

Individualized Supports

including customized and supported employment, meaningful integrated day services as a pathway to and wrap around for employment and effective in-take strategies

**Connecticut Employment First
Provider Conference Session I**

May 12, 2019

**Genni Sasnett and Tom Wilds
National SMEs**



Informed Choice

an act of selecting between two or more possibilities

- Everyone wants choice
- Often people have little info. about the options
- Choice is informed when one has info & experiences to draw upon



Expectations (everyone's responsibility)

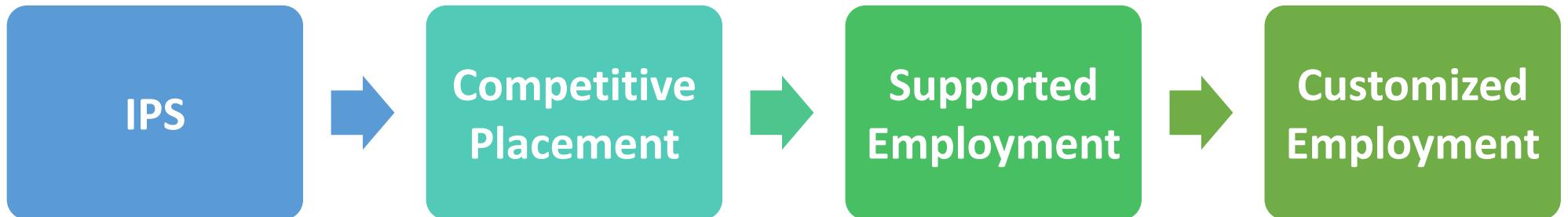
- Expectations help people grow/aspire
- We are all impacted by expectations
- We can be guilty of having low expectations
- Low expectations limit preparation for adult life, including work
- The choices are highly impacted by expectations



Preparation

- Community exposure/ involvement
- We learn through community experience/feedback
- CB prep/training provides the conditions/ circumstances of jobs
- CB training- the gold standard

Opportunity



Community Integrated Employment (CIE)

ODEP Defines
as:



work paid directly by employers at the greater of minimum or prevailing wages with commensurate benefits,



in a typical work setting where the employee w/ a disability interacts or has the opportunity to interact continuously with co-workers w/out disabilities,



has an opportunity for advancement and job mobility, and



is preferably engaged full-time.

Community Integrated Employment (CIE)

WIOA Defines
as:



Supported Employment

- Competitive integrated employment, including customized employment; or employment in an integrated work setting in which an individual with a most significant disability is working on a short-term basis toward competitive integrated employment; and
- Employment that is individualized and customized, consistent with the individual's unique strengths, abilities, interests, and informed choice, including with ongoing support services for individuals with the most significant disabilities. (Section 7(38) of the Act and §363.1(b) of the regulations)



Individual Job Matching

PCP leading the way

SE &CE employment strategies
used to make one to one job
matches

One Person: One Job



Example: Individual Placement SE for Mario



- Job – working at a supermarket
- Duties – gathering carts, shelving, bagging and taking groceries to vehicles – a standard job description
- Support – drop in job coaching and natural supports from co-workers

Crews and Enclaves

**Crews – mobile groups of workers;
paid directly by the provider**

PROs



Paid work

Experience

Resume development

Direct supervision available

**Enclaves – stationary groups of
workers; paid directly by providers**

CONS



Potential conflict of interest (working for/receiving services from same entity)

May be paid sub-min. wages

Placement often not based on preferred work

Often does not meet def. of CIE & may not meet Settings Rule

Social Enterprises

A social enterprise is a commercial organization that has specific social objectives that serve its primary purpose. Social enterprises seek to maximize profits while maximizing benefits to society and the environment. Their profits are principally used to fund social programs.

Pros

Paid work

Experience

Resume Development

Direct Supervision is available



Cons

Potential conflict of interest
(working for/receiving services from same entity)

May be paid sub-min. wages

Placement often not based on preferred work

Does not meet def. of CIE & may not meet Settings Rule

Agency not have expertise in business & resources may not be used optimally



Important to Keep in Mind!!!

- **Individual placement (CIE)** is the preferred approach and should be the goal
- If your agency operates enclaves, crews or social enterprises these approaches should be considered shorter termed & transitional
- The goal of moving to an individual placement should always be in the forefront and everyone should be fully aware

Customized Employment

an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer.

- Should be tailored to meet the unique strengths, needs, interests, and informed choice of the individual, so that he or she can achieve an employment outcome in competitive integrated employment.
- Enables individuals with disabilities and employers the opportunity to negotiate job tasks and/or reassign basic job duties to improve overall production in the workplace.
- Allows an employer to examine its specific workforce needs and fulfill those needs with a well-matched employee.



How It Works

**Discovery
(PPP)**

**Job Search
Planning**

**Informational
Interviews**

**Task List &
Determination
of Match**

**Job Proposal
and
Negotiation**

**Job
Acquisition &
support**

Let's Go!.....

Conduct Discovery



- Spending time with someone 1:1
- Seeing them with fresh eyes
- Different environments/conditions
- Talking to people who know the person well
- Identifying assets, marketable attributes
- Using assessments to surface specific skills/need for targets training

Develop Profile



- Tool to record information from Discovery
 - Positive attributes
 - Interests and preferences
 - Skills
 - Support needs
- Information will be used to create job search plans
- Can also be used to develop resumes & prepare for interviews

THEN.....

Summary - PPP



- Identify the person's attributes that may be attractive to employers
- Identify the kind of tasks the person wants to do and the work conditions they prefer
- Ideas for potential jobs, job tasks or actual businesses to approach

Job Search planning



- Identify the types of businesses where those tasks are performed
- Think about geography & transportation considerations
- Support requirements
- Benefits considerations
- Identify specific businesses to contact



Informational Interviews

- Researching businesses – learn as much about the business as possible before contacting,
- Networking for contacts - try to get a “warm” lead with the business
- Making an appointment – at the convenience of the employer, not a traditionally busy hour or day of the week
 - Tour
 - Interview
 - Observation

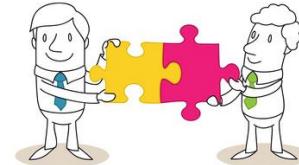
Followed by.....

Create Task List



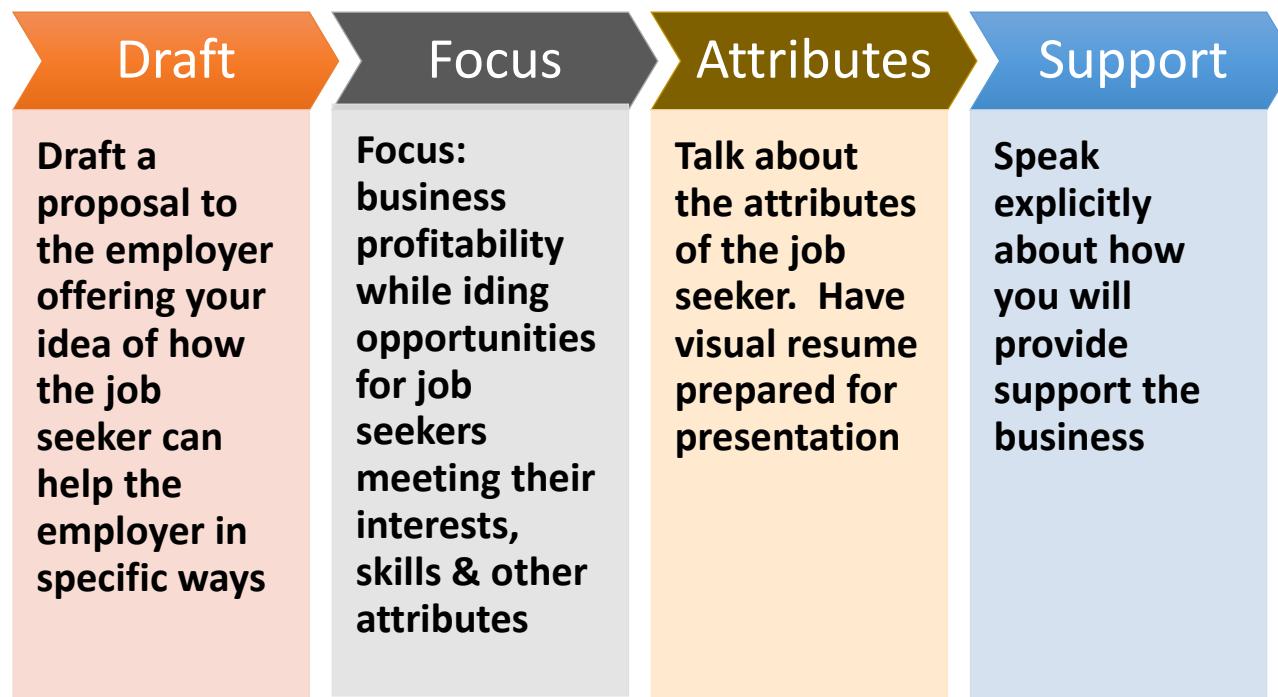
- Note tasks within jobs which may match skills and preferences of job seekers
- Note tasks which may apparently fall outside of any existing job
- Task being completed by workers that are inconsistent with their skill level, i.e., could be performed by a lesser skilled person

Assess for Match



- Compare the task list for the business you have researched and observed to the PPP Summary
- Take all variables into consideration
 - Tasks
 - Skills
 - Interests/preferences
 - Environment
 - Valued attributes
 - Transportation
 - Availability of needed accommodations

Job Proposal/Negotiations



Alex – A CE Success Story



The Customized Job

Feeds/waters 60 horses, plus special feedings

Drives golf cart to transport materials

Cleans paddock

Does laundry

Outcome

Employed over six years

Expanded hours and pay increase

Employee of the month

A job, an apartment with a friend, tons of friends and supportive co-workers, loving family

A FULL LIFE!



Reframing Community Based Day Services

Begin to think differently about this service

Best preparation for future employment

Good companion to employment (part-time
workers)



CBDS as a Pathway to Employment



Career Exploration Activities

- Workplace Visits/Tours
- Job tours
- Job shadowing
- Volunteering in organizations connected to potential career interest
- Situational assessments
- Informational interviews with employers and/or employees
- Job clubs

Skills

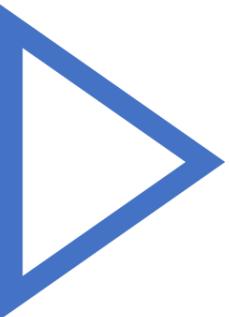
- Travel training
- Employment skill development for specific occupations
- Classes/workshops on job seeking (interviewing, resume writing, etc.)
- Job preparation and soft skill development: dressing for work, social interactions at work, schedule management, time management, etc.

Community Mapping

- Establishing a broad knowledge of opportunities for:
 - Community Involvement
 - Membership (formal and informal)
 - Volunteering
 - Learning (through instruction or by doing)
 - Exploring and pursuing specific interests
 - Meeting like-minded people
- Looking for opportunities that are not specifically for people with disabilities
- Beware of Too Much Focus on One-Time Events



Activity Schedule Development for CBDS as a Pathway to Employment



- Learning about travel options and travel training
- Observing people doing various jobs and tasks
- Trying tasks out
- Learning new skills
- Doing things routinely, to learn commitment and to gain “a feel” for a task or job
- Learning new workplace expectations and behaviors
- Seeing positive role models
- Developing relationships
- Soft skills development

Sample Schedule – Pathway to Employment

WEEKLY ACTIVITY SCHEDULE

Instructions: This form will be completed by designated staff and the person receiving support. One form should be completed for each person receiving support. Information should be included regarding site, training activities at those sites and alternative activities if a site or activity is not available.

INDIVIDUALS NAME: John Doe

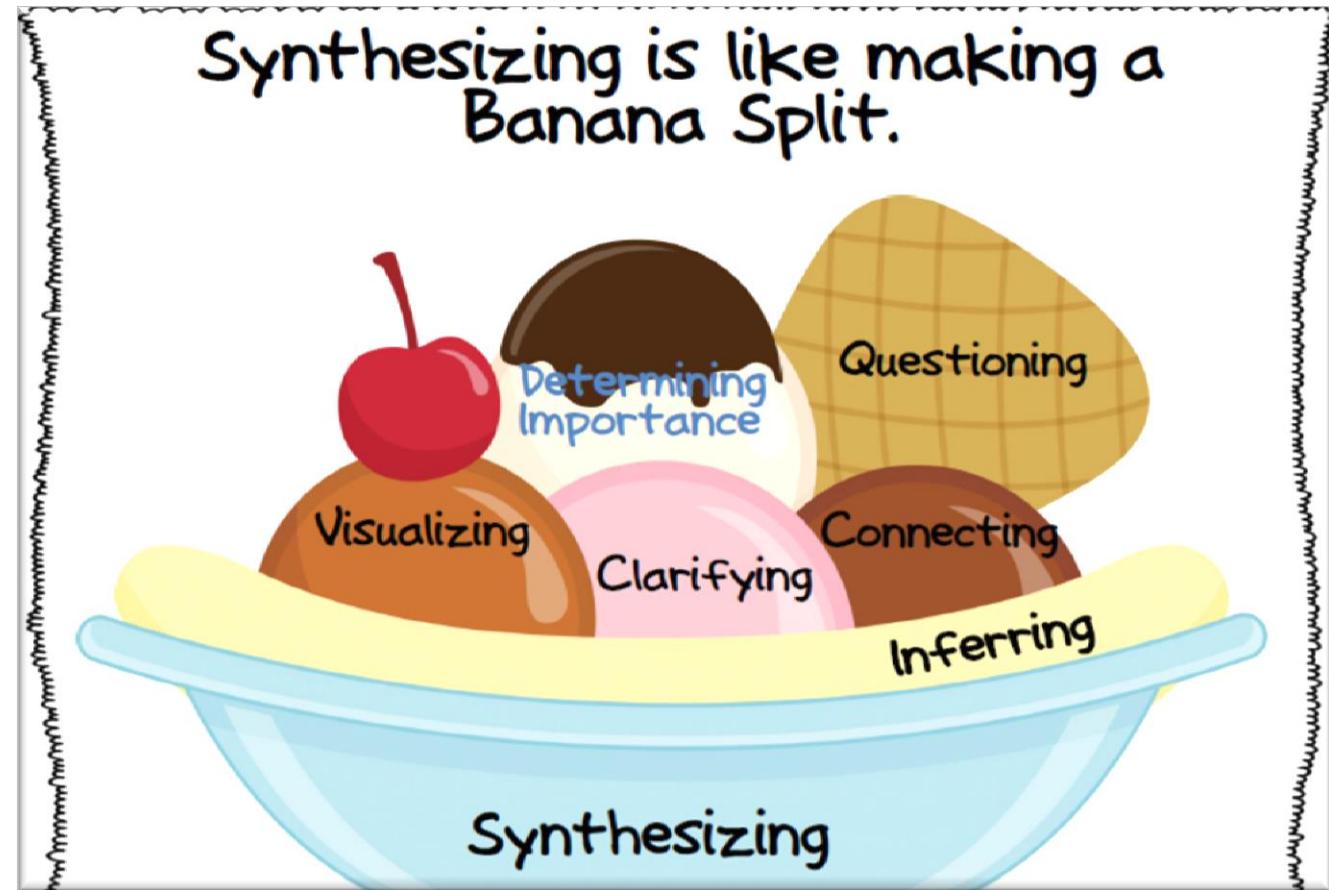
DAY	Monday	Tuesday	Wednesday	Thursday	Friday
DATE ⇒⇒					
TIME ↗					
9:00-9:15am Arrive @ meet-up	Arrive @ meet-up (discuss plans for the day &/or soft skills tips)	Arrive @ meet-up (discuss plans for the day &/or soft skills tips)	Arrive @ meet-up (discuss plans for the day &/or soft skills tips)	Arrive @ meet-up (discuss plans for the day &/or soft skills tips)	Arrive @ meet-up (discuss plans for the day &/or soft skills tips)
9:15-9:45 Travel to first activity	Take bus M-5 to Logan Circle, walk to Red Cross (focus on travel skills, safety in the community, point out jobs and positive role models)	Use van to drive to Thomas Circle. Take blue line to McPherson Square. Walk to animal shelter.(focus on travel skills, safety in the community, point out jobs and positive role models)	Use van to drive to Thomas Circle. Take blue line to McPherson Square. Walk to animal shelter. (focus on travel skills, safety in the community, point out jobs and positive role models)	Take bus M-5 to Logan Circle, walk to Red Cross (focus on travel skills, safety in the community, point out jobs and positive role models. (focus on travel skills, safety in the community, point out jobs and positive role models)	Take bus M12 to Foggy Bottom. Take subway red line to the Observatory. Walk to Literacy Council (focus on travel skills, safety in the community, point out jobs and positive role models)
9:45-12noon	Red Cross (focus on skills to complete tasks, soft skills, positive role models, social interactions and relationships)	Animal Shelter(focus on skills to complete tasks, soft skills, positive role models, social interactions and relationships)	Animal Shelter(focus on skills to complete tasks, soft skills, positive role models, social interactions and relationships)	Red Cross (focus on skills to complete tasks, soft skills, positive role models, social interactions and relationships)	Literacy Council – participate in self-directed computer-based training. Staff to provide support to all participants as needed.
12:00-12:30pm	Lunch in Red Cross staff break room	Lunch in volunteer break room	Lunch in volunteer break room	Lunch in Red Cross staff break room	Travel to Monroe park – lunch before free concert

Data Collection Process & Form

Name	Date	Activity	Staff	Staff to individual ratio
Genni Sasnett	5/30/18	Volunteering – Red Cross	Cindy Thomas	1:3
Environmental Reaction – briefly describe environment (noisy, quiet, few people, many people, bright lights, dim lights, high traffic, low traffic, etc.)				
Activity Volunteering Red Cross Preferred overall? Yes <input type="checkbox"/> No <input type="checkbox"/>		Comment:		
Task 1 – Assembling informational packets				
Skill successfully demonstrated (list)		Preferred task? Enter below: Yes/ No/unsure	Comment:	
a. Gathered materials independently		yes		
b. Laid materials out correctly for assembling		yes		
c. Selected items in correct order for packet		yes		
Skill emerging (list)				
a. loading information packet stand		Unsure	Difficulty placing packets in correct slots. Trying to learn, training targeted to these skills. Could be distracted by increased traffic in lobby.	
b. remembering how often to check stand				
Support Required (list)		Training provided	Comment	
a. Properly interacting w/ co-workers		Reminded Genni to stay on task and to refrain from talking too much w/ others except for break times	Co-workers buy-in to chatting when she wants to. Will discuss privately with co-workers to enlist their help.	
b. Returning promptly from break		Reminded her it was time to get back to work – pointed out all other workers were back	An accommodation like a simple watch with alarms may be most effective in helping Genni with this issue.	

Synthesizing Data/Updating PPP

- Develop standard data collection schedules
- Ensure routine collection of data
- Determine how data will be transmitted and stored
- Identify who will update PPP, the procedures to be used and schedule for updates



Internal Mechanism for Prioritization for Employment



- Determine how people will move smoothly to referral for employment
- Departments can become siloed with little communication between
- Must have a body (reps from CBDS, employment services, case management, residential services) that considers prioritization
- Must have a process for prioritization

Group Discussion 1

How do you currently or how in the future will your agency ensure that people are provided with the information and experiences that will allow them to make truly informed choices?



Group Discussion 2



Does your agency use person-centered principals and strategies in employment planning and job development? Describe how.

Could the process be improved? How?

Group Discussion 3

What are five or more important steps to take when establishing meaningful day support services that provide a pathway to or a wrap-around for competitive integrated employment?

Group Discussion 4

- Describe the process your agency is using or will use for identification of meaningful activities in your community.
- Who will have the responsibility for scheduling?



Group Discussion 5

How will you prioritize people with whom to begin the job development process?

