

Fade Plans

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How to Increase Independence on the Job

December 2019

What is fading?

“The intent of job coaching is to fade out paid employment supports and implement natural supports.” (Transmittal AR-16-66)

The goal of a job coach is to help people become as independent as possible in their community job. One tool to accomplish this is the Fade Plan, which is created by the employee and the job coach, with input from the person’s team.

Fading involves the entire team, relying on the unique perspective, history, and information that each team member can contribute. Families, significant others, friends, personal support workers, residential staff, foster care providers, and others play an integral part of a person’s success!

Fade Plans

Five Components of a Fade Plan

1. Identify job duties and expectations
2. Identify barriers
3. Identify accommodations and supports
4. Develop timelines
5. Ensure ongoing success



Identify/Modify/Teach

Observe and Identify barriers

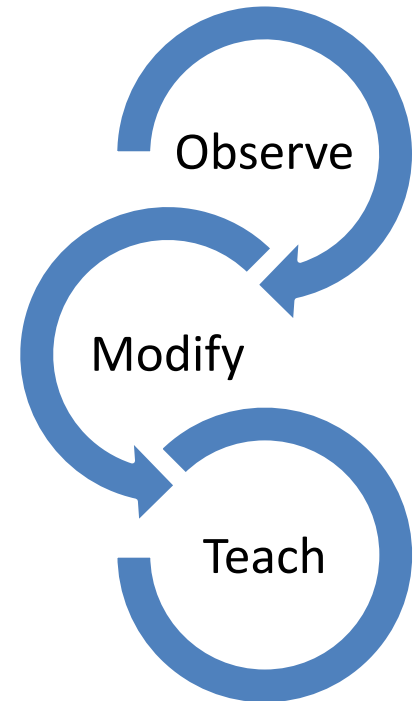
- Watch the person perform the job independently first (if possible)
- Observe the areas they may need help with
- Only assist with the areas or processes they have trouble with

Modify/ Accommodations

- Make changes to process or environment to enable independence
- Examples: Arrange work area for better flow, find “jigs” or other physical aids

Teach/Train

- Train person on the parts of the job they are having trouble (in some cases, this may be the entire job)
- Use training methods that are appropriate for that person
- Remember assistive devices come in many forms (text messages, visual cues, phone apps, checklists, etc.)



Identify Job Duties and Expectations

First Component of a Fade Plan



Job duties and expectations

Job Duties

- What type of work will the person perform?
- Where will the person be working (multiple areas?)
- What days and hours will they be working?

Expectations

- How do they need to dress for work?
- How to communicate with supervisor and coworkers?
- Attendance and punctuality
- Social interactions at work, including use of phone and computers

How can we help people learn the duties and expectations?

On the job (job coach)

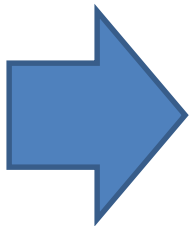
- Attend onboarding, orientation
- Discuss expectations with supervisor
- Become familiar with company policies
- Location of break rooms, bathrooms, supervisor's office
- Observe behavior, language, and voice volume of other employees

At home (family or residential support)

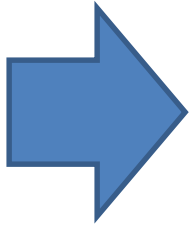
- Discuss expectations with person in relaxed, calm environment
- Answer questions or talk about concerns
- Role model (voice volume, appropriate language, etc.)
- Good communication with job coach

Practice

John arrived at work with wrinkled, dirty clothes.



How could John be supported to ensure his clothes are clean and appropriate for work?



Who can help with this?

- Group Discussion

Identify Barriers

Second Component of a Fade Plan



Identify barriers

- Difficulty following verbal directions
- Unable to communicate when having trouble completing task
- Difficulty completing task in assigned time
- Has trouble following process
- Physically unable to complete some duties independently
- Arrives to work late or calls in frequently
- Has hard time understanding social etiquette of work environment
- Difficulty understanding when the task has been completed

Helpful tips

- Allow person to attempt the job independently
- Document areas the person needs assistance
- Be specific about what the barriers are
- This may need to occur over a period of time, many people need time to learn the job
- There's no rush! Give yourself and the new employee time to adjust and learn

Practice: Respond Immediately

When you checked in with Charlie, Jim' boss, he told you that at staff meetings Jim is often on his phone, texting or typing. He has noticed that after the meetings Jim seems unaware of what was decided at the meeting. Jim tells you that during the meeting he is taking notes so he knows what to do but he cannot type fast enough.

How can we support Jim to get the information from the meetings and still participate? Who can help?

Group Discussion

Identify Accommodations and Supports

Third Component of a Fade Plan





Natural Supports

A natural support is something or someone (besides the job coach) that helps the employee to perform the job as independently as possible.

“The less you’re needed, the more you’ve succeeded!”

Natural supports

Natural supports can be a person, an object or accommodation that helps people be successful at their job

- Family member, friend, Foster Care Provider, Personal Support Worker, or Direct Support Professional:
Can help a person prepare for work (showering, proper attire, setting alarms to be punctual, helping with transportation, providing insight to job coach

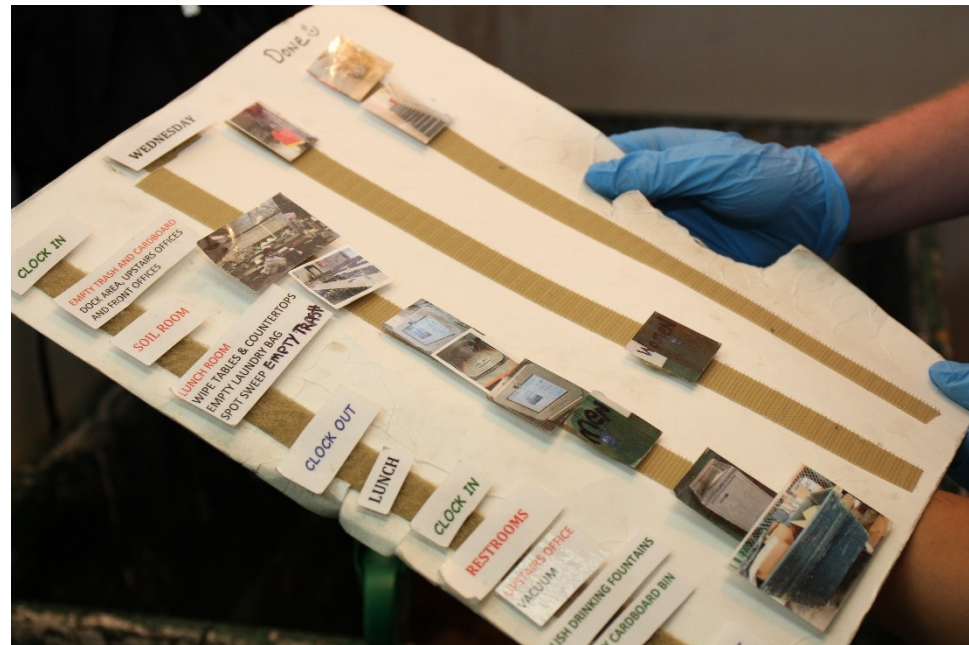
- Co-worker or supervisor:
Assist with learning duties or changing duties, be available for questions when they arise, or able to recognize when there may be an issue.

Please note that paid **employment supports are not considered natural supports.*

Natural supports

Natural supports can be a person, an object or accommodation that helps people be successful at their job

- Checklist (words or pictures)
- Daily schedule (words or pictures)
- Alarms or timers (these could be on someone's phone to be discreet)
- Visual cues (colored cards, posted pictures, equipment/tools set out, etc.)
- Video of person (or job coach) completing tasks
- Anything that a person could independently learn to use could be a natural support



Develop goals

When developing supports, it's important to create goals. After the goal is created, the team can discuss how to create the training component of the goal and how progress will be tracked.

Example: Sara works at a pre-school and needs to be to work by 7:30am.

Barrier: Sara is having trouble getting to work on time, as she runs late picking out her clothes and getting her lunch ready.

Goal: Sara will independently get clothes laid out and make her lunch the night before.

Support or accommodation: Sarah will follow a short checklist to prepare for work the night before.

Training Component: Sara's job coach will review the checklist with Sara at the end of each shift. Sara's aunt, whom Sara shares an apartment with, will also review the checklist with Sara each work night.

Practice: Natural Supports

Sue does medical record filing which requires her to file numerically instead of alphabetically. She is great at this and does not need any help.

Recently, her employer expanded her duties to include joining the company's administrative staff on their quarterly archiving of paper files. It requires alphabetical filing. When she must look further than the first letter of a word on a file, Sue gets nervous and may file it incorrectly.

What are some possible natural supports?

Develop Timelines

Fourth Component of a Fade Plan

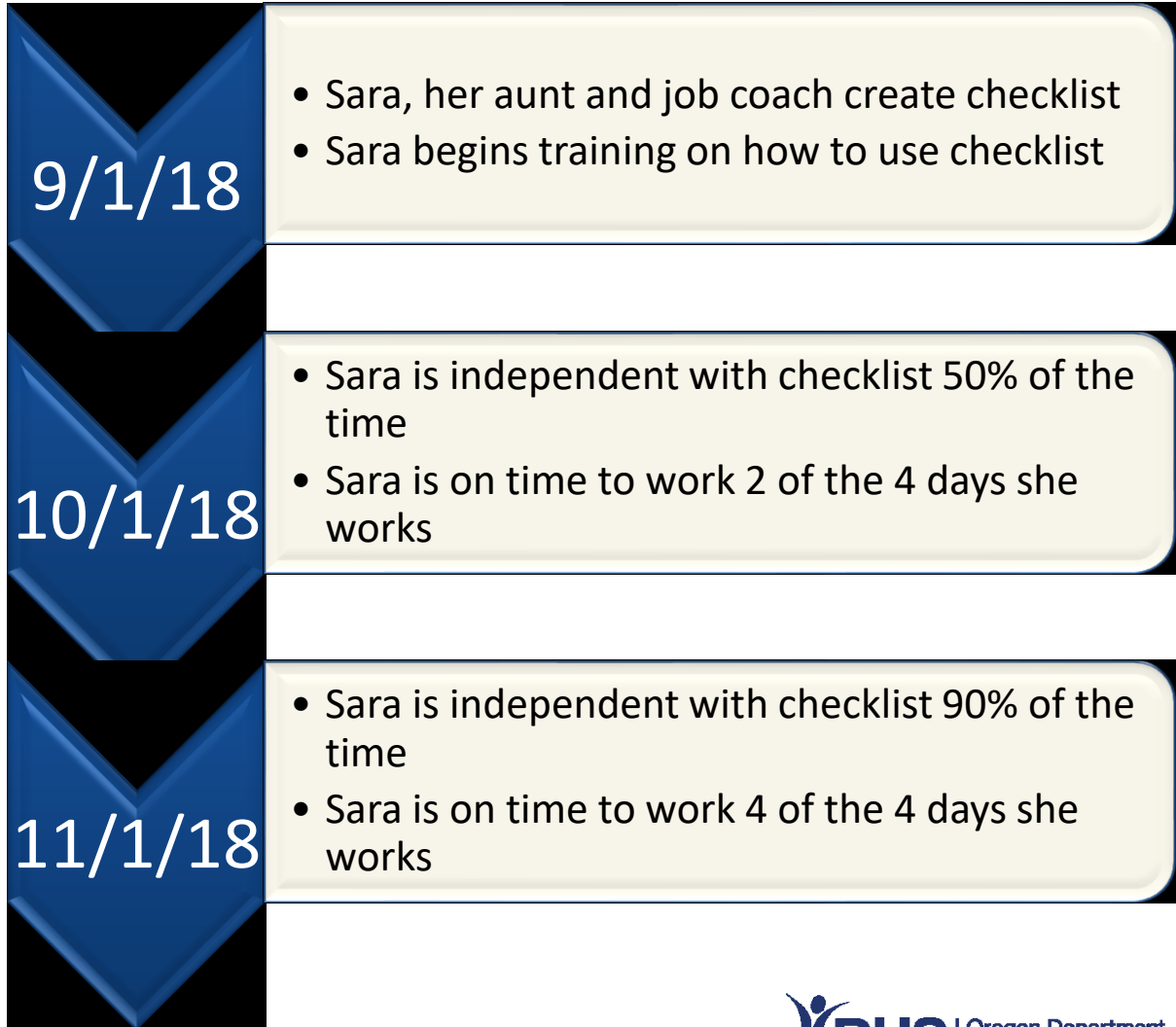


Timelines for goals

It's important to have timelines and goals to work towards.

If we never had a goal or timeline for Sara, she would continue to be late to her job.

That might result in her termination, which no one wants!



Ensure Ongoing Success

Fifth Component of a Fade Plan



Ensure Success!

Starts at home:

- Does the new employee have what they need to prepare for work?
 - ✓ Appropriate clothing? (clean and in good shape)
 - ✓ Food or money for lunches
 - ✓ Medications prepared to be taken at work?
 - ✓ Transportation to get back and forth?

Can you think of anything else a person might need to be prepared for work?

Ensure Success!

On the job:

- Is the employer familiar with the fade plan?
- Have you connected the person with a natural support on the job?
- Does the **person** know how to reach you if they have questions or issues?
- Does the **employer** know how to reach you if they have questions or issues?
- How do you plan to check in with the person and employer?
- Can the person independently complete their job duties (with or without the use of natural supports or accommodations)?
- Have the person's co-workers and supervisors learned the person's specific communication style (verbal, sounds, gestures, sign language, etc.)?

Tips for Fading

- ❑ Fading begins the first day: start thinking about how to help the person be more independent
- ❑ Allow the person to try to do the job independently first, then assist only where and when necessary
- ❑ Use the least intrusive cues possible:

Our goal is to maintain people's dignity on the job as they learn. How can we assist them while maintaining their dignity?

- ❑ Assist people in establishing solid relationships at work. Co-workers can be a great source of security and reassurance for people. Knowing that we are accepted and appreciated at work keeps us engaged and motivated!



Contact Information

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