

Management Skills for SEMP Leaders — Strategies for Programmatic Success

Innovations in Employment Supports

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Practice Billing Questions | Planning and Managing Services

1. An employment support professional (ESP) submits a completed Discovery Report to their supervisor for review. The supervisor reviews the Discovery Report prior to meeting with the ESP and determines that the assessments completed match the person's skills, but not the person's stated interests. The supervisor meets with the ESP to identify an additional assessment that aligns with the person's stated interests to create a more comprehensive Discovery Report and Job Development Plan.

What are billing options for this service?

2. A director reviews the ETP Monthly Job Development Report to ensure that the ESP has followed up with identified businesses, allocated sufficient time for job development and developed appropriate short-term goals. The director determines that an additional staff needs to be assigned to schedule sufficient services to help the person gain employment in a timely manner. The director begins to coordinate a second staff person's availability to provide additional SEMP services to the person.

What are billing options for this service?

3. An ESP requests assistance from a senior job developer to attend a meeting with a potential employer regarding a specific person to discuss the businesses' hiring needs. The ESP and senior job developer meet with the business to discuss a potential candidate that could meet the businesses' unmet needs through part-time employment. The person receiving services is not present.

What are billing options for this service?

4. A person was just hired by a local warehouse for an overnight shift. The current ESP assigned to provide job coaching is unavailable for those hours. The SEMP manager reviews staff schedules and determines that 2 other ESPs can split the job coaching duties for several weeks while the person is learning the job.

What are billing options for this service?

Supported Employment Amendments to 14 NYCRR Subparts 635-10 & 635-99
ADOPTED REGULATIONS Effective Date: January 2, 2024

| SEMP consists of the following allowable services provided to and/or on behalf of an individual, including remote services, if they are not the only service delivery method: | |
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| (i) | vocational assessment, person-centered employment planning and job-related experiential learning; |
| (ii) | assessment and instruction in the use of remote and assistive technology to increase independence in the workplace; |
| (iii) | job development, analysis, customization, and carving, including negotiating and creating potential jobs with prospective employers on behalf of an individual or group of individuals; |
| (iv) | training, orientation, and systematic instruction prior to employment; |
| (v) | job coaching, training, and planning within the work environment; |
| (vi) | development and review of a business plan (for individuals who are pursuing self-employment or are self-employed); |
| (vii) | travel time to allowable SEMP activities when delivering services on behalf of an individual and to and from allowable activities when the individual is present; |
| (viii) | travel training; |
| (ix) | development of soft skills and job retention strategies (e.g., social interaction, maintaining relationships with co-workers and supervisory personnel); |
| (x) | benefits support, advisement, and asset development; |
| (xi) | other workplace support services including services that enable the individual to be successfully integrated into the job setting (e.g., development of natural supports in the work environment); |
| (xii) | communication with an existing employer to review the individual's progress in meeting workforce expectations and to discuss and address any challenges the individual may have in the work environment and career advancement services; |
| (xiii) | communication with the individual, family or other members of the individual's circle of support to discuss and address employment-related issues, such as management of benefits or challenges the individual may have in the work environment; |
| (xiv) | meetings, reports, and communication with OPWDD staff regarding progress and outcomes for individuals receiving SEMP services; |
| (xv) | documentation of the delivery and support of all allowable SEMP services; |
| (xvi) | planning the delivery of all allowable SEMP services [other activities previously approved by OPWDD]; |
| (xvii) | managing the delivery of all allowable SEMP services; |
| (xviii) | preparation and review of documents, reports, and other required information in support of SEMP allowable services as required by OPWDD; |
| (xix) | staff time to attend OPWDD Innovations Training; |
| (xx) | other activities with prior approval from OPWDD. |

| Higher Level Allowable SEMP Services That Can Increase Quality Outcomes | |
|--|--|
| (iii) | job development, analysis, customization, and carving, including negotiating and creating potential jobs with prospective employers on behalf of an individual or group of individuals; |
| (vi) | development and review of a business plan (for individuals who are pursuing self-employment or are self-employed); |
| (x) | benefits support, advisement, and asset development; |
| (xv) | negotiating potential jobs with prospective employers on behalf of an individual; |
| (xii) | communication with an existing employer to review the individual's progress in meeting workforce expectations and to discuss and address any challenges the individual may have in the work environment and career advancement services; |
| (xiii) | communication with the individual, family or other members of the individual's circle of support to discuss and address employment-related issues, such as management of benefits or challenges the individual may have in the work environment; |
| (xiv) | meetings, reports, and communication with OPWDD staff including staff regarding progress and outcomes for individuals receiving SEMP services; |
| (xvi) | planning the delivery of all allowable SEMP services; |
| (xvii) | managing the delivery of all allowable SEMP services; |
| (xviii) | preparation and review of documents, reports, and other required information in support of SEMP allowable services as required by OPWDD; |
| (xix) | staff time to attend OPWDD Innovations Training; |

KNOWLEDGE, SKILLS, AND ABILITIES TO COMPLETE DISCOVERY ACTIVITIES AND DOCUMENTATION

(This is not an exhaustive list, but intended as a coaching tool)

GENERAL SKILLS

Understand purpose of discovery and where it fits into the process of career planning.

Understanding of the language of Discovery

Understand the different processes of discovery and how each section & activity will be used.

Organize, plan, and prioritize discovery activities.

Ability to document behavioral observations.

Understand the role of assessment in discovery.

Knowledge of skills [hard vs. soft], abilities, interests, support needs, preferred style of learning, environmental tolerances/preferences.

Exploring the individual's cultural and social background, including native and spoken language, as well as his/her valued role in the family, and community to determine its impact on employment, if any.

Exploring non-work needs that may impact the achievement and maintenance of employment, as well as work-life balance (e.g., transportation, counseling, food, assistance, financial, housing, etc.)

Understanding of the vocational impact of functional limitations and knowledge about possible supports, services, and accommodations.

Knowledge about different tools, including online resources, and strategies to complete assessments.

Utilize Notice & Wonder throughout discovery activities.

Communication Skills – giving and receiving feedback, sharing information, asking clarifying questions.

Critical thinking and attention to details.

Knowledge of how capture and document activities for billing.

FILE REVIEW

Reviewing the individual's past records to collect any pertinent information that may impact successful employment.

Knowing where to find, and how to request information from other programs and entities.

Understanding of the different documents and services to be reviewed in review of records.

Knowledge about how to interpret and utilize information to create interview questions and drive activities.

Understanding of the language of disabilities and where to access information when needed.

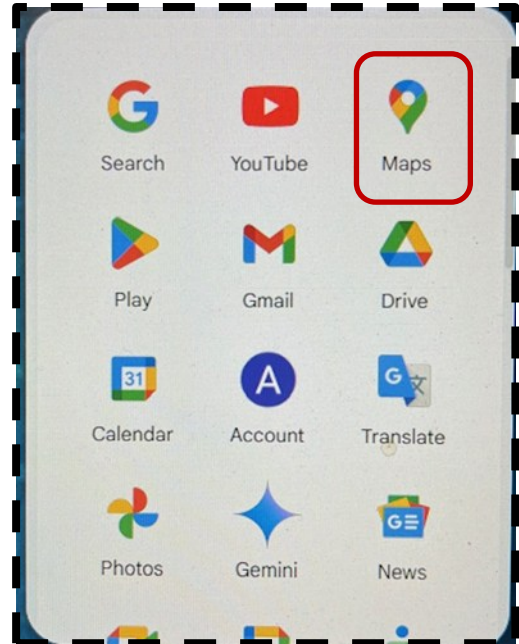
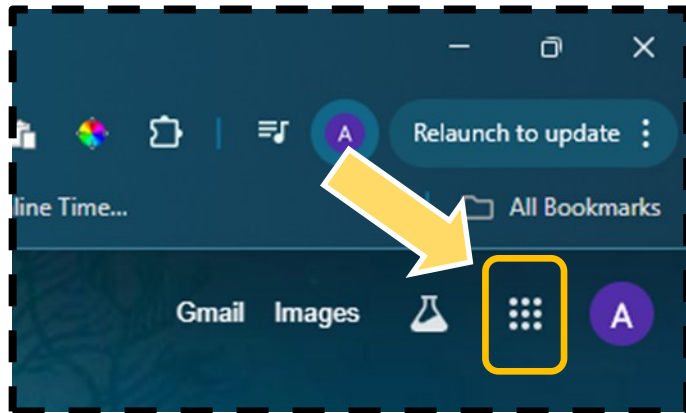
Knowledge of the Life Plan and Safeguards/Individual Plan of Protective Oversight [IPOP]

| | |
|-------------------------|---|
| | Basic knowledge of benefits [SSI, SSDI, SNAP. etc.] Understand the difference between Supplemental Security Income (SSI) and Social Security Disability Insurance (SSDI), and the impact of wages on SSI, SSDI, state and local benefits (i.e., SNAP, TANF, Housing), Medicaid, and Medicare. Identify local and national resources for benefits planning information. |
| | Understanding of how to thread out the important information that will drive question for the discovery process. |
| INTERVIEWS | |
| | How to introduce self to interviewees in a clear and respectful manner. |
| | Identifying the best people to talk to in person's life. |
| | Being able to ask open-ended questions that will lead to quality information. |
| | Use person-first language. |
| | Document answers using asset-based language. |
| | Ask clarifying questions that will lead to deeper discussion and resolve discrepancies and contradictions |
| OBSERVATIONS | |
| | Schedule and setup opportunity to complete an observation that will provide meaningful information about the prescribed areas. |
| | Knowledge about OPWDD's expectations of information to be obtained about the individual's: interests, motivators, interpersonal/soft skills, independence, behavior, physical ability, self-care skills, safety awareness, and support needs through direct observation. |
| | Ability to engage in observation using critical thinking skills, notice & wonder and with attention to details. |
| | Knowledge about how to interpret and utilize information. |
| | Document results using behavioral descriptors and asset-based language. |
| SITE DEVELOPMENT | |
| | Identify opportunities for new activities that will inform the initial career planning process. |
| | Develop opportunities in community businesses for job seekers to practice work tasks and skills aligned with their individual interests and desires; these may be labeled work trials or community-based assessments. These opportunities must align with Department of Labor guidelines about unpaid work and address potential business concerns about liability risks. |
| | Knowledge of how to utilize local labor market and ability to talk to business about various community-based assessments. |
| | Understanding of, and the ability to, explain services, FLSA, ADA and accommodations. |
| | Ability to talk to employers about Community Vocational Experiences and benefits to business. |

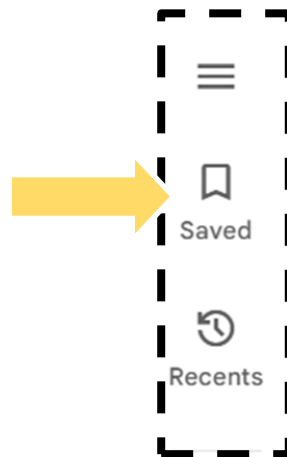
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| <p>Conduct a comprehensive site analysis, including:</p> <ul style="list-style-type: none"> a) Obtain clear performance expectations from employer b) Organize the tasks of the job in sequentially, then by the approximate time required to perform each task. c) identify supports and reinforcers natural to the work site. d) evaluate the integration potential offered by a position, including physical, social, and cultural factors. e) identify opportunities for creating or adapting jobs that make use of integrated and natural supports. f) identify potential job modification and accommodation opportunities. |
| Ability to give effective feedback and identify motivators and reinforcers. |
| Understand the vocational skill areas being assessed. |
| Ability to assess task performance based on business expectation. |
| Utilize teaching and systematic training techniques |
| Understanding of different learning styles and the ability to adjust coaching strategies to individualize learning to the person. |
| Knowledge of natural supports and strategies to facilitate connections. |
| Knowledge of how to implement and tryout supports and accommodations. |
| Understand strategies for developing workplace supports. |
| FINDINGS |
| Ability to summarize and synthesize relevant information into a comprehensive report. |
| CAREER RESEARCH |
| Knowledge of how to use O*NET as prescribed by OPWDD. [identify specific skills] |
| Utilize Career Research information to make recommendations. |
| RECOMMENDATION |
| Knowledge of how to interpret the Discovery Findings and O*Net Career research and make an informed decision on recommendations. |
| Supporting and counseling the individual on their career plan and next steps. |
| Ability to follow the procedural instructions. |
| Understanding of next steps, after making recommendations. |

How to map by geography using Google Maps

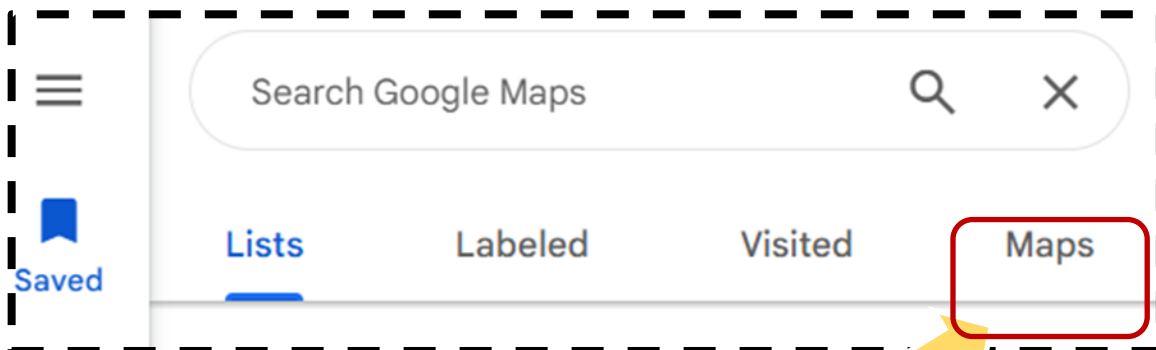
1. Using Google Chrome, open Google Maps



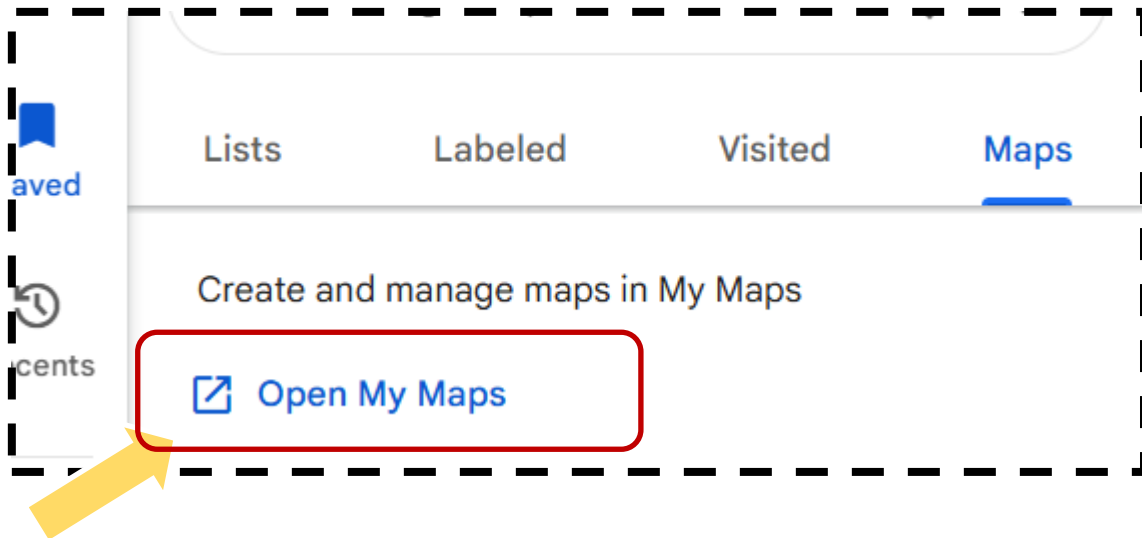
2. On the left panel, click on "Saved"



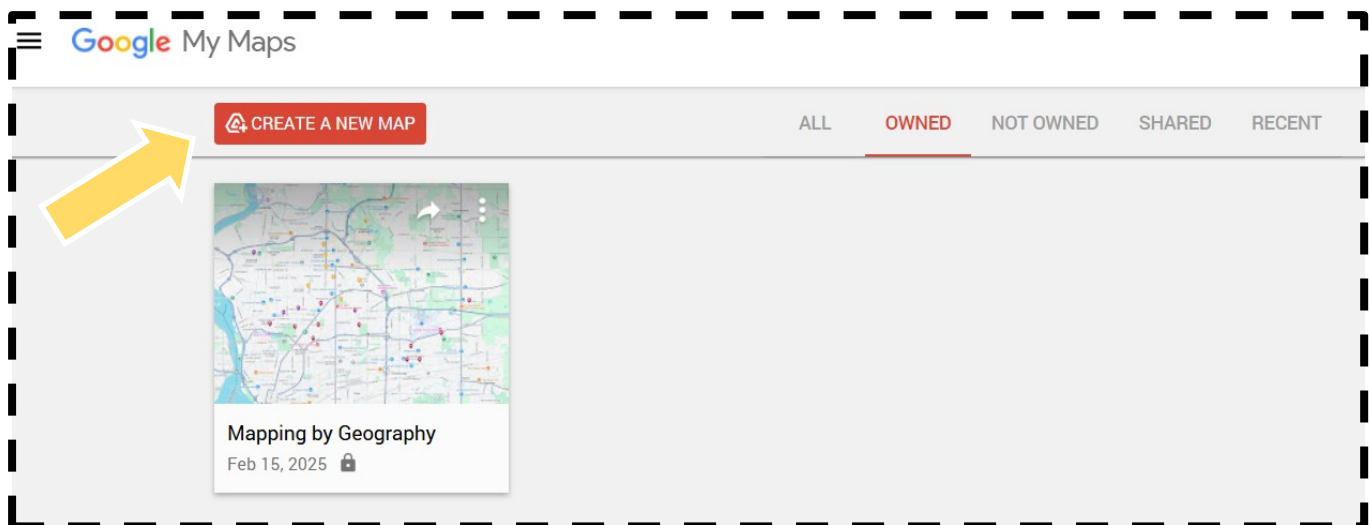
3. Click on "Maps"



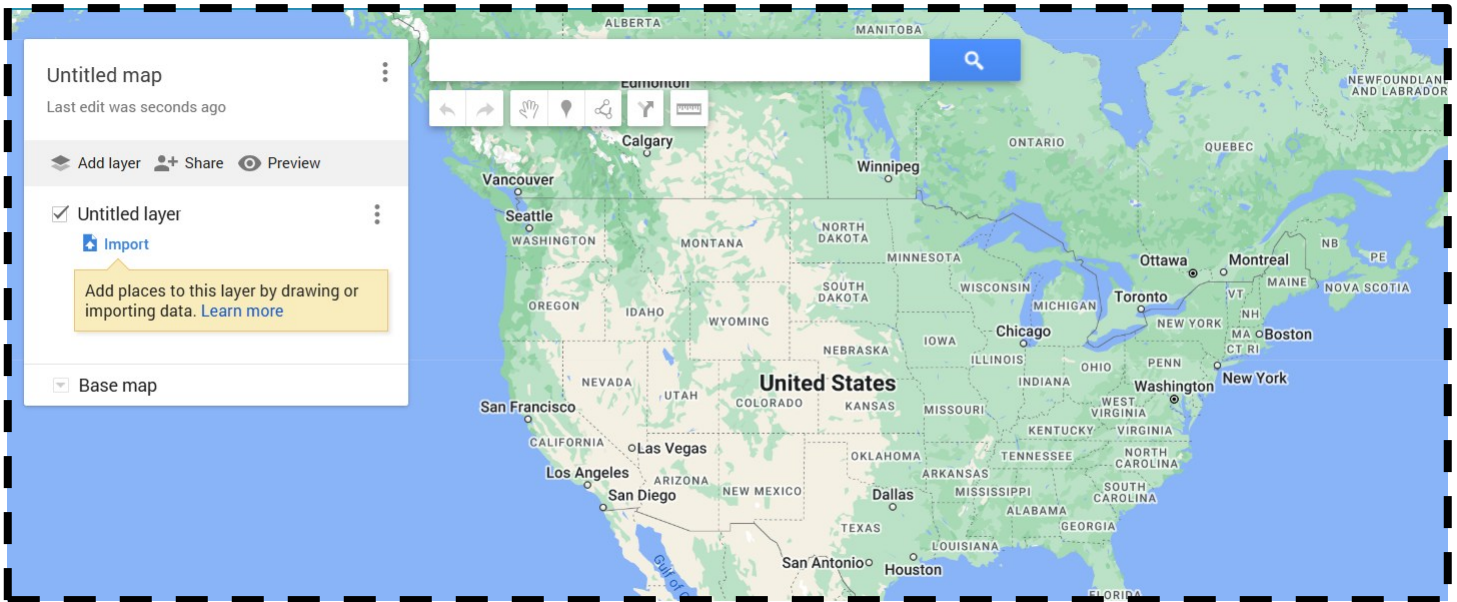
4. Click on "Open My Maps"



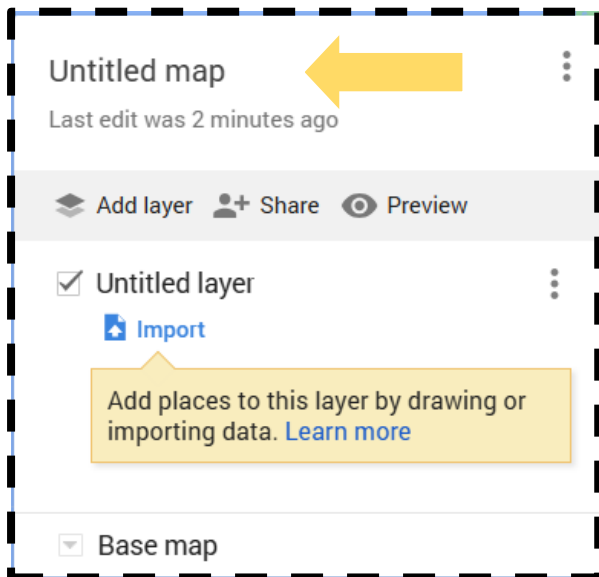
4. Click on "Create a New Map"



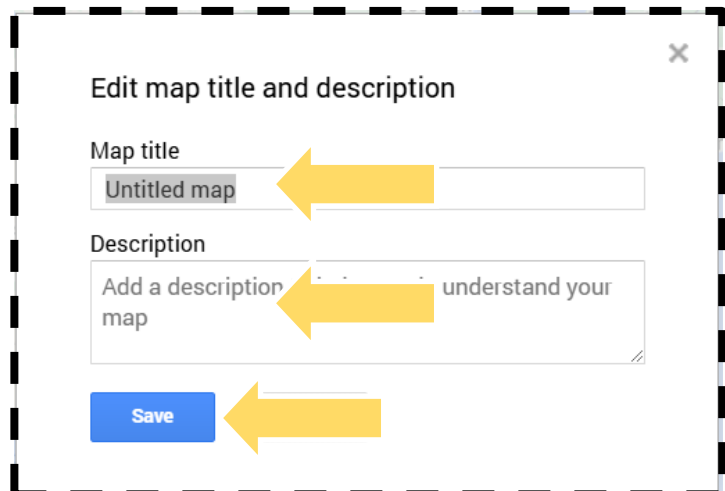
5. You will arrive at this map



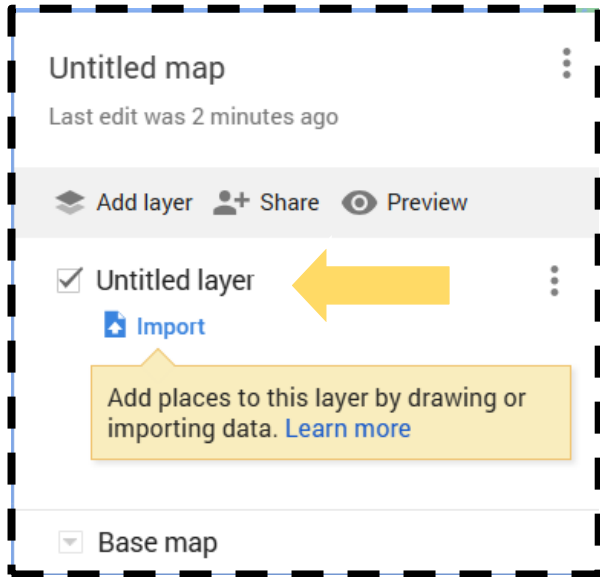
6. To title your map, click on “Untitled map”



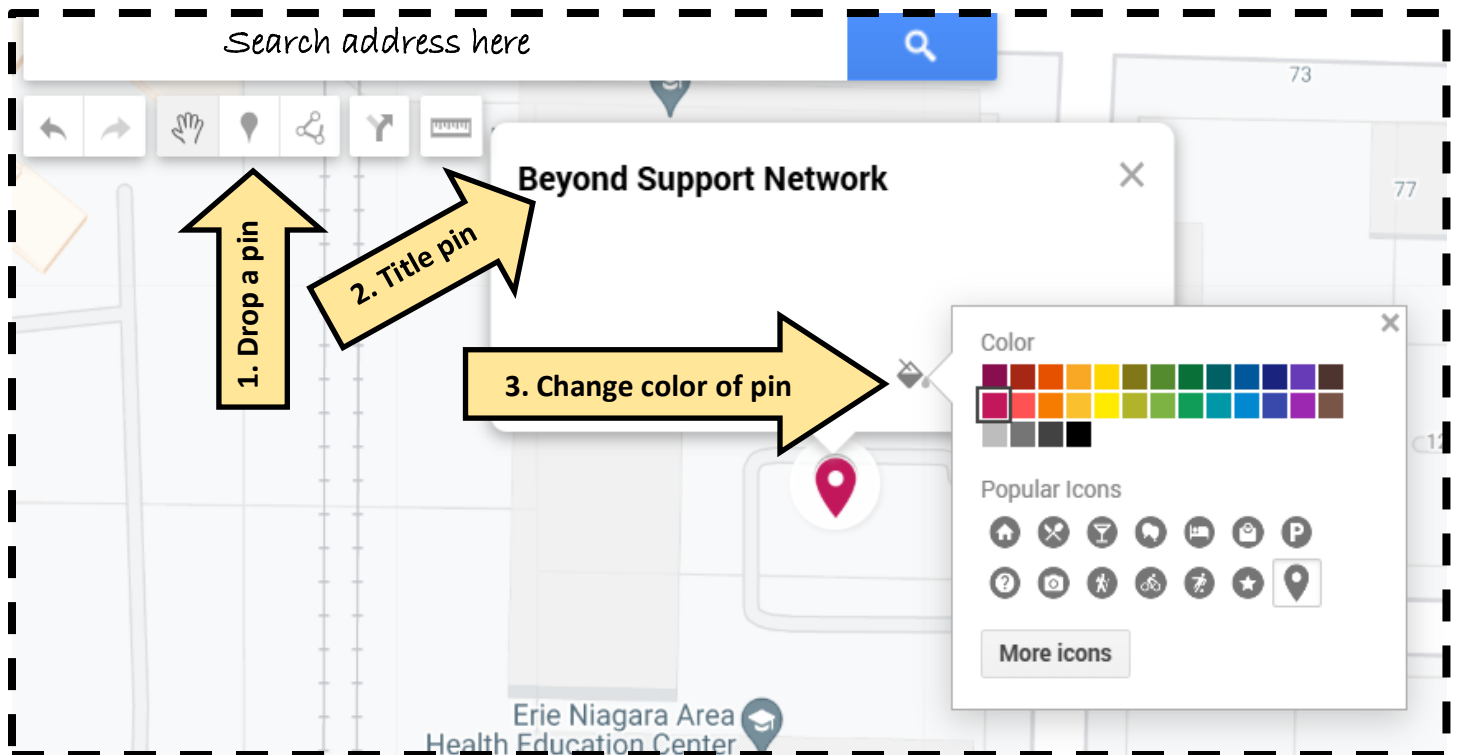
7. Create your title and description, click “save”



8. To title your Layers [categories], click on “Untitled Layer”



9. To add locations, you can search an address and drop a pin. You can change the color of the pin to organize layers [categories]



10. Add more layers [categories]

Training Map
To teach people how to create a map
Last edit was 9 minutes ago

Add layer + Share Preview

100 Leroy Avenue, Buffalo, NY
100 Leroy Ave

SEMP Programs in WNY
Individual styles
Beyond Support Network

SEMP Programs in Finger Lakes
Import
Add places to this layer by drawing or importing data. [Learn more](#)

Base map

New Layer

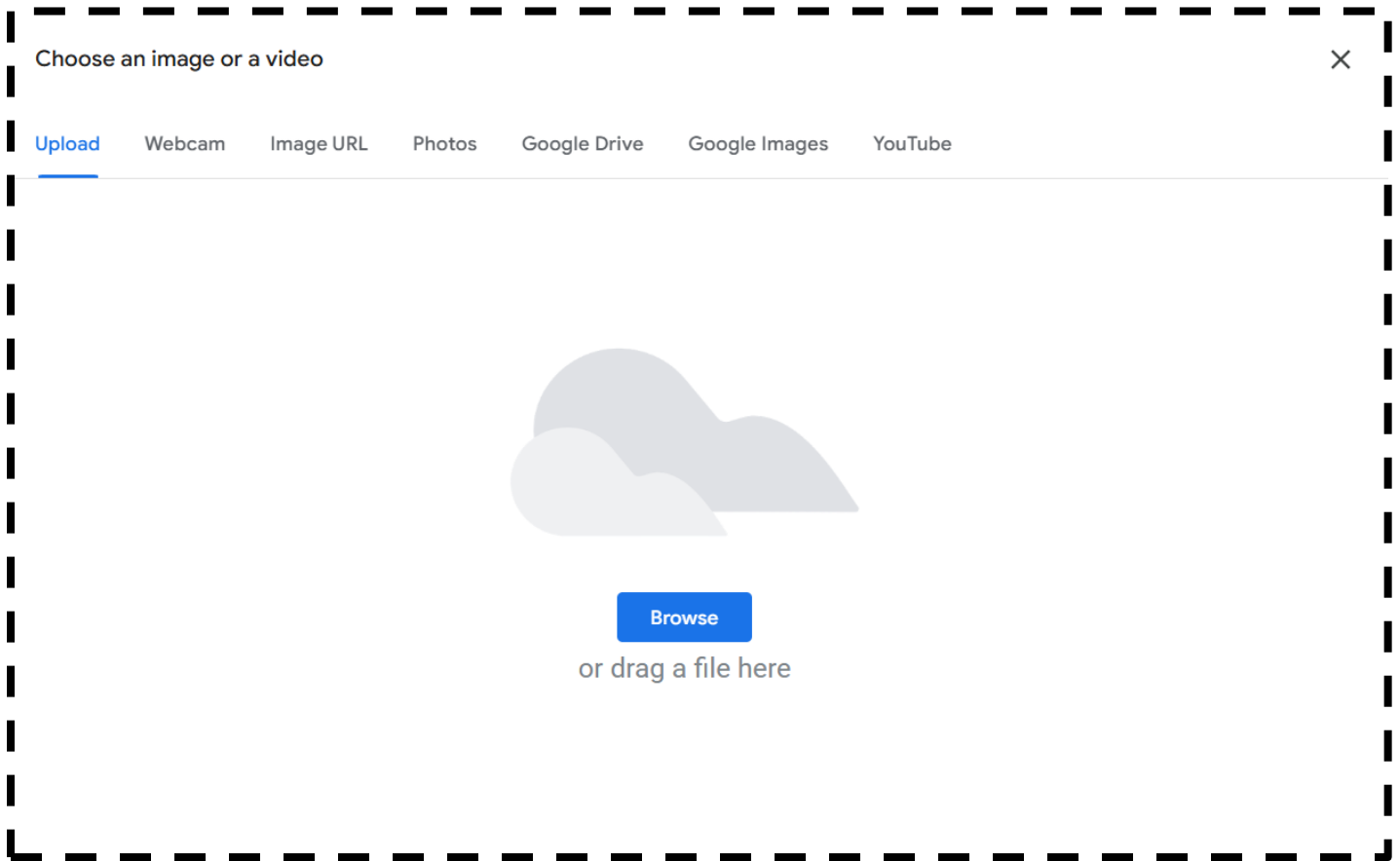
11. To add photos, click on camera icon

Betty - Job Coach

42.93354, -78.84204

Camera icon highlighted with a yellow arrow

12. To add photos, upload from your computer, or drag and drop



13. Click "Save"

