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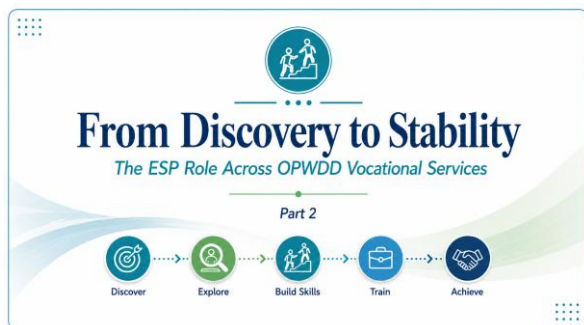
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Transition from ACCES-VR

How do we ensure a smooth transition so job stability continues when ACCES-VR services end?

How the ESP role supports it

1. Coordinate case closure and handoff communication.
2. Transfer important information to the continuing coach or provider.
3. Keep the person, employer, and natural supports aligned.
4. Reassess support needs and implement the extended coaching plan.
5. Maintain continuity so progress is not lost during transition.

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What Might Get in the Way?

ESP Responsibilities with Ableism, Bias, and Assumptions

Part 3

Discover → Explore → Barriers → Support → Grow

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What is Ableism?

Ableism is discrimination, prejudice, or bias that values non-disabled ways of being over disabled people and experiences. It can show up in attitudes, language, systems, and everyday interactions.

Underlying Belief
At its core, ableism is rooted in the belief that disabled people are less capable, less valuable, or need to be fixed in order to belong. It treats non-disabled norms as the standard and often overlooks disability as a natural part of human diversity.

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What can ableism look like?

Examples of how ableism can show up in everyday life, systems, and interactions.

 1. Ableist language Words or jokes that devalue disability.	 2. Lowering expectations Assuming someone cannot work, lead, or make decisions.	 3. Speaking over the person Talking about the person instead of with them.	 4. Overprotecting Taking control in the name of help.
 5. Accommodations as 'special treatment' Treating access needs as unfair extras instead of support.	 6. Disability as the problem Focusing on fixing the person instead of removing barriers.	 7. Ignoring lived experience Dismissing what disabled people say about their own needs.	 8. Assuming readiness by diagnosis Making decisions based on label instead of the person.

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What have you heard this symbol called?

 If you think back a bit, what have you heard this symbol called in the past?	
 What is this symbol called now?	
 ✓ Language changes over time. ✓ Well-intended words or actions can still become microaggressions.	

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Language Evolves.

OUTDATED: FOCUSES ON LIMITATIONS	CURRENT: FOCUSES ON PEOPLE & POTENTIAL
 ✗ Overly rigid posture ✗ Arms and legs drawn like mechanical parts ✗ Passive, inactive pose ✗ Focus is on the chair, not the person	 ✓ Rounded, more natural limbs ✓ Action pose ✓ Clear sense of self-navigation ✓ Person is on the move—and going places
 Words and symbols may seem small, but they carry big meaning. Challenging outdated language and symbols shows respect, promotes inclusion, and helps create a world where everyone belongs. 	

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Bias and Assumptions

We all make assumptions—often without realizing it. Checking our assumptions helps us stay open, curious, and committed to equity.

Watch for assumptions about:

- Readiness
- Motivation
- Communication
- Behavior
- Family influence
- Disability
- Transportation
- What jobs are "realistic"
- What the person can handle

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Concepts to Consider When Providing Support

Part 4

Understand → Explore → Support → Connect → Empower

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Person-Centered Services

Why We Do It

- Promotes respect
- Honors choice
- Empowers people
- Improves quality of life
- Supports independence
- Promotes well-being

Our Role: Support Their Path

- Listen to what matters to the person.
- Support informed choices and shared decisions.
- Build on strengths and remove barriers.
- Respect relationships and adapt as goals change.

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An Informed Employment Decision Considers...

How do you know a job is a good fit for you?

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Supporting Informed Choice

What the Person Considers

- 1  Understand the choice
- 2  Compare options
- 3  Consider consequences
- 4  Express a preference

Our Role: Support Their Choice

-  Explain options in ways they understand.
-  Explore what matters to them.
-  Discuss possible outcomes honestly.
-  Give time and respect their decision.

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Learned Helplessness



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Learned Helplessness

How It Can Develop

Repeated lack of control can lead a person to stop expecting change.

- Hearing "no" repeatedly
- Facing ongoing barriers
- Having decisions made for them

Our Role: Help Break the Cycle

- Listen and show their voice matters.
- Offer real choices and follow through.
- Build confidence through small wins.
- Remove barriers and support new opportunities.

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Reframing the Language

Activity: Rephrase each statement in a more empowering, person-centered way.

1 Instead of...
"Let me get that for you."
How could we rephrase it?

2 Instead of...
"That's too difficult for you."
How could we rephrase it?

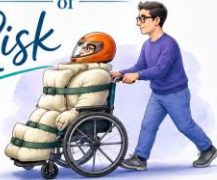
3 Instead of...
"It's late, you can let that go."
How could we rephrase it?

4 Instead of...
"I can fix that for you."
How could we rephrase it?

Let's replace control-oriented language with support, choice, and collaboration.

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DIGNITY of Risk



What it is

Dignity of risk means people have the right to make choices, take reasonable risks, learn from experience, and direct their own lives.

Why it matters

- Builds autonomy and self-determination
- Supports learning, growth, and confidence
- Respects the person as the decision-maker
- Prevents overprotection from becoming a barrier

Our role is not to remove all risk — it is to support *informed choice, safety, and opportunity.*

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Natural Consequences

You are free to make whatever choice you want, but you are not free from the consequences of the choice.

When natural consequences may lead to serious harm, humiliation, exploitation, or rights violations, we provide:

More Support

More Learning

More Time

More Resources

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Finding the Balance

Regulations

Policy and Procedure

RESPONSIBILITY

DIGNITY OF RISK

Rights

Learning

Mistakes

Freedoms

Our role is to balance safety, responsibility, and policy with autonomy, learning, and informed choice.

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Ethics

Part 5

Discover

Explore

Build Skills

Train

Achieve

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Ethical Dilemma Activity

- 1 Identify the ethical tension.**
What values or responsibilities are in conflict?
- 2 Decide what you would do.**
What action would you take in this scenario?
- 3 Explain why.**
What principles, risks, or consequences shaped your decision?



Select a spokesperson to share your group's thinking.

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Ethical Dilemma – Alisha



Alisha wants to work in clothing retail and recently completed an unpaid CBPV assessment at a local clothing store. The assessment ended several weeks ago, and the business was pleased with her work. However, the manager did not offer Alisha a paid position or identify a clear path toward employment.

You recently discover that Alisha has continued returning to the store for a few hours each week without your knowledge. The manager has allowed her to help with tasks such as organizing merchandise, returning items to racks, and preparing displays.

Alisha explains that she enjoys going to the store, feels accepted by the employees, and refers to them as her coworkers. She says she did not tell you because she was worried you would make her stop. The manager appreciates the additional help and says Alisha is welcome to continue because "she enjoys being here."

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Ethical Dilemma – Jenny

Jenny completed Discovery and identified beauty retail as her preferred career direction. She is especially interested in helping customers, learning about cosmetics, and eventually working as a beauty advisor or makeup artist. These goals are reflected in her Job Development Plan.

After several weeks of job development, Jenny has not yet secured an interview in beauty retail.

A Kohl's store with a Sephora located inside it has an immediate opening on its overnight cleaning team. The position would provide steady income, but it offers little customer interaction, no direct cosmetics experience, and no guaranteed pathway into the Sephora department.

Jenny is unsure what to do. She wants to begin earning money as soon as possible because she is struggling to pay her bills. At the same time, she is concerned that accepting the position could pull her away from the career direction she identified through Discovery.

Her job developer believes the position could help Jenny build a work history, earn income, and potentially make connections within the store.



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Ethical Dilemma – Gabby



Gabby works at a local college and performs well in her role. After another employee reports that Gabby and a coworker have been making jokes, changing song lyrics to include the employee's name, and sharing memes about the employee in a workplace group chat, you are asked to meet with Gabby and her supervisor.

Gabby says everyone was laughing and that they were "just joking around." The supervisor reviews the college's anti-harassment policy and tells Gabby the behavior must stop, explaining that further incidents could lead to termination.

After the meeting, you talk with Gabby about the difference between shared humor and humor that targets someone who does not welcome it. Gabby understands the policy, identifies ways she can respond differently, and agrees to stop participating.

Several days later, the supervisor reports the behavior has continued. After reviewing another complaint and speaking with those involved, the college decides to terminate Gabby's employment.

Gabby is upset and asks you to defend her and 'fight' to get her job back, saying she did not intend to bully anyone and believes the college is being unfair.

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Ethical Dilemma – Max



Max works at a grocery store and has consistently received positive feedback about attendance, productivity, and completing assigned tasks.

Over the past several weeks, Max has noticed a shift in their schedule. Although they were hired to stock shelves, unload deliveries, and organize merchandise, they are now being assigned almost exclusively to cleaning duties, including restrooms, spills, and end-of-shift cleanup.

Cleaning is part of the job, and Max is capable of doing it. However, other associates continue to rotate through a wider range of responsibilities and are not being assigned cleaning duties as often.

Max tells you they dislike the change and feel singled out, but they do not want you to speak with the supervisor or "make a big deal out of it." Max worries that raising the issue could create tension, make coworkers resent them, or put their job at risk.

You are concerned that the new assignment pattern may reflect unfair or differential treatment. At the same time, Max understands the situation and has clearly asked you not to intervene.

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Social Capital

The ESP's Role in Building Connection, Belonging, and Opportunity

Part 6

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Discussion



Why is social capital important in employment for the people we support?

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The Benefits of Social Capital

• Why It Matters •

Social capital strengthens lives, builds resilience, and opens doors to opportunity.

 Access to Resources Connects people to job leads, information, mentors, and support.	 Builds Resilience Strong relationships help people navigate challenges, change, and crisis.	 Creates Belonging Connection and mutual support build community, confidence, and purpose.	 Supports Success Stronger networks increase opportunity, satisfaction, and well-being.
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Our Role in Building Social Capital

As ESPs, we help build meaningful connections that open doors and create lasting impact.

 BUILD RELATIONSHIPS Encourage positive interactions and help people connect with co-workers and peers.	 MAKE CONNECTIONS Introduce people to networks, mentors, and community resources.	 PROMOTE BELONGING Support inclusion, team participation, and a sense of being valued.	 OPEN DOORS TO OPPORTUNITY Help individuals access information, support, and opportunities for growth.
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