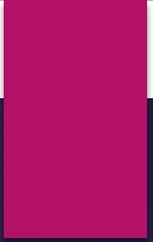


Bridging the Gap:

How Behavior Clinicians and
Employment Consultants Build
Workplace Success Together



Breanne Siniard

Stone Belt Arc.

Director of Employment Services
Bartholomew, Brown, Lawrence,
Monroe & Owen Counties



Role Definition

Behavior Clinician

- ❑ Addressing unsafe/harmful behavior
- ❑ Provides positive behavior support plans
- ❑ Teaching emotional regulation
- ❑ Applies to all aspects of life

Employment Consultant

- ❑ Developing job readiness skills
- ❑ Teaches work tasks and routines
- ❑ Builds independence
- ❑ Supports job retention
- ❑ Applies to work life

Shared Mission

- ❑ Helping the individual succeed in meaningful employment



Employment Services

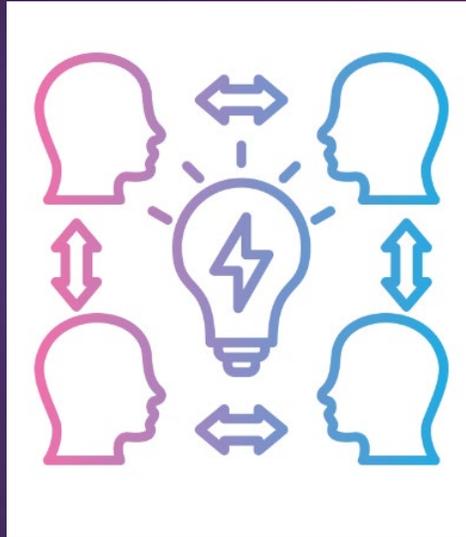
The Office of Vocational Rehabilitation

- ❑ 2-4 month eligibility period at intake
- ❑ Time restricted
- ❑ Will only support employment placements that are CIE – Competitive Integrated Employment
- ❑ On the job support until stabilization

BDS Waiver Extended Services

- ❑ Picks up after stabilization from VR
- ❑ Not a job seeking service
- ❑ Acts as an ongoing “check in”

Why Collaboration Matters



Employment settings present real-world opportunities to practice and reinforce BSP goals.

Effective collaboration reduces:

- ❑ Miscommunication
- ❑ Duplication of efforts
- ❑ Client overwhelm

Consistency is Important



- ❑ Skills don't automatically transfer across settings
- ❑ Inconsistent supports can "reset" progress
- ❑ Helps builds confidence and independence
- ❑ The workplace = real-world test of learned skills

How can we be more consistent?

- ▶ Use consistent prompts and reinforcement
- ▶ Align language across staff and settings
- ▶ Practice skills in multiple environments
- ▶ Role-play scenarios before they happen
- ▶ Reinforce success across all contexts



DO

- ❑ Use consistent language across all staff (home, work, community)
- ❑ Reinforce skills in multiple settings
- ❑ Teach skills in the natural environment whenever possible
- ❑ Role-play real-life scenarios before they happen
- ❑ Celebrate small steps as progress toward bigger goals

DON'T

- ❑ Assume a skill will transfer automatically
- ❑ Use different prompts for the same behavior
- ❑ Expect independence without practice in multiple contexts
- ❑ Fade supports too quickly
- ❑ Overlook opportunities for reinforcement outside the job site

BSP Goals that Support Employment

- ❑ Communication and Self Advocacy- Asking for help, clarifying tasks, addressing needs and feelings, requesting accommodations
- ❑ Emotional Regulation- Coping strategies for handling feedback, dealing with changes at work
- ❑ Task Engagement- Following directions, visual/written prompts, using checklists and timers
- ❑ Social and Workplace Behavior- Respecting personal space and boundaries, interpersonal relationships
- ❑ Problem Solving and Flexibility- Practicing safe decision making, asking for help, adapting to change



Tools and Strategies

- ❑ Create workplace friendly visuals/tools- Coping cards, social stories, checklists
- ❑ Role-play or rehearse workplace scenarios with clients
- ❑ Collaborate with team to create prompts and strategies
- ❑ BC can observe on the job
- ❑ Create quick-reference behavior sheets for ECs/Employers

Behavior Support Plan – Quick Reference

Client Name: _____

Clinician Contact: _____

Key Goals at Work

- Ask for help/clarification when needed
- Use coping strategies instead of leaving the work area
- Follow multi-step directions with visual/written prompts
- Handle feedback and changes calmly
- Build independence with checklists and timers

What Works Best

- ✓ Give clear, simple instructions (one step at a time if needed)
- ✓ Provide 5-minute warnings before transitions or schedule changes
- ✓ Reinforce effort, not just outcomes (“Thanks for asking for help!”)
- ✓ Offer visual supports (checklists, cue cards, timers)
- ✓ Encourage breaks before stress builds up

What to Avoid

- ✗ Giving too many verbal prompts at once
- ✗ Surprising with sudden changes—always give a warning
- ✗ Drawing attention to mistakes in front of others
- ✗ Over-assisting when the client can do it with a prompt/tool

Coping Strategies

- Ask for a break using [card/script/phrase]
- Deep breathing or step away briefly
- Use fidget/stress tool as needed

Crisis / Escalation Protocol

1. Offer coping strategy or break prompt
2. Reduce stimulation (quiet space, fewer demands)
3. Call supervisor if safety is a concern
4. Contact clinician/guardian if behavior does not de-escalate

✓ Remember: Stay consistent with prompts, reinforcement, and follow-ups so skills generalize across settings!

Effective Example of a Social Story



GOING TO WORK

- **I HAVE A JOB AT THE IU DINING HALL.**
- **WHEN I GO TO WORK, I AM PART OF A TEAM.**
- **THE PEOPLE I WORK WITH WANT ME TO BE SAFE, RESPECTFUL, AND KIND.**



USING MY WORDS CALMLY

- **SOMETIMES I GET FRUSTRATED, UPSET, OR TIRED.**
- **IT IS OK TO FEEL UPSET.**
- **IT IS NOT OK TO YELL, HIT, OR TRY TO GRAB OTHERS.**



WHAT CAN I DO WHEN I'M MAD?

- I CAN TELL MY SUPERVISOR OR STAFF HOW I FEEL, BUT WITHOUT YELLING.
- I CAN TAKE A DEEP BREATH.
- I CAN COUNT TO 10 IN MY HEAD.
- I CAN ASK FOR A BREAK WHEN I NEED ONE.



WHY IS IT IMPORTANT TO STAY CALM?

- **WHEN I STAY CALM, PEOPLE FEEL SAFE AROUND ME.**
- **WHEN I YELL OR TRY TO HURT OTHERS, PEOPLE FEEL SCARED.**
- **IF I YELL OR HURT OTHERS AT WORK, I COULD LOSE MY JOB.**

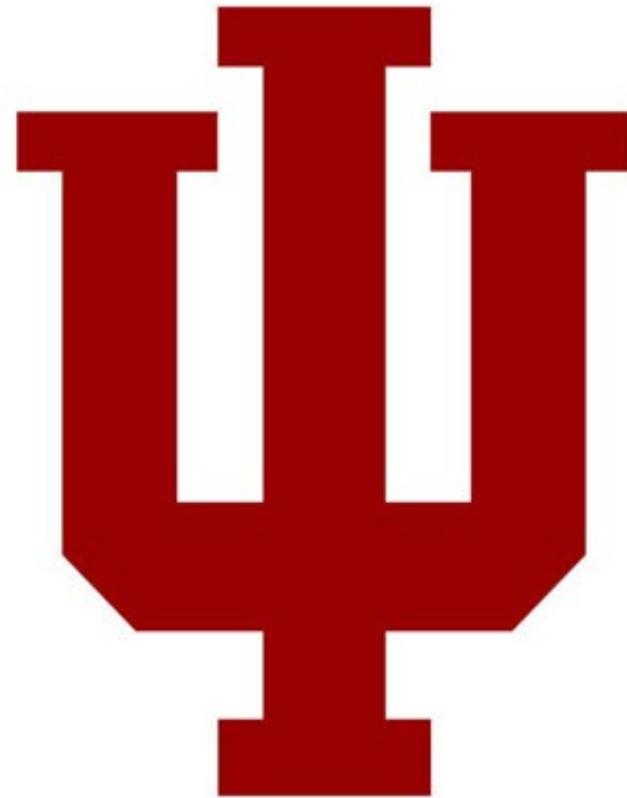
KEEPING MY JOB AT THE IU DINING HALL

- **I LOVE INDIANA UNIVERSITY, AND LOVE WORKING HERE.**
- **I GET TO EARN MONEY, BE INDEPENDENT, AND BE PROUD OF MYSELF.**
- **I KEEP MEETING MY GOALS!**
- **WHEN I USE CALM WORDS, I GET TO KEEP MY JOB!**



MY GOALS

- **I WANT TO BE THE BEST WORKER AT THE IU DINING HALL.**
- **I WILL TRY AND STAY CALM, AND USE MY WORDS WHEN I AM UPSET RATHER THAN YELLING.**
- **WHEN I DO THIS, I CAN KEEP MY JOB, AND KEEP BEING PROUD OF MYSELF.**
- **STAYING CALM WILL HELP ME ALSO GET INTO SLP.**



Involving Employers

- ❑ Employers want staff to succeed, not struggle
- ❑ Simple, clear strategies work best
- ❑ Consistency builds employer confidence
- ❑ Collaboration reduces turnover and stress
- ❑ Employers value being part of the team



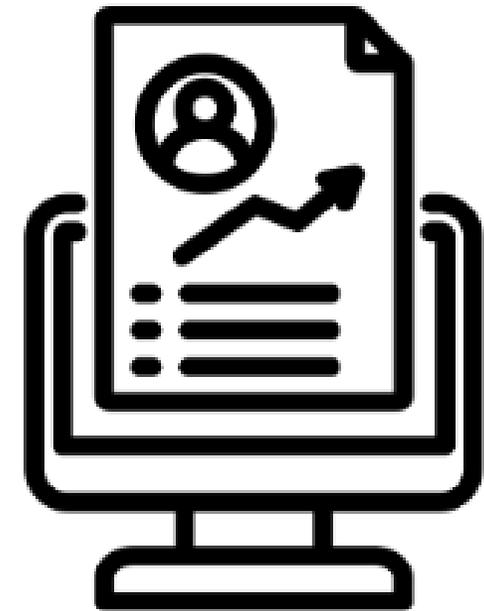


Supporting Progress Together

- ❑ Define shared success – agree on what progress looks like at work
- ❑ Align strategies – prompts, reinforcement, and follow-up stay consistent
- ❑ Use shared progress indicators – track the same goals across settings
- ❑ Speak the same language – consistent cues and reinforcement strategies
- ❑ Check in regularly – clinician + EC + client (when appropriate)
- ❑ Plan for consistency – home → job → community

Practical Tools for Collaborating

- ❑ Shared Success Tracker – simple notes to track progress together
- ❑ BSP Summary for ECs – quick, workplace friendly version of the plan
- ❑ Crisis/Escalation Protocol – clear steps adapted for job settings
- ❑ Communication Plan – who to call, when, and how to document



Recap

- ❑ Collaboration is Key- When BCs and ECs work together, BSP goals align naturally with workplace success.
- ❑ Consistency Matters- Shared strategies, language, and tools reduce confusion and help clients feel supported across all settings.
- ❑ Progress is Practical- From communication and coping to independence and problem-solving, BSP goals overlap with skills needed for work.
- ❑ The Big Picture- By collaborating, we build confidence, independence, and resilience clients can carry into every part of life.



Thank you!

BREANNE SINIARD

bsiniard@stonebelt.org

812-947-1253