

INNOVATIONS IN EMPLOYMENT SUPPORTS

INTRODUCTION TO EMPLOYMENT



IMPORTANT INFORMATION FROM OPWDD

- **OPWDD is open for business!** ETP Supervisors are available to answer questions and assist you.
- Requests to bill Intensive and Extended SEMP hours are being processed regularly. If an individual is in need of hours, please submit a request.
- Please submit any employment and vocational service questions you may have to:

employment.technical.assistance.questions@opwdd.ny.gov

IMPORTANT INFORMATION FROM OPWDD

- Please be sensitive to the unique situations and difficult circumstances of the people you work with.
- **Know who is on your roster and what services could benefit them.**
 - What can they be working on now? Discovery? Work Readiness?
 - Will they be ready to get back to work if they've been furloughed or terminated? Are they maintaining or learning new skills?
- **What services do you need to request now in order to be ready to support people returning to work?**

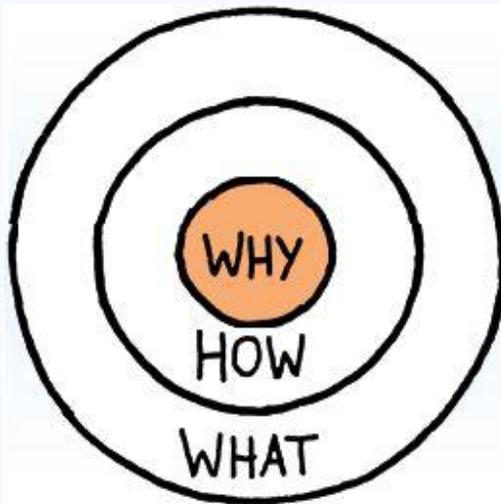
INNOVATIONS TRAININGS
MORE INFORMATION IS AVAILABLE ON OUR WEBSITE AT:
WWW.ELEVER.SITY.ORG



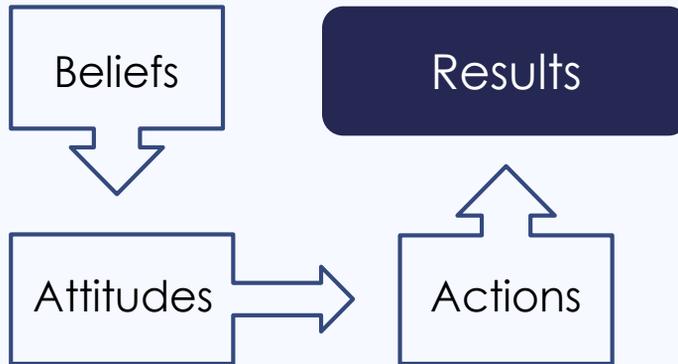
TODAY...

PURPOSE	PROCESS	PAYOFF
Discover the Why behind what we do.	Explore Employment	Confidence in your role providing Person Centered Services
Provide some basic tools and strategies	Explore Perspectives and Foundations	Understanding of how we got here and where services are heading

Why do we do this?



BELIEF MATTERS



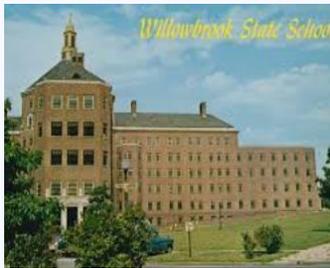
THE FOUNDATION

Mission: We help people with developmental disabilities live richer lives.

Vision: People with developmental disabilities enjoy **meaningful** relationships with friends, families and others in their lives, experience personal health and growth, and live in the home of their choice, and **fully participate in their communities.**



IMPACTING EVENTS

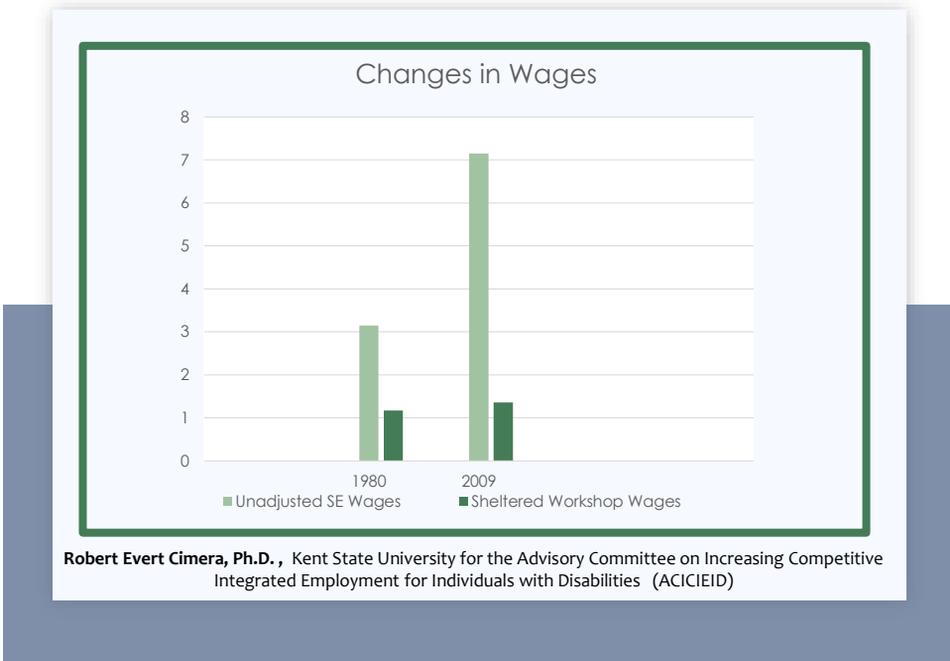
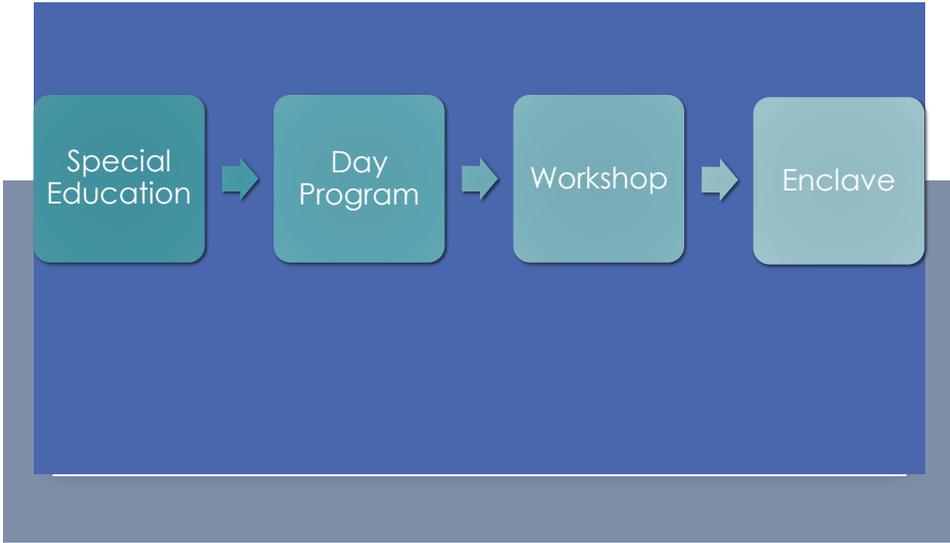


1972
WILLOWBROOK EXPOSE



SUPPORTED EMPLOYMENT
FUNDING

THE DEVELOPMENTAL MODEL



NEW YORK STATE EMPLOYMENT FIRST

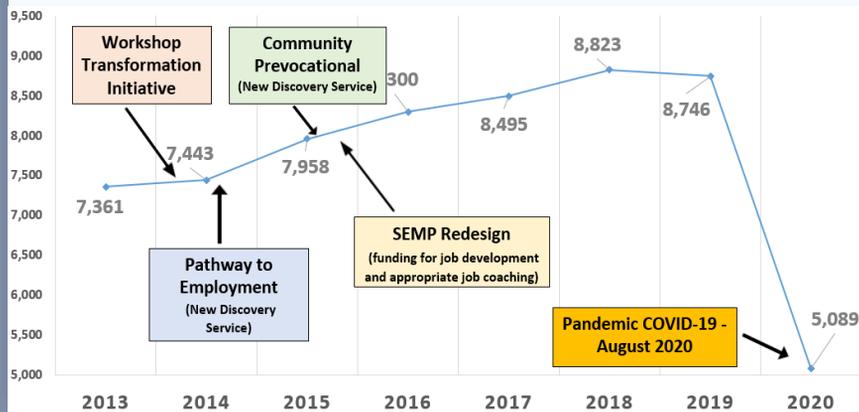
Gov. Cuomo established an Employment First Commission with a main focus on:

- Increase the number of people with disabilities in the competitive workforce by 5%
- Decrease the number of people with disabilities living below the poverty level by 5%



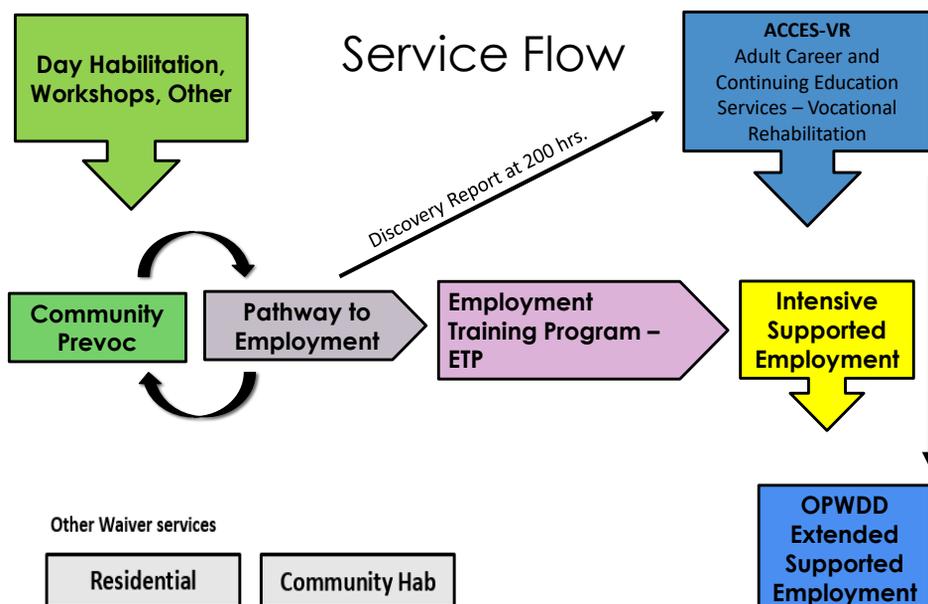
OPWDD Supported Employment

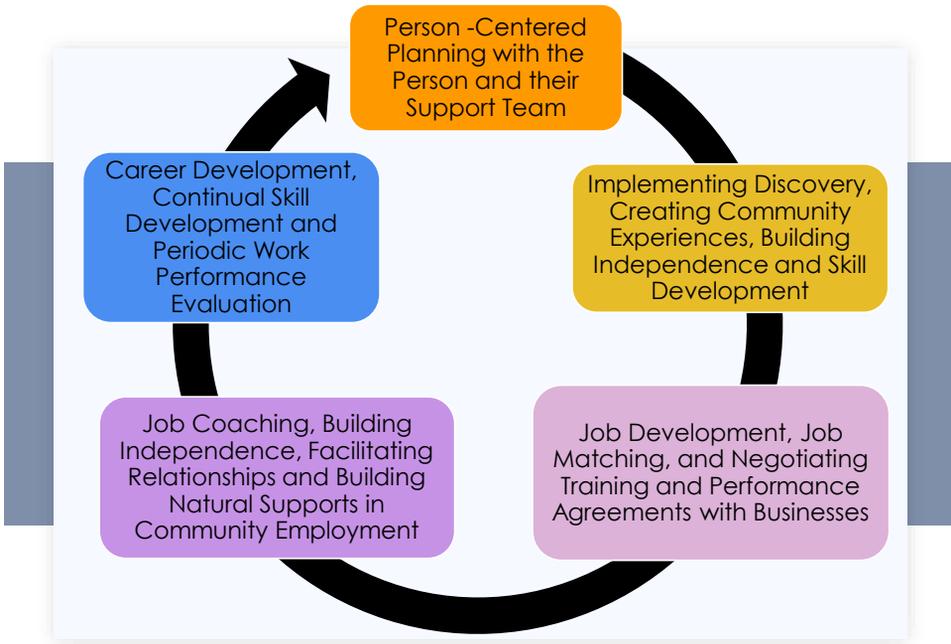
Number of Individuals in Competitive Employment
2013-2020



Community Pre-Vocational (Waiver Service)	Pathway to Employment (Waiver Service)	Employment Training Program (ETP) (Program)	Supported Employment (SEMP) (Waiver Service)
Prepares people for paid employment or meaningful activities	Creates a vocational plan and prepares people for paid work	Provides an opportunity time limited paid work experience after Discovery and targeted job development	Provides job coaching, job development and support on a job
2 years or more	1 year	1 year or less	On-Going
Discovery, community work experiences, volunteer opportunities and career planning	Discovery, community work experiences, and develop a vocational goal	Discovery, job development, Intensive SEMP, and Internship/Work opportunity at a community business that agrees to hire the individual	Community-based, competitive, integrated employment
Unpaid/Volunteer work or 14C Paid Experiences	Unpaid/Volunteer Experiences or paid at minimum wage	Wages paid by OPWDD at Minimum Wage until business hires	Paid by business at Minimum Wage or higher

The Tools in our Toolbox





When considering children who experience life **without** disabilities, when does vocational development begin?



When considering children who experience life **with** disabilities, when does vocational development begin?





How might we be standing on what
we are trying to lift?

- John O'Brien

WHAT IS WORK?

Value ↔ \$

What is an employee?



“In general, anyone who performs services for an organization is an employee if the organization can control what will be done and how it will be done.”-IRS

What is an employee?



Traits of an employee in competitive, integrated employment:

- Paid by an independent employer-not OPWDD or the agency providing services
- Earns at least minimum wage
- Wages are subject to taxation
- Not a volunteer
- Consistent, permanent relationship

EMPLOYMENT

IS

Consistent
Competitive
Integrated
Person-centered

IS NOT

Charity
Mobile Day Hab
Segregated

KEY ELEMENTS OF HCBS SETTINGS REGULATION

- **Integrated** in, and **supports full access to, the greater community;**
- **Selected** by **the individual** from among setting options;
- Ensures individual **rights of privacy, dignity and respect** and freedom from coercion and restraint;
- Optimizes **autonomy and independence in making life choices;** and
- Facilitates **choice** regarding services and who provides them.



WHAT IS INTEGRATED EMPLOYMENT?

Work settings where workers with developmental disabilities ***have opportunities to interact with, and work alongside,*** co-workers who ***do not have disabilities*** are considered integrated.



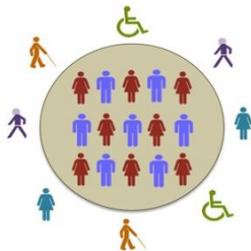
WHAT IS NOT INTEGRATED EMPLOYMENT?

If *supervisors*, job coaches and other staff are the ***only people without disabilities*** that workers interact with, then the setting ***does not meet*** the definition of integrated.

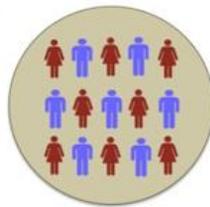


INCLUSION

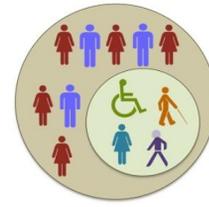
QUALITY TRANSFORMATION THRESHOLD



EXCLUSION



SEGREGATION



INTEGRATION

Adapted from "5 Star Quality: From Clienthood to Citizenship " by Michael Mayer and Derrick Dufresne

CHARACTERISTICS OF A SUCCESSFUL EMPLOYMENT SPECIALIST

- Balance of business sense and empathy
- Good observation skills
- Writing skills
- Active listener
- Self-motivated
- Ethical Behavior



Autonomy



Beneficence



Fidelity



Justice



Nonmaleficence



Veracity

ETHICAL PRINCIPLES



From the Code of Professional Ethics for Rehabilitation Counselors 2017

https://www.crc certification.com/filebin/Ethics_Resources/CRCC_Code_Eff_20170101.pdf

ETHICAL DECISION MAKING



Steps to Ethical Decision Making

1. Identify the problem
2. Identify potential issues
3. What are the Ethical Codes
4. Consider the law, regulations and your agency policy and procedure
5. Consult, if you are able
6. What are the possible courses of action
7. What are the potential consequences
8. What is the best course of action for this person at this time.



Autonomy



Beneficence



Fidelity



Justice

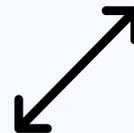


Nonmaleficence



Veracity

Ethical Dilemmas



Money and Transportation

Your agency has a strict policy against lending money and transporting people that you support in your personal vehicle. You are working with Bob, who is at work and it's the end of his shift. It's 8pm and Bob realized he forgot to bring his bus pass and has no money. There is no one home (you have called) at Bob's residence. You cannot reach your supervisor. It is too far for Bob to walk home and it's winter time.



What are the
Ethical Principals
involved?

What course of
action would you
take?

What are the
potential
consequences?

“Risky” Occupation

A job-seeker wants you to help her find employment as an exotic dancer. She is adamant because she has done that work before and knows she can make good money. You read in her file that she has a diagnosis of PTSD from past sexual abuse, not related to working as a dancer.



What are the
Ethical Principals
involved?

What course of
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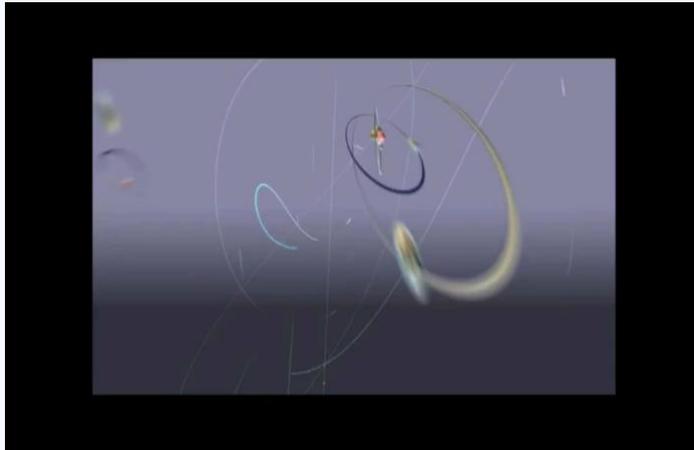
What are the
potential
consequences?

“Maybe we were born with one mouth and two ears because we are supposed to do twice as much listening as talking”

Unknown author



Communication video



THE LANGUAGE WE USE



Learned
Helplessness



THE LANGUAGE OF LEARNED HELPLESSNESS

Learned Helplessness inhibits growth and the development of self-confidence

"Let me get that for you"

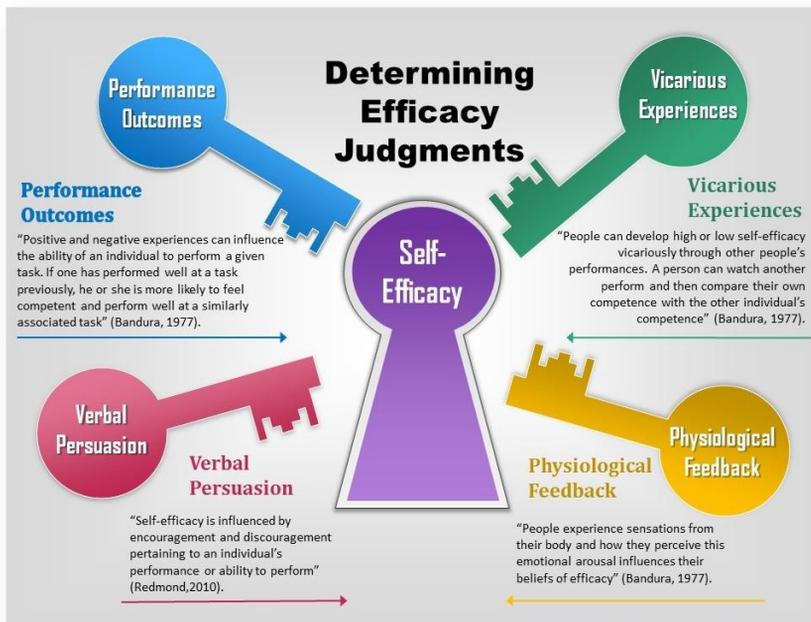
"I'll do that"

"I'll fix it for you"

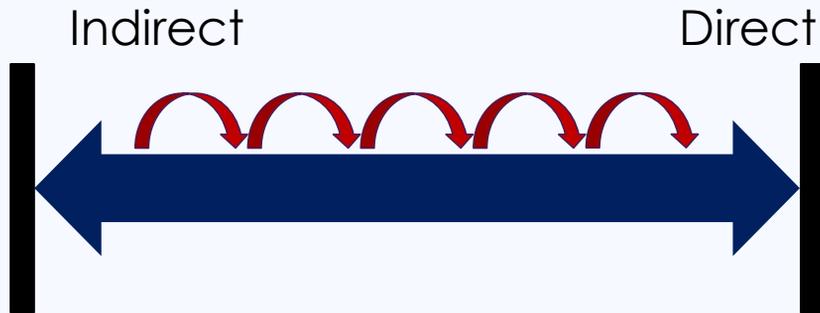
"That's too difficult for you"

"It's late so I'll so I'll finish it up"

"I'll call for you if I need you"



GUIDE FOR DIFFICULT CONVERSATIONS



FRAMEWORK FOR VIEWING EMPLOYMENT

I Can't...
vs
I Can If...



EMPLOYMENT IS...

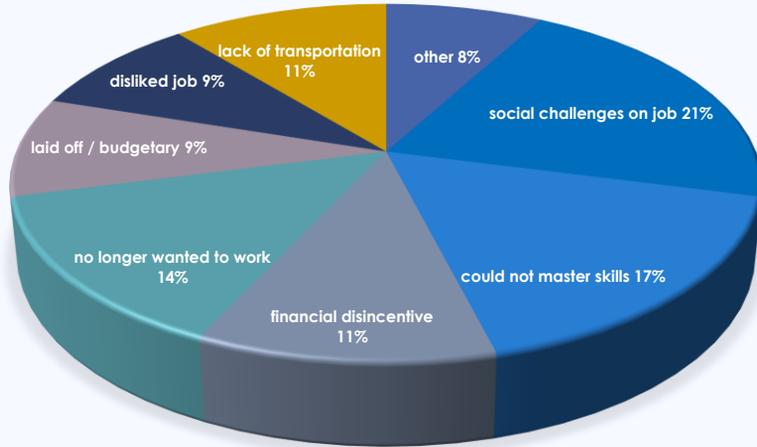


THE EMPLOYMENT JOURNEY



- Who is driving the process?
- Who else is on the bus and where are they seated?
- Where is the bus headed?
- What does the road look like?
- Is there anyone who should get off the bus?

Overcoming Roadblocks to Retention with Discovery



Data from self/agency reported reasons leaving job 2012-2015

MOTIVATION

"Ability is what you're capable of doing.
Motivation determines what you do.
Attitude determines how well you do it."

Lou Hartz

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MOTIVATION

Types of Motivators

Intrinsic

- autonomy
- belonging
- curiosity
- love
- learning
- mastery
- meaning
- ...



Extrinsic

- badges
- competition
- fear of failure
- fear of punishment
- gold stars
- money
- points
- rewards
- ...



PRE-EMPLOYMENT SUPPORTS

Discovery:

Discovering individual's skills, strengths, and interests.

- Community Based Prevoc
- Pathway to Employment
- Employment Training Program (ETP)

ELEMENTS OF DISCOVERY

Interviews

Assessments

Observations

EMPLOYMENT TRAINING PROGRAM DISCOVERY REPORT

Office for People with Developmental Disabilities

Name: _____ TABS ID #: _____

SEMP Agency: _____ IDRO: Choose One

Date Discovery Started: _____ Date Report Completed: _____

PURPOSE: To gather information relevant to employment and analyze and synthesize this information into a recommendation for meeting the individual's career and vocational goals. Discovery through Exploration, Exploration, Experiences, Evaluation, Education, and Employment will also prepare the individual for competitive employment.

The Discovery Report and recommendation must be completed and then reviewed and approved by the Supported Employment Service Manager. After the Discovery Report has been reviewed and approved by your Supported Employment Manager, please forward it to the ETP Supervisor.

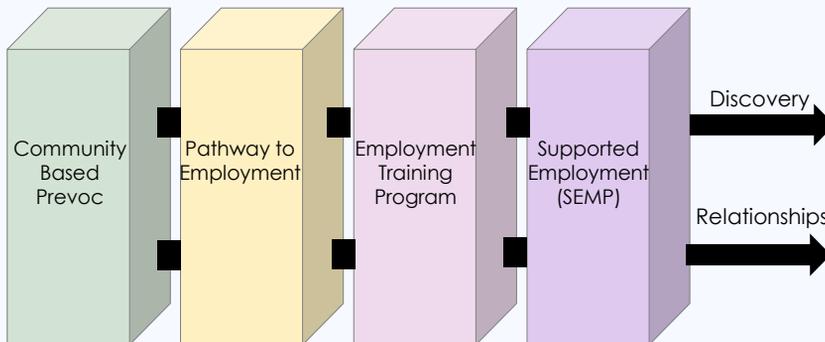
If job development is authorized by the ETP Supervisor, a Job Developer can use this information to develop a job that matches the individual's skills and abilities. If other services are recommended, the support team can use this information to coordinate services that will help the individual achieve their employment goals.

DISCOVERY ACTIVITY	MINIMUM EXPECTED HOURS	RECOMMENDED HOURS	ACTUAL HOURS PROVIDED
Review of Records:	4	4-8	_____
Interviews of the Individual, Support Staff, Family, and Friends:	4	4-8	_____
2 Observations of the Individual	4	6-8	_____
Individualized Assessment (Job Development)	2	2-4	_____
2 Community-Based Experiences / Simulated Assessments (min 12 hours each)	24	24-48	_____
Discovery Report Findings:	1	1-2	_____
Career Research:	2	4-8	_____
Recommendation, Review, and Approval:	1	1-2	_____
Other (Communication, Typist Tests, Documentation, Planning Meetings)	13	18-28	_____
TOTAL:	55	66-88*	_____

*Additional hours may be authorized by an ETP Supervisor if justified.

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COMMON THEMES



WHERE SHOULD THEY START?

If the person has had no discovery or employment experience:

Pre-Employment Supports

If the person has been through discovery, but has no employment experience:

ETP (Internship) or SEMP (Job Development and Job Coaching)

If the person has had discovery and employment experience:

SEMP

Maria has been in a sheltered workshop for 10 years. Her workshop is closing down. She's never been through a formal discovery process and isn't sure if competitive employment is right for her.

Community Prevoc

John has been working successfully at a machine shop for 5 years, but just got laid off due to budget cuts. He'd like to try something different, but he's not sure what else he'd be good at.

Pathway to Employment

Shonda just moved into your town from a different state. She worked in a business office for 10 years and would like to find a similar job in her new town.

ETP or Job Development depending on how much discovery has been done



EMPLOYMENT SUPPORTS

Matching

- Right person with the right job

Supporting

- Employer and Employee

IS THE PERSON READY FOR EMPLOYMENT?

Can they make an **informed choice** about employment?

Do they have a clear **vocational goal**?

Do they have consistent, reliable **transportation** options?

Can they be **alone in the community** for an hour or more?

PRINCIPLES OF JOB DEVELOPMENT

- Creating connections with employers
- Preparing the employee
- Getting the interview



JOB COACHING

1. Supporting the employee as they learn new skills and adjust to the workplace
2. Supporting the employer and building natural supports
 - On-site
 - Off-site
 - Job Modifications
 - Natural supports
 - Fading
 - Retention



Effective Job Coaching

PRINCIPLES OF JOB COACHING



USE THE APPROPRIATE PROMPTING LEVEL

MODIFY YOUR APPROACH TO MATCH THEIR LEARNING STYLE

ENGAGE IN CREATIVE PROBLEM-SOLVING

COMMUNICATE, COMMUNICATE, COMMUNICATE

FAQ

Commonly heard

How do I handle a parent who is too involved?

What if the person's dream isn't realistic?

What if nobody wants to hire my people?

Reframed

How do I make sure the parents' valuable input is recognized and considered?

How do I help the person get as close to their dream job as possible?

How do I make better connections with local employers?

Session WRAP UP

- Beliefs matter- yours and the people you support
- Words have power- use them to encourage and to reinforce positive beliefs
- Advocate inclusion, not just integration
- Discovery is a vital component in the career journey
- A good job match includes skills and matching a person's personality with the right work culture



THANK YOU FOR
LEARNING WITH US!

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(585) 340-2051

www.Eleversity.org