INNOVATIONS IN EMPLOYMENT SUPPORTS

INTRODUCTION TO EMPLOYMENT

DISTANCE LEARNING PROTOCOL
(SAME EXPECTATIONS AS IN-PERSON)

- Be on-time. Late arrivals will not be admitted.
- Choose an appropriate place to set up your webcam (e.g. not lying down or in bed)
- Keep the camera centered and avoid moving around
- Minimize background noise and visual distractions
- Avoid sitting in front of a window
- Please only 1 person per device
- Must attend the 2 days as scheduled to receive credit
- 100% participation is required (chat discussions, poll questions, etc.)
- No cell phones & tablets must be in landscape mode
- No Smoking/Vaping on camera

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 aware of 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 at our website at: www.Eleversity.org

Core Classes
- Introduction to Employment
- Discovery: Assessment and Planning
- Effective Job Coaching
- Basics of Business Engagement

Other Offerings
- Beyond Discovery
- Job Development
- Community Prevocational Services
- Employment Training Program (ETP) 101
- Management Skills for SEMP Leaders

Quick Bites
- Technology for Vocational Services
- Demonstrating the Benefits of Supported Employment to Businesses
- A Case Study in Discovery

TODAY…

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>PROCESS</th>
<th>PAYOFF</th>
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<tbody>
<tr>
<td>Discover the Why behind what we do.</td>
<td>Explore Employment</td>
<td>Confidence in your role providing Person Centered Services</td>
</tr>
<tr>
<td>Provide some basic tools and strategies</td>
<td>Explore Perspectives and Foundations</td>
<td>Understanding of how we got here and where services are heading</td>
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1/5/2022
Belief Matters

Beliefs → Attitudes → Actions → Results

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.
THE EVOLUTION OF EMPLOYMENT

IMPACTING EVENTS
1972 WILLOWBROOK EXPOSE
SUPPORTED EMPLOYMENT FUNDING

THE DEVELOPMENTAL MODEL

Special Education → Day Program → Workshop → Enclave
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%

NEW YORK STATE Employment First Commission

Robert Evert Cimera, Ph.D., Kent State University for the Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities (ACICIEID)

NEW YORK STATE

OPWDD Supported Employment
Number of Individuals in Competitive Employment 2013-2021

*All numbers represent December annually*
The Tools in our Toolbox

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

Day Habilitation, Workshops, Other

Community Prep Voc Pathway to Employment Employment Training Program – ETP Intensive Supported Employment OPWDD Extended Supported Employment

Person Centered Planning with the Person and their Support Team


Job Coaching, Building Independence, Facilitating Relationships and Building Natural Supports in Community Employment

Implementing Discovery, Creating Community Experiences, Building Independence and Skill Development

Job Development, Job Matching, and Negotiating Training and Performance Agreements with Businesses
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 $ 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

<table>
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<tr>
<th>IS</th>
<th>IS NOT</th>
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<tbody>
<tr>
<td>Consistent</td>
<td>Charity</td>
</tr>
<tr>
<td>Competitive</td>
<td>Mobile Day Hab</td>
</tr>
<tr>
<td>Integrated</td>
<td>Segregated</td>
</tr>
<tr>
<td>Person-centered</td>
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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 individuals’ 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.

CHARACTERISTICS OF A SUCCESSFUL EMPLOYMENT SPECIALIST

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

Adapted from "5 Star Quality: From Clienthood to Citizenship" by Michael Mayer and Derrick Dufrene
**ETHICAL PRINCIPLES**

- Autonomy
- Beneficence
- Fidelity
- Justice
- Nonmaleficence
- Veracity

From the Code of Professional Ethics for Rehabilitation Counselors 2017


**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.
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.

Money and Transportation

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 action would you take?

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
Learned Helplessness inhibits growth and the development of self-confidence.

- "Let me get that for you"
- "I'll fix it for you"
- "That's too difficult for you"
- "It's late so I'll finish it up"
- "I'll call for you if I need you"

You can't I can So, I'll do it for you
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?

Reasons Individuals Quit Jobs:
Individuals in SEMP in 2019
Reasons Individuals were Fired:
Individuals in SEMP in 2019

- Poor Performance: 22%
- Inability to Perform: 21%
- Behavioral: 22%
- Violation of Rules: 14%
- Attendance: 13%
- Productivity: 8%

MOTIVATION

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

Types of Motivators

Intrinsic
- autonomy
- belonging
- mastery
- meaning

Extrinsic
- rewards
- recognition
- money
- fear of failure
- status
- fear of punishment

Unknown Author

CC BY-ND
PRE-EMPLOYMENT SUPPORTS

Discovery:
Discovering individual’s skills, strengths, and interests.
- Community Based Prevoc
- Pathway to Employment
- Employment Training Program (ETP)

INDIVIDUALS WHO ARE EMPLOYED IN RETAIL VS. USA (GENERAL PUBLIC EMPLOYED IN RETAIL) IN NYS OPWDD SEMP IN 2019

ELEMENTS OF DISCOVERY

Interviews
Assessments
Observations
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

<table>
<thead>
<tr>
<th>Commonly heard</th>
<th>Reframed</th>
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<tbody>
<tr>
<td>How do I handle a parent who is too involved?</td>
<td>How do I make sure the parents’ valuable input is recognized and considered?</td>
</tr>
<tr>
<td>What if the person’s dream isn’t realistic?</td>
<td>How do I help the person get as close to their dream job as possible?</td>
</tr>
<tr>
<td>What if nobody wants to hire my people?</td>
<td>How do I make better connections with local employers?</td>
</tr>
</tbody>
</table>
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!

info@Eleversity.org

(585) 340-2051

www.Eleversity.org