I Run Into Problems?
- Module 3: Strengthening Safety Skills
 - Overview
 - What are Safety Skills?
 - What Problems May be Encountered?
 - How to Strengthen Safety Skills in the Workplace
- Module 4: Strengthening Job-related Social Skills
 - Overview
 - How are Social Skills Important on a Job?
 - What Social Problems May be Encountered on the Job?
 - Goals of Social Skills Instruction
 - Strengthening Social Skills
 - Other Ways to Strengthen Social Skills
 - Guidelines for Strengthening Social Skills
- Module 5: Fading Assistance While Maintaining Skills
 - Overview
 - What is Fading Assistance?
 - Why is Fading Assistance Important?
 - Fading Starts on Day One
 - Fading Assistance by Substituting Other Cues
 - Don't Do It Just When I'm Around!

UNIT 5: Behavioral Procedures

- Module 1: Principles of Behavior
 - Overview
 - Principles of Behavior
- Module 2: Specifying a Behavior
 - Overview
 - Specifying Behavior
 - Questions to Answer When Specifying Behavior
 - What Other Factors Should I Consider When Specifying Behavior?
 - Help! I Don't Know Why They are Behaving This Way!
- Module 3: Identifying Positive Reinforcers
 - Overview
 - Types of Reinforcers
 - Identifying Reinforcers
 - Schedules of Reinforcement
- Module 4: Strengthening Appropriate, Alternative Behaviors
 - Overview
 - What are Behavioral Interventions?
 - Preparing to Start Interventions
 - Formal and Informal Interventions
 - Applying Informal Interventions
 - OK, So How Does All This Fit Together?
 - What Should I Do When I Run Into Problems?
 - Crisis Intervention Procedures
- Module 5: Generalizing and Maintaining Behaviors
 - Overview
 - Why is Generalization Important?
 - How to Promote Generalization
 - Specific Strategies for Generalizing Appropriate Behavior
 - Fading While Maintaining Behavior

Appendices

- Appendix A: Progress Check Answers
- Appendix B: Job Bank Data and Log Forms
- Appendix C: Sample Letter to Employer
- Appendix D: Job Analysis Form
- Appendix E: Task Analysis Form
- Appendix F: Sample Graphs
- Appendix G: Job Matching Assessment Form
- Appendix H: Behavior Assessment Form