

SELF-DIRECTED EMPLOYMENT:

Toolkit For Oregonians with Developmental Disabilities



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Tool Kit for Oregonians With Developmental Disabilities

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INTRODUCTION

Welcome to the Self-Directed Employment: Tool Kit for Oregonians With Developmental Disabilities. Oregon's Department of Human Services (Senior and Persons with Disabilities) is undertaking a major system's change by funding Brokerages through which people with developmental disabilities and their families will be able to choose the supports they want and to direct how they wish to use the funding allocated for their supports. Individuals can choose to use their Developmental Disabilities funds to pay for the supports they need to get, learn, and keep a community job.

A key part of the Toolkit is the Self-Directed Employment: Story Book for Oregonians with Developmental Disabilities. The purpose of the Story Book is to share the stories of Oregonians with different types of developmental disabilities who are successfully working in community jobs. We hope that these stories will help you, your family, personal agent and other people in your life to understand that you too can get, learn, and keep a regular job in a business in your community.

The purpose of the Tool Kit is to provide you and other people in your life with practical information about how to direct the process of getting, learning, and keeping a job. The Tool Kit is written as if you, a person with a developmental disability, is reading it. However, we understand that for many of you, your families will need to be the ones who will read the Tool Kit and

use the information to direct the process of helping you to work in a community job. We also intend that the Tool Kit will be used by your Personal Agent to support you and your family to direct the employment process. In addition, we hope that the Tool Kit will serve as a useful guide to case managers, providers, VR Counselors, school district staff, and others who will be involved in helping you to go to work.



Chapter 1

Vision: Can and Should I Work
in a Community Job?

Can I Work in a Community Job?

Back in the 1980's most people still believed the following things about people with developmental disabilities:

- ❑ Most of them could only work in a sheltered workshop.
- ❑ Sheltered workshops and day activity programs were places where they could "get ready" to work in the community.
- ❑ Those who could work in the community needed to have program staff with them all of the time.

Today, many thousands of people with developmental disabilities, including Oregonians, are working in real jobs in their communities. There are people in Oregon who are successfully working in individual community jobs who have the same kinds and severity of developmental disabilities as the majority of people still being served in sheltered workshops and day activity programs.

Regardless of what kind of disability you have or how "severe" your disability is-**YOU CAN WORK!** The best ways to help you believe that this is really true is to learn about other people with developmental disabilities who are working in good jobs in their community. If you **believe** you can work, if your family **believes** that it is possible, and if the professionals who are working with you **believe**-then you are on your way to making your dream of a job in the community a reality.

One resource for learning about some of these people is a book called "The Self-Directed Employment: Story Book of Oregonians with Developmental Disabilities".

You will learn about :

- ❑ Andy Owens who enters books into the computer inventory system at Powell's Bookstore in Portland.
- ❑ Dawn Leis who files customer records at Ramcell's in Roseburg.
- ❑ Ashley Smith who does data entry at Oregon Health & Science University.
- ❑ Scott Henwood who shreds confidential documents for Thompson's Sanitary in Lincoln City.
- ❑ Emily Smith who prices clothes and works in the accessory department for Ross Dress for Less in Salem.
- ❑ Tamara Earle who started and owns a food service business.
- ❑ Nji Ngando who details tractors for Fisher Implements in Forest Grove.

All of these people want you to know that if they can work in the community and earn at least the minimum wage-**YOU CAN TOO!!!**

Why Should I Work?

1.) It is a way to show people how capable you are. Because you have a developmental disability, there may be people who don't think you are very capable. When you go to work, people will see you in a whole new way and they will treat you with more respect, and as the adult that you are.

Many people who met Andy saw his cerebral palsy first and treated him as that "poor disabled boy". When he went to work at Powell's Bookstore, people began treating him like a young adult.

2.) It is a way to make new friends. A job is a great way to meet and get to know people. Going to a job is not all work--coworkers chat and joke with each other, have lunch together, and become friends.

When Emily went into the hospital in a distant city, her coworkers sent her cards and flowers. When she went on a vacation she made a list of all of her coworkers and sent each of them a postcard.

3.) It is a way to get to do things you like and are good at. You will be happy and successful if you can figure out the kinds of things that you enjoy doing and have someone help you find a job that involves those things.

Ashley has always loved computers-now she gets paid to do

computer work.

4.) It is a way to learn new social skills. By spending your day with typical coworkers you will have the chance to learn social skills that you can't learn in a special education class, sheltered workshop, or day activity center.

Dawn works at an office with a lot of other young women who have been wonderful social behavior role models to her.

5.) It is a way to improve your health and physical abilities. A lot of people who get jobs have fewer illnesses and are able to move their bodies better.

Scott was barely able to use his wheelchair when he went to work at Thompson's. He has learned to move himself around at work and his mother is amazed that he is beginning to push himself around at home.

6.) It is a way to make money. Most people with disabilities only have enough money from SSI/SSDI to pay for their basic needs. With a paycheck you can buy more things you want and to take pride in the fact that you earned it.

Nji wears out his tennis shoes quickly. He is very glad that he can buy new tennis shoes when he needs them and proud that he can pay for them himself.



Chapter 2

PERSON-CENTERED JOB PLANNING

How Can I Figure Out The

Kind of Job I Want?

PERSON-CENTERED JOB PLANNING BEST PRACTICES

1. You will be assisted to identify a job that reflects your interests, talents, and gifts.

These include activities that you like to do for fun (e.g., drawing cartoons, clothes shopping, learning about different kinds of cars). They may be social things (e.g., making people feel welcome, a good sense of humor). Also, unique skills of yours may be clues to jobs that you would do well (e.g., highly organized, great memory for directions and locations). The more of your interests, talents, and gifts that are included in the your job, the more "naturally" motivated you will be to do a good job.

2. You will be encouraged to consider different options for achieving your career goals.

People who do not experience disabilities who desire a new career or job may decide to find a job and learn through on-the-job training and experience, to start a business, to go to a technical training school, or to go to college. You should also have the chance to choose among these different options.

3. You will be assisted to take the lead in the career planning process.

Your desire to do a good job will be greater if you take the lead in planning for it. Taking the lead includes identifying: 1) who

will be invited to be a part of your job planning meetings; 2) where

your career planning meetings are held; and 3) most importantly, choosing the type of job or career you want to get.

4. Your family and personal network are key players in the career planning process.

These people know you and your interests, gifts, and talents best. They also have many connections in businesses that may help you to find the kind of job you want.

5. Your work environment, support, and accommodation needs and wants will be identified.

These include the kinds of coworkers you would like to work with, teaching approaches that work for you (e.g., a written task list), some supports you may need (e.g., lots of reassurance when first learning a job), work-related supports (e.g., assistance using the restroom), and assistive devices and adaptations (e.g., ramp, communication device).

6. You will be assisted to develop an action plan for moving toward this goal.

The plan will include the steps that must be completed to make your plan a reality (e.g., "I will hire a job developer to help me

find a job”).

PERSON-CENTERED JOB PLANNING TIPS AND HINTS

Get A Little Help From Your Friends

Anyone who has tried to figure out how to get a job understands how hard and lonely the process can be. Getting a good job requires a lot of creativity, problem-solving, and persistence—something that you and your parents have had to do all of your life. As with other hard things, it is helpful to get the ideas, knowledge, support, and encouragement of other people—family members, friends, neighbors, and professionals.

A great way to get lots of creative ideas from other people about getting a job is through a Person Centered Job Planning (PCJP) Meeting. This meeting is NOT an IEP or ISP meeting. IEP and ISP meetings are held to decide what services the school or program has available that you need. The PCJP Meeting starts with what you want and looks at the whole community to figure out how you can get these

things.

Who Should I Invite to My PCJP Meeting?

- Invite people who care about you and believe in you.
- Invite people who know different things about you.
- There is not a magic number of people to invite—you may want to have a lot of people at your meeting or you may just want a few a few family and one or two close friends there.

How Do I Invite People to My Meeting?

Tell people that you want to get a real job and

that you would like their help to think about the kind of job you want and ideas about how to go about getting a job. It is a great idea to send people a written invitation. On the next page is an example of an invitation sent by a person named Ralph.

Ideas of People to Invite:

family members: brothers,
sisters,
aunts,
uncles, grandparents

friends:
school,
church,
clubs,
neighbors

others:
teacher,
doctor,
barber,
shop owner

professionals:
case manager,
VR counselor

YOUR INVITED!!!!

WHAT: RALPH'S JOB PLANNING PARTY

WHEN: MAY 2, 2001, 7:00-9:00 P.M.

**WHERE: RALPH'S HOME (225 S.E. DAVIS ST.)
503-236-6391**

**WHY: RALPH WANTS TO GET A REAL JOB . I NEED YOU TO HELP US
BRAINSTORM AND GET IDEAS THAT HELP ME REALIZE MY
DREAM.**

SEE YOU THERE!!

WHEN AND WHERE?

When Should I Hold the Meeting?

Hold the meeting when most of the people you want to be there can make it. Family, friends, and neighbors usually are able to come to a meeting in the evening or on the weekend. Special education and transition school staff and adult service professionals should be willing to attend the meeting when you schedule it.

Where Should I Hold the Meeting?

Hold it someplace where you and everyone else feels relaxed and able to brainstorm and think creatively. You should also have it at a place you feel in control. Holding the meeting at the school or case manager's office may not be the best place for you to feel relaxed or most in-control.

Some people like to have the meeting at their own home-this is a great place to feel relaxed and in control. Other places to think about are a restaurant, church, club, or library. Some people have held their meetings at a park.

Don't Forget Refreshments!

One of the best ways to help people feel welcomed, to get their creative spirit going, and to thank them for coming to your meeting is to offer refreshments. Soda, coffee, and cookies are enough, but feel free to get more elaborate if you want.

*Because **Nji and his mother Mary** live in an apartment, Gaye and Tamara volunteered for Nji to have his meeting at their home. Mary brought a number of West African dishes to serve to the people who came to their meeting. The people who came were his sister and father, a neighbor from the apartment complex who had become friends with Nji, a former teacher of his, his case manager, and Gaye and Tamara.*

***Scott and his mother** decided that they only wanted a few people at his meeting. Scott, his mother, his father, and his teacher got together at his house one evening to brainstorm and plan for the type of job that would best fit him and the supports that he would need to be successful.*

What Is a Meeting Facilitator?

The Facilitator is a person who will help you to:

1. Prepare for your meeting;
2. Lead the group in thinking about the type of job that will work best for you, and the type of supports that you will need to get, learn and keep the job;
3. Identify the action steps that will be done to help you get a job; and
4. Follow through on the action steps.

The Planning Meeting Facilitator should be someone who:

- T** *Believes that you can work in regular community job.*
- T** *Has experience in helping people with significant developmental disabilities get jobs in the community.*
- T** *Has experience in using various funding resources that can be used for employment assistance.*
- T** *Has had training in facilitating these Person Centered Job Planning Meetings.*
- T** *Does not work for an agency that will be involved in providing services or money to you.*

The last point is Really Important! A staff person from a school or program may find it difficult to encourage the group to think about ideas that may require the school or program to do extra work or to do things differently than they are use to doing for their students or "customers". A case manager or VR counselor may also find it hard to encourage the group to think of ideas that may involve their agencies spending more money or money in a different way than they are used to. In other words, the facilitator needs to be NEUTRAL-their role is to help the group come up with the best ideas for a job and for supports for you.

Preparing for the Meeting

Getting to Know Each Other. The Facilitator and you will spend time together at least a few days before your meeting so that you can get to know and feel comfortable with each other. If you or your family have some doubts about your ability to work in community job, the Facilitator will tell you about other people with disabilities similar to yours who are working in community jobs. It is very helpful for the Facilitator to actually show you pictures, slides, or even videotapes of these individuals—"a picture is worth a thousand words".

Getting Ideas from You. The Facilitator will also help you to figure out how you can play a leadership role at the meeting. How much a person can and wants to do at the meeting will vary. However, it doesn't matter how you communicate, you can and should be able to take an active role at the meeting. This includes people who are nonverbal, deaf, or for whom English is a second language.

Here are some ideas about how the Facilitator can help you participate in and communicate at your meeting:

- Practice with the Facilitator before the meeting what you want to say there and then say it from memory.
- Help you to type up a few things that you want to say and then you can read your script at the meeting.
- Help you to program into your communication device what you want to say at the meeting.
- Write what you want to say on large chart paper that will be posted on the wall and then the Facilitator could read it while you point to each line.
- Help you to type a script of what you want to say and then you could hand out copies to the people at the meeting.
- Have someone attend the meeting who is a sign language interpreter.
- Have someone attend the meeting who understands your language and can interpret for you.

What Will Happen at the PCJP Meeting?

Every Person Centered Job Planning meeting is different-it should be, since it will reflect who you are and what you feel comfortable with. However, here is a general idea of the kinds of things that usually occur at these meetings.

Preparing the Meeting Area. The Facilitator will arrive early and bring:

- ' Sheets of chart paper (with the ideas written on it that you shared with him or her).
- ' Colored markers to write peoples' ideas on the paper.
- ' Tape (to tape the paper on the walls so that everyone can see them).

Guests Arrive. As your guests arrive you and the Facilitator will:

- ' Greet them.
- ' Offer them refreshments
- ' Show them to the meeting area

The Meeting. You and the Facilitator will:

- ' Thank the guests for coming.
- ' Describe the purpose of the meeting

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- ' Go over the Ground Rules.
- ' The Facilitator will help everyone to have a shared vision that work is possible for you and the creative ways that this can happen. She or he will tell stories and show pictures of other people with developmental disabilities who are working in community jobs.

- ' The Facilitator will help the you and the group to brainstorm ideas about the questions on pages 13 and 14.

- ' The Facilitator will write on the chart paper all of the group's ideas and suggestions.

The ideas that Ralph came up with at his meeting are shown on pages 15 - 21.

After the Meeting. The Facilitator will:

- ' Type up the notes from your meeting.
- ' Send them to everyone at your meeting.
- ' Help you to follow-up on the Action Steps everyone agreed to do.

GROUND RULES

Focus on the positive.

Believe that the person can work in a community job.

Think creatively - "outside the box".

Listen to the Job Seeker.

All ideas are welcome.

Have fun.

Come up with an action plan.

PERSON-CENTERED JOB PLANNING

QUESTIONS TO THINK ABOUT AND BRAINSTORM IDEAS

STRENGTHS, INTERESTS, AND ABILITIES

- ❑ What do you like to do for fun?
- ❑ What excites you?
- ❑ What do you do well?

WHAT WORKS FOR YOU?

- ❑ What things keeps you interested?
- ❑ What helps you do a good job?
- ❑ What kind of people do you work well with?

WHAT DOES NOT WORK FOR YOU?

- ❑ What makes it hard for you to do a good job?
- ❑ What things bore you or make you unhappy?

WHAT IS YOUR WORK HISTORY?

- ❑ Have you had any paid jobs?
- ❑ Have you been in any internships?
- ❑ Have you done volunteer work?
- ❑ What did you like and not like about each of these?

SUPPORTS YOU WANT AND NEED?

- ❑ What help do you need to learn a new job?
- ❑ What help do you need to keep a job?

IDEAL JOB

- ❑ Do you have any ideas of jobs that you know that you would like to explore?
- ❑ What things do you really want on your job-like the time of day when you would go to work, where the job is in town, the kinds of coworkers you have, how much money you earn, the benefits offered?

PERSON-CENTERED JOB PLANNING

QUESTIONS TO THINK ABOUT AND BRAINSTORM

WHERE TO LOOK? WHO DO WE KNOW?

- ❑ Are there businesses in your town that have a job that fits your interests?
- ❑ Are there people you know who work in these businesses?
- ❑ Are there people who might have information about these businesses?

POSSIBLE JOB IDEAS?

- ❑ Looking back at all of the information you and your planning group have discussed what are some jobs that might be a good fit for you?

POSSIBLE RESOURCES?

- ❑ What family members or friends might help you?
- ❑ What other people or groups in your town might help you?

ACTION PLAN-NEXT STEPS?

- ❑ What steps do we need to take to make this plan happen?
- ❑ Who will do each step?
- ❑ When will they do it?

**Person Centered Job Plan
for
Ralph Boone**

Participants: Ralph, Jane (mother), Steve (father), Jason and Amy (neighbors), David & John (school friends), Don (teacher), Lisa (VR Counselor).

Facilitator: Christy (Personal Agent)

Date: May 2, 2001

RALPH'S STRENGTHS, INTERESTS, and ABILITIES!

- Dogs
- All animals
- Meet people in public
- Music
- Movies
- Cookies
- Getting along with people
- Likable
- Makes things fun
- Reaches out to people
- Helps others
- Children
- Upbeat
- Good with older people
- Determined, especially when interested in something
- Sporting Events/Crowds
- Being in the middle of the action
- Volume-the louder the better
- Brave/tries new things
- Live entertainment
- Swimming

WHAT WORKS FOR RalphWHAT DOES NOT

Rewards/Incentives

Cleaning

Routine

Doing same thing for too long

Music (fast and loud)

Distractions (TV, obnoxious people)

Clear expectations (picture schedule)

Interruptions while working

Choices/Variety

Lack of sleep

Flexibility of schedule

Early AM

1-2 hour and then a change of tasks

Multi tasks

Goal-oriented

Complicated explanations

Likes to see the beginning and the end Vagueness

Having tasks explained (picture and verbal) Fast paced production

Encouragement and reminders

Push over assistant or coworker

Being with other people

Communication-specific to the job and people

Repetition to learn new things

Late night

Patient assistant

Moving around

Driving in cars

Horses

Prefers working with men-being treated as "one of the guys"

WORK HISTORY

- Delivering teacher mail at the high school-he likes this because he got to interact with a lot of people.
- Feeds, brushes, walks his dog.
- Takes care of neighbor's dogs-is paid for this.

POSSIBLE SUPPORT NEEDS

- Picture task board
- Transportation
- Co-worker assistant
 - Training the job tasks
 - Ongoing support
 - Arrival and Departure
- Consistent Co-worker(s)

DREAM JOB/ IDEAL SITUATION

- A job working with animals, within a 1/2 hour from home that starts later in the day.
- Consistent and patient co-workers who help with training and support.

POSSIBLE JOBS

- Pet store-that has dogs for sale
- Vet's office as an assistant-takes dogs out, cleans cages
- Doggie day care
- Dog walking service
- Assistant to a dog groomer-brushing and washing dogs
- Dog therapy service
- Fish hatchery
- Horse farm-brushing horses, feeding, cleaning stables.
- Dairy work
- Zoo
- Petting Farm
- Animal research program

WHERE TO LOOK?

WHO DO WE KNOW?

Horse farm down the street

Janet knows them
(Ask her for names of other farms).

Groomers-there are 4 or 5 in this part of town.

Pet Mart

They know Ralph there

All of the other pet stores-chain and small.

Southside Vet.

Ralph takes his dog there-call Dr. See.

All the other Vets in this part of town.

Zoo

Call some job developers about their experiences talking with the Zoo about jobs.

Guide Dog service in Gresham

Bill has contact with them.

NEXT STEPS

WHAT	WHO	WHEN
Research options and decide on job area most interested in and path that will be taken to get there.	Ralph, Jane, Christy	By end of month
Research PASS/IRWE possibilities for Ralph.	Christy	Next week
Meet with Lisa at VR to develop Resource Plan and to write IWRP.	Ralph, Jane, Christy	By end of month
Interview 2 or 3 job developers (If this is path Ralph wants to take)	Ralph, Jane, Christy	By end of June
Hire a job developer	Ralph, Jane, Christy	By end of June
Develop specific agreement	Ralph, Jane, Christy	By end of month

POSSIBLE RESOURCES

- SDS funds-has about \$300.00 a month that he can devote to employment.
- VR-for job development and initial on-the-job training
- IRWE or PASS
- One-Stop Individual Training Account
- National ARC On-the-Job Training funds-to reimburse business for his wage while he is being trained by a coworker.
- Tax Incentive for employer.
- Parents will provide transportation.



Chapter 3

SUPPORTS

How Do I Hire and Direct
Employment Support Providers?

HIRING AND DIRECTING EMPLOYMENT SUPPORT PROVIDERS

The Person-Centered Job Planning Process is really only the beginning—it gives you the chance to get lots of ideas from and the support of your family and friends. You now need to find people in your community who will help you to get, keep and learn a job. The following steps will help you to do this:

Step 1: Refine your job goal.

Step 2: Decide what path you want to take to get to your goal.

Step 3: Decide on the specific supports that you want and need.

Step 4: Identify different agencies and people who might be able to support you.

Step 5: Interview potential providers of support.

Step 6: Decide who you want to hire.

Step 7: Negotiate and develop an agreement with your Providers.

Step 8: Try out your plan and manage your support Provider.

Step 9: Deal proactively with problems

Step 1: Refine Your Job Goal

In Ralph's Person-Centered Job Planning meeting it became clear that he liked animals and would like to try to get a job working with them. The group brain-stormed ideas about different jobs that involve animals, including working at a pet store, vet's office, pet grooming business, doggie daycare, or dog walking service.

His Personal Agent, Sue, then assisted Ralph to learn more about these different types of jobs. Sue knew some things about some of these jobs from prior experiences she had helping people get jobs and her own personal experiences (she owns a dog). She called and spoke with people in the community who knew these about these kinds of job, including VR counselors, job developers, and community and technical college instructors. She also visited a number of these businesses with Ralph to gather more information. Sue, Ralph and his mother then spent time together thinking about the different jobs and after a lot of thought Ralph decided that working for a groomer as an assistant was what he really wanted to try to get a job doing .

Step 2: Decide What Path You Want to Take to Get to Your Goal

After you have refined your job goal, the next step is for you to think about the different paths which you can use to get to your goal. Your Personal Agent will help you to learn about the different paths and to consider which one you want to use.

For example, Ralph's Personal Agent shared with him that to work for a pet grooming business that he could do the following:

1. Go to a pet grooming school and hire a tutor to help with his learning needs;
2. Get a job and have the employer teach him grooming skills that would lead to a job at that business or another business;
3. Get a job and have a job coach teach him the job duties.

Ralph decided on the second option—he eventually hired an employment specialist who found a groomer who was willing to train him how to be an assistant grooming and to bath and brush dogs.

This step of thinking about different options is critical—it will help you to know what you are looking for in a potential service provider. The more clear you are about what job you want and how you want to get to your job goal, the better able you will be to pick the right person (s) to help you get there and the more you will be able to direct them once they go to you work for you.

Step 3: Decide on the Specific Types of Supports That You Want and Need

Your Personal Agent will now help you to think about the specific assistance you will need to follow the path that you have chosen.

Examples of specific types of supports that you might want and need include:

- ' someone to help you find or create a job

- ' someone to help get you sign up for a community college
- ' someone to tutor and/or take notes for you
- ' a coworker - mentor to teach you the job
- ' an employment specialist who gives you information about how to teach and support you
- ' a personal care assistant to help with your personal needs (e.g. eating and using the bathroom)

Your career goal and path, as well as your current skills, will help determine the type of assistance you will need, usually assumed during service planning. An employment specialist can help determine the type of supports needed, a human services specialist can help provide it. This is not always the case.

Here are some examples when it makes sense to hire a professional employment specialist:

- Ⓜ If you are going to take a college course and it makes sense for you to look to the community college for taking resources.
- Ⓜ It probably makes more sense to hire an employment specialist expert in grooming to train Ralph than to hire an employment specialist who knows little about grooming.
- Ⓜ If you will need daily help organizing your schedule at a job site, then a coworker-mentor might be better to do this than an employment specialist who would have to be with you daily.

If you have questions about your needs your Personal Agent can help you. Your family will have a lot of this information. Friends and family can be good sources of this information. For example, if your education teacher was not able to come to school because it was held in the evening, your Personal Agent didn't want her there, because she was already working in a real job in the community. Your Personal Agent did have some information that could help you.

support plan, so the Personal Agent and Ralph met with her alone and focused on learning and support issues.

Step 4: Identify Different Agencies and People Who Might Be Able to Support You.

There are a number of different agencies and people in your community who you may want to consider when thinking about who you will hire. Some communities have a lot of agencies and people to choose from, while other communities have very few.

- i Talk with as many people as possible to find about the different agencies and people who are available in your community who might help you to get, learn, and keep a job.
- i Ask other people with disabilities and their families about who they have used and how happy they were with the support that they got.
- i Your Personal Agent will also be able to tell you about different people and agencies that provide employment supports and how good a job they have done for other people.
- i VR counselors also work with a lot of employment support agencies and specialists.

Support Resource Options to Consider:

- Ⓢ **Employment Service Provider Agencies**
- Ⓢ **School District Staff**
- Ⓢ **Independent Job Specialists**
- Ⓢ **An "Expert"**
- Ⓢ **Co-Workers**
- Ⓢ **Friends**

Support Resource Options to Consider

Employment Service Provider Agencies. Some employment service agencies have a building where people come to work and receive training (these are often called sheltered workshops); some agencies group people with disabilities together to work in the community (these are called enclaves or crews); and some agencies help individuals to be hired as a real employee at a business in their community.

Agencies that help people get individual jobs have staff who are called Employment Specialists -they help people find jobs and work with businesses to train and support them. Some agencies are certified to provide services by the Developmental Disabilities agency, some by Vocational Rehabilitation and some by both agencies. Your Personal Agent or Case Manager can tell you about the agencies in your community.

School District Staff - Many school districts have transition specialists whose duties include or should include helping students to plan, get, learn, and keep paid jobs. Many schools also have other staff, including transition aides who can assist students to work in community jobs.

Independent Job Specialists - An increasing number of people are beginning to work as Independent Employment Specialists-they are self-employed and do not operate under an agency. Many Independents have worked for a school district or an agency. They typically decide to "go out on their own" in order to earn a higher salary. A fairly large amount of the money that is paid to an agency for services is used to pay for administrative costs (e.g., offices, managers' salaries) which

keeps the amount available for direct service staff salaries low. A person who works as an Independent can keep his or her administrative costs lower and earn a higher salary. Ask for the names of Independent Employment Specialists from other people with disabilities, parents, Personal Agents, VR Counselors, and school district staff.

An "Expert" in the Kind of Job You Want. For instance, if you were interested in working with plants, someone who knows a lot of people in the nursery business may be a better job developer than someone who has experience working with people with disabilities. Where would you find these people? Your family or friends may know someone who works in the area in which you are interested. Try talking with people who belong to clubs in your interest area (example-the gardening club). Try talking to people at the local community college (example-if the college offers landscape classes, some of the instructors or students might like to help out).

Coworkers - Don't forget about the most important resource when it comes to getting the training and supports that you will need at the company where you get a job. All new employees are trained by their coworkers and coworkers support each other-this is why this is called "natural support". The job of the employment specialist should be to give advice to your coworkers about how to best train and support you.

Others - Remember that most agencies hire staff who have little or no experience working with people with disabilities -

You can too! You may know or learn of someone who doesn't have a lot of experience helping people to find, learn, or keep a job, but you think that they could still do a good job for you. If this is the route you choose, find out about local training opportunities that might help the person get started.

Step 5: Interview Potential Providers of Support

When you are thinking about buying something, you want to "shop around" and do a lot of research to make sure that you get the best product or service for your money. You also want to "shop around" when deciding who you want to hire to help you find a job. Most importantly, you want to find out how well the way they help people find, learn and keep jobs, matches what you want and need. We suggest that you interview at least two different people who are potential employment providers.

Here are some tips for meeting with and interviewing potential providers:

T **Go into the meeting understanding that the people you are interviewing are applying to work for you.** This is important because human services programs and agencies are used to directing meetings with people with disabilities and their families. When you take the lead in a meeting, it will clearly send the message that you are in control and are the customer. This is an important

message to send at the beginning of your relationship with the provider (s).

T **Have a set of questions that you want to ask.** There is not one set of questions that everyone will want to ask potential providers. Your interview questions should be based on the specific types of supports and services that you want and need-again, this is why it is important to clarify these prior to the interview. However, examples of the types of questions that are helpful to ask are shown on pages 34 - 37.

T **Don't settle for general answers to your questions—ask for details.** Some providers have a "sales-pitch"-like anyone who wants your business. Coming in with very specific questions will help you get to the real information you want and need to learn from the provider. Listen for vague answers to these questions-keep probing for specific information.

T **Try to look past the personality of the person with whom you are talking.** The providers you interview are probably very nice people and because they want you to buy their services, they will want to be particularly nice to you during the interview. Of course, you want to work with someone you like, but try not to be swayed by their

personality-look at the facts of how well they are able to help people get good jobs in the community.

- T Practice how you are going to conduct the meeting and ask your questions.** Your Personal Agent will help you to practice interviewing potential providers by role-playing with you. The two of you can figure out how you can participate to greatest extent possible in the interview. For example, if it is hard for you to speak or to read the questions, you could give a typed copy of the questions to the person you are interviewing.
- T Bring the Personal Agent with you to the interview.** She or he can help you to ask questions and can follow-up with other questions. Having a second "set of ears" to hear the providers' answers will be very helpful.
- T It can be very helpful to tape record the interviews.** You and your Personal Agent can review the tapes later in order to go over the answers given by each provider that you interviewed.

Step 6: Decide Who You Want to Hire

Your Personal Agent will help you to compare the people and agencies you interviewed. One way that your Personal Agent can help you organize all of the information that you got from the interviews is to use a Provider Comparison format like the

one shown on page 38. List the most important things that you want in the person or agency you hire and then write a summary of what they said about each of these things. You can then determine which potential provider will be able to offer the most things that you are looking for.

Step 7: Negotiate and Develop Agreements with Your Providers

Once you have decided who you wish to hire, your Personal Agent will help you to spell-out how you and the provider will work together. The Job Creation/Development Agreement and the Employment Consultation Agreement on pages 39-40 provides examples of formats that can be used for this purpose. Regardless of the agreement format you use it is important to include as much detail as possible about:

- T** The specific services to be provided and how you want them to be provided;
- T** How many hours you agree to pay for services;
- T** How much you agree to pay for the services, both on an hourly basis and the total maximum amount you are willing to pay during the agreement period;

- T** Under what conditions payments will be made, including that you and your family must sign the invoice prior to it being paid;
- T** The process and frequency for getting updates on the employment specialists activities and for identifying the activities which she or he will do next.

HINTS:

- T** **We suggest that you keep the agreement to a fairly short period of time-no more than a month at a time.** This is particularly important when you are just beginning to work with a provider-you can see how well she or he performs and then you can decide if you want to keep working with that person.
- T** **It is extremely important that you and the employment specialist agree about the number of hours of job development that she or he will do for you and the time frame in which she or he will devote this time.**
 - It is our experience that it will take someone at least 30 hours to find or create a good job (not just going to the local food service restaurants and getting you into one of their openings). So if a job developer is only able to devote 2 hours a week to calling

on employers, it will take several months before she or he will probably find a job for you.

- It is also our experience that it will take longer if the job developer only spends a couple of hours a week looking for a job for you-the person will have very little time to follow-up with employers whom they have called or visited with. It is a lot more effective for someone to spend at least 8 hours a week looking for a job for you.
- Put in your agreement the actual minimal number of hours that you expect your job developer to devote to you weekly.

- **It is absolutely critical that your employment specialist be available as much as is needed to consult with your employers (when you are learning your job).** Let's say for example that you work 4 hours a day and the employment specialist needs to be there 2 hours to help you and your coworkers. If employment specialists can only be with you for one hour-this can and probably will put your job success at risk.
- Make sure that you put in your Employment Consulting agreement the number of hours your employment specialist will be at your job site. Of course, this actual number of hours will depend on how well you learn your

job and how your coworkers are learning to train and support you. You don't want the employment specialist to be there more than is really needed. We recommend that you plan on the specialist being available all or almost all of the hours you work the first week. You should then have a meeting at the end of each week to determine how many hours are needed the next week.

Step 8: Try-Out the Plan and Manage the Providers

It is important that you and everyone involved in helping you go to work understand that everything is probably not going to go smoothly in carrying-out your plan-getting a good job is tough and there will be many "ups and downs". The trick is not to get discouraged. If you and everyone are willing to hang-in, adjust your plans when things need adjusting, and keep working hard to make your dream become a reality-It will!

There are some things that can help keep things on-track and to help the provider understand that you want to direct the process:

T **Meet with your employment specialist frequently.** We suggests meeting at least once every 2 weeks-once a week is even better during the job development and initial training periods. Meetings take a lot of your time and your employment specialist may charge for this time. However, if you don't meet this frequently the lines of communication will break down and the employment specialist will begin to go in a direction that you did not intend. Remember, you are the employment specialist's supervisor for the work that she or he is doing for you (you are paying his or her salary during this time) and any good supervisor meets with their staff at least once a week.

- T** During each meeting write down exactly what you want the employment specialist to do for you by the next meeting. The Action Plan Form shown on page 41 is one way to do this. You will want to get as much specific information as possible from the employment specialist during these meetings:
- During the job development period you will want to agree on the businesses that your employment specialist will contact and the amount of time that she or he will devote to job development the next week.
 - Prior to starting your job, a long meeting should be held and your employment specialist should present a very detailed plan for how you will be trained and your coworkers supported to do your training and support.
 - It is critical that the employment specialist commit to being at the job site with you and your coworkers during all or most of your hours the first week or two of your job.
 - You should continue to meet weekly for the first couple of months on the job in order to update how you are doing and how your employment specialist is doing and to detail plans for what she or he will do and how much time she or he will be at the job site.
 - After you are stable in your job for a few months, keep meeting at least every few weeks or once a month to make sure that everything is going well and to discuss how much

more and what the employment specialist will do for you and your coworkers.

- During each meeting go over each action that the employment specialist agreed to do. The Invoice Form (shown on page 42) on the back of the Action Plan Form is a way for the employment specialist to summarize the activities which she or he did since the prior meeting with you. The activities which she or he did and is billing you for, should match those which you agreed that she or he would do on the Action Plan Form on the reverse side of the form.

Step 9: Deal Proactively with Problems

As we said before everything will not go perfectly in the process of getting, learning, and keeping the kind of job you want. Like any employee, the person who will be your employment specialist will not be perfect. However, as a boss or supervisor it is very important that you deal directly with the provider to make sure that she or he understands when she or he is not doing what you want. Of course, you also want to let him or her know when things are going well.

Here are some examples of general things that could happen that should cause you concern:

Doing things (and billing for them) that were not on the Action Plan.

Not doing things on the Action Plan.

Not showing up for meetings, canceling meetings, being late for meetings.

Not coming to meetings with what she or he has done on the Action Plan.

Not showing up at your job site if she or he needs to be there to consult with your coworkers.

An agency assigning another person to you, especially without telling you that a change has to be made and not letting you choose who you would be assigned.

The best way to avoid any of these things happening is to make sure that you put in your initial agreement your expectations with the employment specialist and then to meet frequently with the employment specialist to insure that your expectations are being met.

Here are some ways to deal with these things if they do occur:

Do not pay for anything that was not on your Action Plan. Make it clear to the employment specialist that you are not going to pay for things that you have not agreed to before she or he did them.

Clearly communicate to the employment specialist what she or he is doing or not doing that is not meeting your needs:

- **Put in writing exactly what you want the specialist to do to remedy the situation—the Action Plans can be used to do this.**
- **If your employment specialist indicates that she or he can and is willing to do what you want and need, make sure that you clearly communicate that if the changes do not occur by the next meeting, you will need to find someone else.**
- If the employment specialist does not follow-through with the agreed changes, then you will need to find someone else to become your job developer.
- Firing someone is not an easy thing to do, but it is part of being a boss. Your personal agent will support you in talking with the employment specialist about letting him or her go.

Employment Provider Interview Questions

General Questions

1. If I decide to hire you or your agency, are you the person who will actually be working with me directly (e.g., to find a job, to work with my coworkers to teach me the job)? If you are not the person who will work with directly:
 - A.) Who will it be?
 - B.) Will I have a choice of who the staff person is?
2. How many people with disabilities like I experience have you helped to find a regular, individual job?
 - A.) Please tell me about how you went about finding them a job, helping them to learn their jobs, and helping them to keep their jobs?
 - B.) Tell me about the challenges these people experience?
 - C.) Tell me the jobs that you got for them-the kind of work they are doing, how many hours they work, how much they earn, and how long did they keep their jobs?
 - D.) Would you arrange for me to talk with a couple of these people and their families?
3. If you are interviewing an agency.
 - A.) Could you guarantee that the same staff person can work with me through the whole process of getting, learning, and keeping my job?
 - B.) How long have the employment specialists worked for your agency? Do you expect them to stay with your agency for at least the next year?
 - C.) How many other people are you or your staff currently working with?

Questions Specific to Your Job Goals and Path

4. I am interested in the following kind of job_____.
 - A.) What would you do to help me find this kind of job?
 - B.) Where would you look for this kind of job for me?
5. What would you say to a potential employer?
 - A.) How would you describe your role to a potential employer?
 - B.) How would you describe me to a potential employer?
6. How would you involved me in the job seeking process?
7. How would you keep me updated on how the job search process was going?
8. How would you help me learn my job?
9. How would you work with my employer and coworkers to help me learn my job?
10. How would you work with my employer to help me keep my job?

Other Services

11. Do you help people to learn to use the public bus?
12. Do you transport people whose job are not on a public bus line? How do you do this?
13. How flexible would you be in changing the services that I wanted or needed?

Funding and Roles

14. What would you charge to provide:
- A.) Job Search?
 - B.) Consulting with my employer and coworkers while I learn my job?
 - C.) On-going consultation with my employer and coworkers to help me keep my job?
 - D.) Transportation?
 - E.) Personal Care Assistance?
15. How many hours a week could you guarantee me for:
- A.) Job Search?
 - B.) Consulting with my employer and coworkers while I learn my job?
 - C.) On-going consultation with my employer and coworkers to help me keep my job?
 - D.) Transportation?
 - E.) Personal Care Assistance?

16. Would you agree to a monthly invoice system in which I approve all payments based upon services we agreed to?
17. Would you be supportive of me using some of my funds to reimburse an employer to train and support me?
18. Are you able and willing to operate on a "fee for service" basis?

19. Are you certified to provide services by:
- A.) Developmental Disabilities
 - B.) VR
 - C.) One-Stop Programs

COMPARING POTENTIAL PROVIDERS

	Provider A	Provider B	Provider C
Relevant Experience	Agency has helped 10 people get jobs-but current job developers have only been there a few months and have each helped 2 people get jobs	John has been an Independent (6 mos) and has been a job developer for an agency for 5 years	Jane has no experience helping people find jobs. She knows a lot about dogs and the industry
Knowledge of Best Practice Job Search, Consulting, etc.	Knows Job Coaching Approach	He has helped 25+ people get jobs. Knows a lot about person-centered planning and natural supports	Has no formal experience - is bright and eager to learn
Costs	\$35.00/hour	\$50.00/hour	\$20.00/hour
Willing for Me to Direct Process	Says yes, but never <u>really</u> done this before	Says yes, has worked this way before	Says yes - assumes this is how it should be done
Availability	Each job developer has a "case load" of about 10 people. Could devote 5 hours a week - approximately	Is working with 3 other people - could start in 2 weeks and guarantee 10 hours a week.	Can start right now
Other	Could not guarantee that same person would do job development and consulting	He is only person in his business - he does everything	Could not guarantee her availability longer than 3 months

JOB CREATION/DEVELOPMENT SERVICES AGREEMENT

This agreement outlines the job creation/development services to be provided

to: Ralph Smith (Customer)
by: John Abbott (Employment Specialist) of: Independent (Agency).
Address: 320 SE Oak Street
City, State, Zip: Salem, Oregon 97216
Phone: (503) 236-0231
SS#/Tax ID: 263-69-1263

Fees and Payment

Hourly rate or other standard rate: \$50.00 / hour
Number of Hours: 10 hours
Total of \$: 500.00
Agreement Start Date: January 1, 2002
Agreement Stop Date: January 8, 2002

- i The job seeker, relative (or other significant other), and Personal Agent must review and sign the Action Plan/Invoice Form in order to authorize payment.

Job Creation/Development Services

1. All job creation and development activities will focus on finding a job that matches the wants and needs of the customer identified in the Person-Centered Job Plan and summarized on the attached page.
2. The Employment Specialist will meet with the customer and his or her family weekly (weekly, every two weeks) to review progress in completing the services agreed to on the Action Plan/Invoice and to develop another Action Plan.
3. Will not accept a position for the customer without his or her approval and the approval of his or her family.

OTHER

_____ Customer	_____ Job Developer
_____ Family	_____ Agency Representative
_____ Personal Agent	_____ Date

EMPLOYMENT CONSULTATION SERVICES AGREEMENT

This agreements outlines the employment consultation services to be provided

to: Ralph Smith (Customer)

by: John Abbott (Employment Specialist) of: Independent (Agency).

Address: 320 SE Oak Street

City, State, Zip: Salem, Oregon 97216

Phone: (503) 236-0231

SS#/Tax ID: 263-69-1263

Fees and Payment

Hourly rate or other standard rate: \$50.00 / hour

Number of Hours: 15 hours

Total of \$:750.00

Agreement Start Date: March 10, 2002

Agreement Stop Date: March 20, 2002

- i The customer, relative (or other significant other), and Personal Agent must review and sign the Action Plan/Invoice Form in order to authorize payment.

Employment Consultant will:

- (a) help to structure job responsibilities, schedules, and training in a way that meets the needs of both the customer and the employer;
- (b) provide technical assistance to coworkers and supervisors about the customer's learning style and support needs;
- (c) help the customer, his and her coworkers, and employers solve problems as they arise.

OTHER

d.) Meet with me any my supervisors daily during my first week on the job.

e.) Meet with me and my mom and personal assistant at the end of my first week on the job.

_____ Customer

_____ Job Developer

_____ Family

_____ Agency Representative

_____ Personal Agent

_____ Date

SUPPORT ACTION PLAN

Name of Job Seeker: Ralph Smith

CONTRACTOR/EMPLOYEE: John Abbott

DATES FOR ACTION (from -to) January 1 - January 8, 2002

Approximate number of hours: 10 hours

SPECIFIC ACTIONS	TIME
Go to Doggie Heaven - gather information, set appointment to observe	1 - 2 hours
Go to Dog Palace - gather information, set appointment to observe	1 - 2 hours
Go to A Dog's Dream - gather information, set appointment to observe	1 - 2 hours
Go to It's a Dog's Life - gather information, set appointment to observe	1 - 2 hours
Call me on Wednesday to let me know how it is going	15 minutes
Meet on January 9 with me to give me an update and plan for the next week	2 hours



Chapter 4

RESOURCES

How Do I Pay for Supports?

Funding Resources

Many adults with developmental disabilities who live in Oregon will receive some funding through the Self-Directed Services Brokerage programs. You probably have a lot of ways that you need to use this money for employment, living, and recreation supports. Think of your DD funding like a grocery budget. You have a limited amount of money to purchase groceries. The more you stretch your dollars by buying items on sale and using coupons, the more you can buy with your grocery budget. Using additional sources of support when possible will help stretch your Self-Directed Support dollars for employment or other supports.

Other Oregonians with developmental disabilities will continue to receive day and employment services through funding that is given directly to a provider agency. If you are in this situation, you will have less flexibility in how you can use this funding. However, providers have more flexibility in how they can use the funding they receive for your services than they understand. On the other hand, the amount of money given to a provider for your services is limited. You need to work with them to identify other resources in order to help you to have as many chances as possible to get a job.

TIPS AND HINTS

Center on Self-Determination

Start with the Person, Not with the Money

In the past, agencies used "backward planning" to design services for people. They first looked at the available money; then they figured out how to support the most people with that money (e.g., put people together at a sheltered workshop); then the program vision was created (e.g., get contracts that are easy for "the clients" to do; and, finally they put people in the program.

Backward Planning			
\$	Supports	Vision	Person

Person-Centered Planning has changed the way we think about resources and funding. We now start with the person and a vision of the type of job which she or he would like to do. Then we think about the supports that she or he will need to be as successful as possible. Finally we identify and use the various resources that are available that can help provide these supports.

Person Centered Planning		
Person	Vision	Supports

1. Information gives you power. The more you know about job service resources in your community, the better able you will be to use them to your advantage. Our goal is to provide you "enough" information to get you started and to be able to further explore the resources that have the most potential for you. The service system for people with disabilities is fairly complicated-don't feel overwhelmed or that you should know everything. In fact, most professionals don't understand all of it. The best thing to do is to ask lots of questions of everyone-ask other people with disabilities, other families, and professionals.

The Employment Resources Yellow Pages in this chapter provides brief descriptions of the various support resources which are available in Oregon.

2. Use multiple resources. Because the amount of funding that any resource can provide to you is limited, it probably will be necessary to use multiple sources in order to access the various supports that you want and need in order to be successfully employed in a community job. Using multiple support resources is also required because many agencies are limited in the type of services that they can fund-so you will probably have to use one

resource for one type of support and another resource for a different support. In addition, funding agencies are impressed when you communicate to them that you understand that they have limited resources and that you are working hard to bring multiple funding resources and natural supports together. We have found agencies to be much more supportive (and generous in their support) of people's plans when they are approached in this way.

3. Different places, different people, different answers! Each agency has it's own regulations and procedural guidelines. In addition, those regulations and guidelines are often interpreted differently in different offices within the state, or even by different staff within the same office. This is another reason why it is important to talk with other people who know about the system in your community (and in other communities). If

Information gives you power

Use multiple resources.

Different places, different people, different answers!

Things change (A Lot!).

Get help.

Get organized.

Have a clear plan.

you can find out that the agency was willing to provide funding to another person for something that you need, then you might be able to convince them to do the same for you. Don't just accept the information provided by an agency at face value - keep talking with the agency staff about your needs and about how they could help to provide resources to meet these needs and keep talking with other people about how they have creatively used agency resources.

4. Things change (A Lot!). Understand that programs, funding rules and regulations and systems will continue to change. It is important to try to keep updated on these changes, since these they may open up new resources for you.

5. Get help. Approaching and negotiating with agencies for funding and support can be scary. Don't be afraid to ask other people for help. To help you figure out how to approach them, what to ask for, and to go with you to the meeting. If you have a Personal Agent, she or he will be a key source of this help. The Facilitator for your Person-Center Job Planning meeting should also be able to help. Other families who have worked with agencies are another good source of help. A Case Manager or School Transition Specialist are other sources that should be able help you.

6. Get organized. Having a system that helps you organize information will be extremely helpful. Whether it's a notebook

or a file folder, having a way to record and track information is really important. For example, keep a folder of your Self-Directed Services, including each plan, the amount of money given for each service, how much was spent, etc. Keep a file on services you receive from Vocational Rehabilitation, including the Individual Work Rehabilitation Plan (IWRP) that the Counselor develops with you, the amount of money "authorized" for your services, and bills and reports from providers to the Counselor (you will have to ask for these). Of course, it is important to keep records of your Social Security payments, especially after you go to work. Your Personal Agent and/or Case Manager can help you to organize and keep these records.

7. Have a clear plan. The more specific you are about the supports that you want and need, the better able you will be to advocate for these with the various funding agencies. The Career Support and Resource Plan format is a valuable tool to help you to identify and organize your support needs and possible resources. We will explain how to use the Resource Plan format with Ralph as an example:

CAREER SUPPORT AND RESOURCE PLAN

NAME: Ralph

Date: June 2001

<i>Support Needs</i>	<i>How Support Will Be Provided</i>	<i>Costs</i>	<i>Source</i>
Job Development	Contract with job developer (Keri) to find a dog groomer who will help and train Ralph. 30 hours @ \$20/hr	\$600	VRD
Employment Consultation	First month working = 50 hours @ \$20/hr	\$1,000	VRD
	-short-term Second month=20 hours @ \$20/hr	\$400	DD
	Third month = 20 hours @\$20/hr	\$400	DD
-long-term	Months 4-10 (6months)=8 hours per month @\$20/hr	\$960	IRWE
On-The-Job Training	Training stipend to employer (max=50% for 6 months; salary estimated at minimum wage)	\$1,560	ARC and /or One-Stop
Transportation	Depends on site. Foster parent picks up her child in town about 3 - 3:30 daily. UPT runs every hour and a half.	???	DD

Support Needs. Under this column write each of the support services that you want in order to get, learn and keep a job. Ralph, who wants to become a dog groomer's assistant, will need someone to find a dog groomer who will agree to hire and train him (Job Development). He also wants to hire an employment specialist who will consult with the dog groomer about how to train him (Employment Consultation). He also wants to reimburse the dog groomer for the time that she or he puts into training him (On-The-Job Training), and he will need assistance to get to and from work (Transportation).

How Supports Will Be Provided. Under this column describe how you want each of these support needs to be met. Ralph already knows that he wants to hire Keri to help him find a job and he estimates that it will take her about 30 hours and he will pay her \$20.00 an hour. Ralph estimates that he will need Keri to spend about 50 hours during his first month on the job (he is hoping to work part-time or about 80 hours a month). He also estimates that he will need her about 20 hours during months 2 and 3 to continue to consult with his employer. He also estimates that beginning about month 4 and going through month 10 of his job that he will only need her about 8 hours each month. Again, he plans to have Keri do the consulting and he will pay her \$20 an hour.

He knows that VR, National ARC, and the One-Stops have **On-The-Job Training** programs that will reimburse employers for a percentage of an employee's wage for several month while

she or he is learning the job. Ralph has projected that he will be able to get the employer reimbursed for up to 50% of his wages for 6 months.

Ralph's and his team understands that how he gets to and from work will depend on the location of where he works and his work schedule. However, they listed a couple of possible **Transportation** options, including getting a ride home from work with his foster mother and using the public bus.

Cost . Under this column, Ralph estimated the actual costs for each of his supports. For the employment specialist's time doing job development and employment consultation this only involved multiplying the number of hours times her hourly rate. For the On-the Job Training reimbursement of the employer he figure this based on working 20 hours a week and earning minimum wage. He was not able to estimate the cost of his transportation until he figured out how he would get to and from work.

Resources. Under this column, Ralph and his team thought about the different resources that he could pay for or provide his support needs. As we said before, it is important to use a variety of different resources. This will help stretch your DD funds. In addition, each funding source you approach will be more willing to put in a small amount than a large amount of funds. They also like it when a number of different resources are being used and they are not asked to "foot the whole bill".

Finally, different agencies can pay for different thing. For example, VR can pay for job development and initial training, but not for long-term training. So Ralph is going to ask VR to pay for job development and initial training and save his DD funds for longer term supports. He decided to combine his DD funds with an IRWE to cover the salary of his employment specialist to provide consultation to his coworkers. Since he was going to ask VR to "foot the bill" for job placement and the initial employment consulting, he decided to try to obtain On-the-Job Training funds for his employer from the ARC and the One-Stop program. He could use the ARC funding for the first several month on the job and then if there was a need, the One-Stop program might be willing to help out for a few more months.

**EMPLOYMENT RESOURCES
YELLOW PAGES**

SOURCE: SUPPORT:	DD	VRD	ARC	SS WORK INCENTIVES	ONE- STOP WIA	SELF/ FAMILY
ASSESSMENT	X	X		X	X	X
JOB DEVELOPMENT	X	X		X	X	X
JOB COACHING & EMPLOYMENT CONSULTATION	X	X		X	X	X
ON-GOING JOB FOLLOW-UP	X					
EQUIPMENT, CLOTHING	X	X		X	X	X
ON-THE-JOB TRAINING (OJT) - wage subsidy to employer	X	X	X	X	X	X
SELF-EMPLOYMENT SERVICES	X	X		X		X
EDUCATION - TECHNICAL, COLLEGE	X	X		X	X	X
TRANSPORTATION	X	X		X		X

AGENCY CONTACTS

AGENCY	CONTACT NAMES	TELEPHONE #	ADDRESSES	NOTES
School District				
DD (Personal Agent and/or Case Manager)				
Vocational Rehabilitation				
Social Security				
One-Stop				

EMPLOYMENT RESOURCES YELLOW PAGES

Developmental Disability Services (DDS)

DDS is a key support funding resource for people with developmental disabilities in Oregon. There is some assistance that you can get from DDS while you are in school. However, DDS will not be able to help pay for employment or other day services (or residential services) until you have completed high school eligibility at 21 years of age. Don't wait to get on the list for DD services. Even though Oregon is now providing funding for all adults with developmental disabilities, you never know how long this will last or how the rules will change about who can get there service. There are two major categories of service funding:

1. *Self-Directed Services (SDS)*. This is a new system in Oregon for accessing Developmental Disabilities resources. If you receive these services and funds you will have a Personal Agent who will help you to develop a plan. You can use these funds very flexibly for the supports that are identified through your Person-Centered Planning meeting.

2. *Comprehensive Services*. These services are available only to people who need and want 24-hour services, including residential and day services. DD Case Managers are responsible for assisting people who receive these services. These services resemble the "old system" of slot funding, through which

funding is given directly to a provider agency and people have less control over how the funds are used. However, people can advocate for an individualized budget based on the their needs. If you receive services through "slot" funding that is given directly to an agency and you wish to obtain an individual community job: (1) Find out how much funding the agency receives to support you and the number of hours of service they are required to provide. (2) Ask the agency and/or the Case Manager to fund someone who is a skilled Facilitator of Person-Centered Job Planning Meetings. (3) If the provider is not able to provide some of the services you will need to get, learn, and keep a job, advocate for a portion of the DD dollars and any other resources that are available to be used to hire someone else to provide these services.

Oregon Vocational Rehabilitation (OVR)

OVR provides funding that supports the jobs goals of individuals with every type of disability, including those who experience developmental disabilities. OVR can pay for job planning, assessment, placement, training, education (college or technical school), work clothes and tools, worksite accommodations, and assistive technology that will enable a

person to work. Here are some other useful things for you to know about OVR:

1. Before services are provided the Counselor will determine if you are eligible for services. This determination is made based on whether you have a disability under the Americans with Disabilities Act (if you have a developmental disabilities you are covered under the ADA). There are also financial eligibility requirements. Only your income (not your parents) will be used to make this determination-so you probably will be eligible. However, OVR Counselors sometimes will make the determination that people with developmental disabilities are "not employable". If this happens to you, appeal the decision-remember everyone, regardless of the type or nature of their disability, can get a job in the community. Some OVR Counselors have not had the chance to learn this and you can help educate them. If you are denied services and wish to appeal the decision, get someone who understands the rules and regulations of OVR to help advocate for you.

2. Services provided are time-limited. OVR can not pay for on-going support needs a person might have. While OVR can re-open a case, or provide some additional services if a need arises, they should be viewed as a short-term resource. OVR is often used to pay for time-limited services such as job development, employment consultation, wage reimbursement to employers,

equipment, clothing or other needs that help people get settled in their new job.

3. OVR requires a plan for on-going support prior to approving funding. Counselors prefer to have a source of funding that will pay someone to continue to check in with the employer about how the person is doing and to provide input and consultation to the employer on an on-going basis.

However, a case can and has been made that coworkers will be able to provide the on-going supports. In order to convince a Counselor that this is feasible, you will need to have an Employment Specialist working with you who has an in-depth knowledge about how to develop coworker supports.

4. You will be assigned to a Counselor. There are a number of Counselors at each VR office. You are usually assigned to a Counselor (based on their availability and possibly their expertise in working with people with developmental disabilities). If you know about a Counselor who you would like to work with, ask for him or her. If things are not working out between you and your Counselor you can request a change. Counselors can help you to figure out the type of job that you want and the supports that you want and need. Most Counselors appreciate and respect individuals who come with a pretty clearly thought-out goal and plan-they will then help you to refine the goal and plan. In most cases, Counselors do not provide direct job assistance

services-rather than contract with an agency or independent employment specialists to do this work.

5. The Counselor will develop an Individual Work Rehabilitation Plan (IWRP) for you. The IWRP outlines your job goal and plan and is needed before a Counselor can fund any services for you. The IWRP should closely reflect the plan that you developed through your Person-Centered Job Planning meeting. Of course, if you have worked with the VR counselor prior to the PCJP meeting, you should invite the Counselor to the meeting. If you do not agree with what is put in the IWRP or you are denied specific types of services that you want, you can appeal the decision.

Oregon Commission for the Blind (OCB)

OCB provides the same type of services that OVR does, but only for adults who are legally blind. You can not get both OCB and OVR services. If your are legally blind, we strongly suggest that you use OCB since they have more expertise in working with people with your disability and they typically have more funding that OVR. The services and process for accessing OCB services are the same as for the general vocational rehabilitation division agency. Additional supports that might be accessed through the Oregon Commission for the Blind include Orientation & Mobility training and summer employment programs for youth who are legally blind.

School Districts

If you are still in school, the district is your primary source of assistance until your are 21 years of age. The school is legally responsible for preparing you for the transition from school to work. Transition does not mean simply signing you up for adult services and identifying the programs that will take over your services. Transition preparation means that schools are supposed to help you to actually get paid work experiences, and a paid job before you leave school. Here are some important things that schools should (and are legally required to) begin by the time you are 16 years old:

- T** Use a Person Centered Job Planning approach to help you to figure out possible jobs and careers that you might like.
- T** Use this information to assist you to gain training and experience in these job and career areas. You should not settle for being put into a special education "work experience" program where you are rotated through unpaid work experience enclaves or crews or into the usual cleaning and assembly jobs.
- T** Get paid work experiences in the community. Like other high school students you will benefit by having typical after-school jobs, but also by having internships and experiences in order to learn other

jobs based on your unique talents and interests (e.g., working with children).

- T** Prior to leaving school, insure that you on a paid job and/or enrolled in a technical vocational or college program and that the resources and support services you need to be successful in these settings are arranged.

Some districts have Transition Specialists and other staff who can or should provide these services to youth with disabilities and their families. If a district does not have these resources or does not choose to use them in this way, the district is still legally obligated to provide these quality transition services. Some students and their families have been able to advocate for the school district to contract with an outside employment specialist to provide these services. However, make sure that you are clear about the services that you want. It is a good idea to actually choose the person or agency who you want to help you and then ask the school district to contract with that person. Be careful that the school district does not simply contract with an agency that provides traditional day or sheltered work services to individuals with disabilities.

Social Security

Of course, you want to make sure that you receive Social Security benefits. Some people worry that they will lose their

income and benefits by going to work. It is true that your Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) check will go down when you start earning money. However, the amount of money you have each month from the reduced SSI or SSDI and wages will be more than if you were not working. Unless you earn a large amount of money for a long time, you will not be in danger of becoming ineligible for SSI or SSDI income or health benefits.

Social Security Work Incentives can help you reach your employment goals by not counting money you spend on employment supports as income. Since Social Security doesn't count that money as income, they don't reduce (or take away) your SSI/SSDI benefits. Here are a couple of examples of how this works:

When she began earning a paycheck, her SSI check was reduced to approximately \$336.00 month (a reduction of \$195.00 per month). However, if Dawn writes a Plan for Achieving Self Support (PASS Plan) and uses that \$195.00/month to pay for employment-related supports (such as an employment specialist to consult with her coworkers, training, transportation), Social Security will allow Dawn to keep her full SSI benefit. In other words, Dawn can use the money that she would have lost anyway, to help her pay for needed supports.

Ralph currently receives \$631.00 a month in SSDI. He very much wants to work and has a dream to work with plants. Ralph and his team have identified several support needs, including job development, a power wheelchair, and a lift to carry the chair in the car. Ralph can put nearly all of his unearned income (SSDI) into a Plan for Achieving Self Support (PASS Plan) to pay for these supports. He decided to put 4500.00 into his PASS Plan to pay for these things. Because Social Security won't count that money as income, he is now also eligible to receive Supplemental Security Income (SSI) in the amount of \$531.00 per month.

One-Stop and Other Workforce Investment Act (WIA) Programs. The U.S. Department of Labor is providing increasing amounts of funding through the Workforce Investment Act to Oregon (and other states) to develop what are called One-Stop programs. There are One-Stops in most parts of Oregon now (see a list in the More Information Section). One-Stops are supposed to be places where a wide variety of agencies and programs are located in the same building where people who need help getting a job can come. The One-Stops are required to offer services to individuals with disabilities. Up to now the One-Stops have simply helped people with disabilities get connected with disability programs and agencies. However, the federal and state government are very interested in One-Stops providing services directly to individuals with disabilities. The actual way that each One-Stop operates is different. However, there are a couple of programs that are available in most One-Stops and which may be of particular help to people with developmental disabilities:

- 1.) **Summer Youth Employment.** The One-Stop or WIA pays the wages of the youth while they work at a community business.
- 2.) **Individual Training Accounts (ITA).** Through an ITA you can pay for training at a technical school or college (it needs to be a fairly short-term training program), for training at a worksite (e.g., for an employment specialist), for transportation,

for clothes, or for equipment—actually it could be used for almost anything that will help you get employed.

We have found that the staff at the One-Stops in Oregon have been very receptive to working in collaboration with other agencies to include individuals with developmental disabilities. We encourage you to explore how these programs and services are offered in your local area.

Work Opportunity Tax Credit (WOTC).

The WOTC offers an incentive to employers to hire people who receive services from the Vocational Rehabilitation and people who receive Social Security. Most people with developmental disabilities are in both of these groups. An employer who hires an eligible person can receive a tax credit equal to 40% of the employee's first year wages up to \$6,000 (a maximum tax credit of \$2,400).

It is important that you or a job developer not bring up the WOTC during the first conversations with the employer about hiring you. You don't want an employer to hire you because of the tax breaks—you want the employer to want to hire you because of who you are and the contribution that you can make to the company. The tax credit should only be a way to make it more feasible for the company to give you the training and support that you will need to be successful.

National Arc On-the-Job Training Program (OJT)

This resource is available to individuals (with cognitive disabilities) to help compensate employers for additional training time that an individual with a Developmental Disability might need. The program can reimburse an employer for 50% of the employee's wages for the first 160 hours they work, and 25% for the second 160 hours.

Natural Supports

Remember the family, friends, and neighbors that you invited to your Person-Centered Employment Planning meeting and the assistance they said they would give you in talking with people they know who work at businesses? - They are examples of natural supports. Another source of "natural supports" is the coworkers where you will work. We all receive support from our employers and co-workers, including training, encouragement or feedback, help getting to know other coworkers and fitting in, and sometimes even a ride home. We used to believe that people with developmental disabilities could only learn jobs if they were taught by special job coaches and that typical coworkers weren't willing or able to train or support them. We now know that with some input and support from an employment specialist that most coworkers are willing and do a great job training their coworkers with developmental disabilities.

Small Business Association (SBA). Every community has a Small Business Association that can assist people who are interested in starting their own businesses. Because of Person-Centered planning and the chance to determine how they want to use funding, more and more people with developmental disabilities are deciding to become self-employed. Small Business Associations can help you to research your business idea and to put your ideas into a business plan. In fact, Vocational Rehabilitation and Social Security require a business plan from individuals seeking self-employment who receive assistance from them to start a business.



Chapter 5

FINDING AND CREATING JOBS

How Do I Work With Employers

to Get a Job?

JOB DEVELOPMENT AND JOB CREATION: Best Practices

1. Your job goal determines the companies that are approached for you. Through your Person-Centered Job Planning meeting and through additional work with your Facilitator and team, you identified the type of job that you wanted. This goal should guide the job developer in choosing the business that she or he will approach for you. Do not pay the job developer for going to businesses that don't have the type of work which you are interested in.

2. You will be actively involved in the job seeking efforts and will direct the process to the greatest extent possible. You will help identify the companies that will be contacted each week, the questions that the job developer will ask of the employer, and review the information the job developer obtained in order to decide if you are interested in working there.

3. You will be the focus of discussions with companies that the job developer approaches for you. Initial discussions with a company will determine how it will train or support you. "Marketing" an agency rather than a person will lead the company to believe that it is really hiring the agency, not you.

4. The job developer will focus on your skills and interests, not your disability. Your interest in working at a company and the talents that you bring to the job are what

employers are interested in. Your job developer should focus on describing these things-not the fact that you have a disability. Your job developer should not describe your disability as labels or skill deficits, but rather in term of the types of supports that you will need.

5. The employment specialist will describe his or her role as a consultant to the company. During the hiring process it is important to communicate to the employer that your coworkers will take the lead in training and supporting you, and that the role of the employment specialist will be to provide advice to them.

6. Employers are helped to create a job that matches your interests and talents. It may be hard for you to find an existing job that matches your talents and interests. Lots of companies are interested in creating a new job that will help them to offer better services to their customers or to more efficiently use their existing staff.

7. The specific supports that are available at a company and it's willingness to give them to you should determine if you will accept a job there. You probably will need and want on-going coworker supports. Your job developer should carefully assess the extent to which these supports are available at the work site.

Job Creation Strategies

There might be some job openings in your community, but my interests and skills don't match any of them. What should I do?

Job Creation is a strategy that has been used to help a lot of people with disabilities to become employed in good jobs in their communities. Here are some examples of Job Creation:

Creating a New Job from Existing Tasks

A new job is created from tasks that other employees currently perform but that could be more efficiently performed by the new employee.

Example: A part-time job was created for Dawn in Roseburg at Ramcells. The customer service representatives could not keep up with their records' filing. They also didn't like to do it because it took away from their time selling services to customers. So the owners and the representatives were thrilled to create a part-time job for Dawn to file for them.

Creating a New Job from New Tasks

Creating a job for a person that will permit the business to offer better services to their customers.

Example: Fisher Implements really liked the idea of being able to create a job for Nji to "detail" their customer's tractors after they were serviced-and of course the customers were thrilled with this new service.

Carving a Job

A few tasks are taken from or "carved out" of other jobs at a company in order to fit the talents of a person and to help the company function more efficiently.

Example: Because Ashley really likes to do computer data entry Mike in the Logistics department carved this one task from other employees' duties, which freed them up to do other tasks.

CREATING JOBS--EMPLOYER BENEFITS

Employers will be interested in the idea of creating a job if it will benefit their company in a practical way. Here are a variety of ways that creating a job can benefit companies:

1. It Saves the Employer Money. Mike, the manager in the Logistics had been paying a temp. agency a large amount of money to have people enter inventory into their computer system. So, he was happy to create a job for Ashley to enter this information.

2. It Makes the Employer Money. See Scott Henwood's story in the Story Book for a great example of how creating a job for him is making his employers money. Thompson's Sanitary service started a new paper recycling service and hired Scott to shred papers for them.

3. It Will Increase the Number of Customers for the Employer. Jeff delivers sandwiches for Rosewater's Deli on the downtown mall in Eugene to customers who don't want to leave their businesses for lunch.

4. It Will Improve the Way Things are Being Done. Ramcell's sales people didn't want to take the time to do their filing because it took away from the time they had to work with customers. So, they were very happy to create a job for Dawn to do the filing for them.

5. It Improves Employee Morale. When Tamara Earle started offering lunch service to the employee's at the Washington County Justice Department it was the first time in over a year that they had a place to buy lunch without having to leave the building. The employee's looked forward to the hotdogs, meatball sandwiches, salads, and other lunch specials offered by Tam each day.

6. It Improves Their Reputation in the Community. Norm, the Service Department Manager at Fisher Implements has a real commitment to providing their customers with top quality service. He was thrilled to create a job for Nji to polish the tractors and lawnmowers that they had serviced for customers-he knew that the customers would be impressed with the added service.

7. It Assists Them to Gain or Keep a Competitive Edge. The country store was beginning to lose business to the large grocery store in town. They created a service through which customers can call in their order. Martha prepares and delivers their groceries. Because of this service, the country store has kept most of their customers.

CHARACTERISTICS OF BUSINESSES WHERE PEOPLE ARE SUCCESSFUL

You don't just want to get a job-You want to get a job where you will be happy and will be able to keep your job with the least amount of outside and paid supports. Here are some characteristics of businesses where this will be most likely to occur:

- T** Most employees like working at the company and they are proud of their company-there is a family feeling.
- T** Employees take breaks together and they talk and kid around with each other.
- T** The company sponsors social events for the employees (examples: a bowling league, donuts or lunch on Fridays, holiday parties.
- T** There is low staff turnover.
- T** The manager is involved with the daily operations and knows the employees well.
- T** The manager is happy and upbeat about his or her job.
- T** The manager talks about the employees with respect.

- T** They have a diverse work force.
- T** The employees see themselves as a team and work as a team and the employees pitch in to help each other out.
- T** They have flexible work schedules.
- T** They help employees who are having performance or personal problems.
- T** The manager is willing to spend time talking with your employment specialist about how to design the job for you, and to train and support you.
- T** The manager is willing to free-up a coworker (and/or himself or herself) to train and support you.

WHAT DO I SAY?

DURING THE INITIAL CONTACTS?

The goal of the first contact is to get a sit-down meeting with the owner or manager of the company-someone who makes the hiring decision or greatly influences it.

Should I Call or Go In-Person?

It is almost always better to go in-person-it is lot harder to say no to your face then over the phone. The only time that it might be better to call is if the company is very large and/or formal (i.e., a professional office like a doctor or attorney). Even in these situations, it usually is a good idea to go in-person to introduce yourself to the receptionist and get the name of the person to whom you should speak about a job.

"Cold" Phone Call or Drop-In

Your first contact will probably be with a receptionist or clerk. If you have the manager's name, the receptionist might put you directly through to the person or a clerk might direct you to the manager's office. However, in most cases they will ask what you want (or if you have an appointment).

TO A RECEPTIONIST OR CLERK?

Be really, really nice to receptionists-they can help or hinder you getting to the person you need to talk with. They are also a great source of information about the company. If you can get them chatting, you can learn a lot about the company.

Example of what someone helping you to find a job might say.

"My name is Sue Jervis and I am an Employment Counselor with the Acme Jobs Assistance Program. I am helping a man named Ralph explore the kinds of jobs that might be available working with animals. I understand that your company may not have any jobs available now, but the more I know about the kinds of jobs that are done in different businesses the better able I will be to help Steve with his career planning and job search. I would like to set-up about a 30 minute meeting with someone at your company. Who would that be? Could you connect me with him or her now?" If the person is not in, make sure you have gotten his or her name-call back and ask for that person.

TO A MANAGER OR OWNER?

Here is an example of what someone could say to a manager or owner of a company: "My name is Sue Jervis, I am an Employment Consultant with the Acme Job Assistance Program.

I help people to identify the types of jobs that they would like and be successful at. I also work with businesses to determine if a person's skills and interests might meet a need of theirs.

I am doing career planning with a young man by the name of Ralph to figure out the kind of work that he would be successful at and to find a business where he could meet a need of theirs".

T Describe why you have contacted that company for the person.

Example: A dog grooming company-"Ralph has a real love for dogs and is exploring different types of jobs that are related to dogs".

Example: A child care business- "Jill loves children and helping people, so I am exploring the child care businesses in town for her".

Example: A law firm-" Based on career planning and assessment that we have done with Steve, I think that he might be well suited to working in an office doing clerical support type work. I am exploring a lot of different types of businesses that have clerical tasks and would like to find out more about the tasks in law offices".

T Explain that you want a chance to talk with him or her even if they don't have any job openings. "I understand that you may not have any job openings right now or even be anticipating any in the near future. However, the more that I learn about the kinds of jobs there are available locally, the more I can help Ralph identify the type of job that he might be able to do."

T Ask if she or he is able to talk right now. However, if the person looks busy or harried in any way, indicate that you understand that right now is probably not a good time and suggest setting up an appointment in the next few days or weeks.

THE MEETING

In the best of all worlds- you get the person to sit down and focus on the conversation with you.

The real world- the person says something like, "Well I have a couple of minutes now, what do you want to know". You can tell s/he is going to give a rapid run-down of the jobs and then dismiss you. But go for it-try to get him or her talking and engaged with you.

Here are some tips for people who are helping:

- T** Restate your desire to get to know the company and the jobs done there in order to help the job seeker to determine jobs which might match his or her interests.
- T** Use the topics/questions on the Worksite Analysis as the basis for your conversation, but don't go through it rote. In fact, you probably don't want to take the form in with you. It is important to make eye contact, show verbal and facial interest in what the person is saying, to watch what is going on around you, and to think about the questions you want to ask in order to pull information out. This is hard to do while taking detailed notes. Take brief notes as you talk (or none),

and then take time after the fact to write notes on the Worksite Analysis form.

- T** If what the business does is not totally obvious (like a restaurant, retail store) start-off asking them to tell you about their business-"Could you tell me a little about the specific type of printing business you are-do you specialize in certain kinds of printing jobs? Is most of your business for individuals or corporations? Has your business changed a lot over the years with the advent of computers? Are there other printers in town which do similar work?"
- T** Ask general information questions about the company-" How long have you been in business? Have you grown a lot in the years? Is this type of business pretty stable?"
- T** Then ask about employees and jobs-"How many employees do you have? Could you tell about the jobs that are done here?" For each job, get a title, brief description, how many people work in each position, shifts, education and experience required. As they are describing the job-ask questions about what they are saying (e.g., so how heavy a bundle does the person have to load at a time on to the loader).

T Asking questions and showing real interests can result in the manager volunteering to show you what she or he is trying to explain to you-which is exactly what you want-to get into the company and to observe jobs being done. If the manager doesn't make this invitation, but you seem to be establishing a good connection with the him or her, you might say "could you show me how that job is done".

Job Creation Probing

1. Listen for things that the manager says that might give you a hint about a need the company has. Example: The sales people do their own filing, but they don't like doing it and it gets piled up.

2. Ask questions about tasks that are not key duties-"So the salespeople are taking orders over the phone-is this entered directly into a computer and do they do that? Is there a hard copy generated, what happens to it and who handles it? Do you have to get rid of the documents for confidentiality sake?"

Introducing the Idea of Job Creation

T If something becomes obvious that might be a job creation opportunity go ahead and float the idea of a possible created job. "You know Ralph would be great at washing and

brushing dogs. Would you be willing to consider hiring Ralph for a few hours a week to do those tasks for you. It would allow you to spend more time cutting dogs hair." Talk about other benefits to the company that would occur if they created a job for the person.

T After you have gotten some basic information about the jobs and if no obvious job creation opportunity has been revealed, introduce the idea of job creation:

"One of the ways that I work with businesses which may not have a job opening or where there isn't a job that the person I am working with could do, is to help them determine if there are some tasks that the person could do a few hours a week that would benefit their business. For example, are there any simple tasks that employees spend a lot time doing that have to be done, but take away from the time that they devote to the most important duties of their job? Are there any tasks that get backed-up or often don't get done because of all of the other work that your employees have to do? Are there things that you would like to have done that would make the company more efficient or well organized or would make the service you provide to customers better, but that your current employees don't have the time to do it?"

T Use examples from jobs that have been created at businesses for other people and try to think of examples of possible things that might be done at the company based on the

information that the manager gave you about the company and the jobs that are done there.

T Talk about the general advantages. “A lot companies could use a little more help to get tasks done, but they don't need or want to hire a full-time person or even part-time person. Tim is looking to begin getting experience in the real work world and would be like to start out working a few hours a week. This can be a “win-win” situation for Tim and for your company”.

Another Approach to Creating Jobs-Ask to Analyze an Existing Job

If there is a job opening or an existing job (that may not be open now), and you want to get into the company to look for possible creation opportunities, indicate that you are not sure if the job would be one that the specific person you are representing could do, but you don't know until you could actually analyze it (the best way is by observing someone doing it for a couple of hours).

IF YOU COME UP WITH A POSSIBLE JOB CREATION IDEA

1.) Ask the manager for the chance to return to spend some time observing the tasks being done or to spend time with someone talking about and figuring out how a new task might be done.

2.) If based on your analysis it appears that the person could be successful doing the job, you will write a job proposal and then the two of you can discuss in more detail if it makes sense to proceed and how to do so.

3.) Conduct a Worksite and Job Analysis and Support Plan (see forms). If it appears that it is a good match for the person and the company, present the plan to the employer and negotiate details (e.g., start date, coworker who will help train and support, and adaptations).

APPROACHING A BUSINESS DIRECTLY WITH A JOB CREATION IDEA

In some cases you will know enough about the business to actually go in directly with a job creation idea. Example: you are working with a person who actually likes to wash and fold clothes. You think that you might be able to create a job at a hair salon for the person to wash and fold towels for the stylist. So you approach the owner with the specific idea.

WHAT DO YOU SAY ABOUT THE PERSON

T Focus on strengths, skills, and talents. "Amanda is very detailed-oriented and has a lot of energy".

T Don't use labels. Talk about functional needs of the person-this will convey the nature of the disability to the employer. Don't say that Amanda has "autism and mental retardation", but that "she takes a longer time to learn new tasks than some other new employees, she needs to have someone show her one step at a time, and she requires consistency in her schedule and duties".

T Use "Person-first" language when conveying that the person has a disability: "Amanda is young woman who completed high school last year and she experiences a disability".

HINTS FOR DEALING WITH HUMAN RESOURCE PEOPLE

Try to not get routed to them at the beginning of the process—they are often “gatekeepers” and will tell you that the person has to fill out an application and wait to be called.

If you know someone (or know someone who knows someone) in the company (e.g., department manager) get in touch with them directly, tell them what you are trying to do, and ask if they would be willing to talk with you directly—consider taking them out to lunch. If they suggest going through HR, explain your desire to actually learn about the kinds of jobs done at the company. You might want to go ahead and tell them about the idea of job creation—(could their department use someone a few hours a week to help with photocopying, paper shredding, etc.).

The extent to which the person will be willing to work with you will depend on the person (how interested they are in helping the person you are working with), how much of a role he or she (or the department) plays in deciding their hiring needs, and how powerful the HR department is in the company.

If you do get routed to the HR person try to “smoothtalk” your way into talking with a manager—focus on not looking for a job, but on career exploration—“I am really interested in gathering information that will help me to provide career guidance to the people I am working with.....” They might let you talk to a manager for this purpose.

JOB CREATION PROPOSALS

Simple written job creation proposals can be helpful to clarify your ideas for the business about how a job might be created for you. Managers can also take the written proposal to a "higher-up" in the company for presentation of the proposal.

Here is what should be included in a written proposal:

- ® Proposed job
- ® Benefits to the business
- ® Brief Description of the Job Seeker
- ® Conditions of Employment
- ® Next Steps

An example is provided on the next page.

JOB CREATION PROPOSALS

INITIAL EMPLOYMENT PROPOSAL SAMPLE

PROPOSAL MADE TO: Doggie Grooming Service

PROPOSAL MADE BY: Sue Davis, Employment Consultant
and Ralph Smith

DATE: December 12, 2001

PROPOSED JOB: Assistant Groomer

1. Wash dogs
2. Dry dogs
3. Brush dog

BENEFIT:

By doing these tasks for you, you will have more time to devote to clipping the dog's nails and cutting their hair. This will permit you take in more "customers" that will increase your revenue.

POTENTIAL EMPLOYEE:

I will be completing high school next year. I have always loved animals, in particular dogs. I take responsibility for grooming my own dog and I have done the same for neighbor's dogs. I have no fear of dogs, including those which are large and appear to be aggressive.

CONDITIONS:

I will start out working 10 hours a week while you are training me to do my job. I will earn the minimum wage. You will be reimbursed for 50% of my salary during the first 3 months of his employment. This arrangement may be continued depending on how quickly I learn my job.

Sue will work closely with you to design the training that will be most effective for me. Sue will spend as much time with you as you need to give you input about how to train and support me.

NEXT STEPS:

You, Sue and I will conduct a detailed analysis of the job to determine the type of training, adaptations, and supports that I will need to learn and perform the job. We will then negotiate the specifics of the wage reimbursement.



Chapter 6

JOB TRAINING AND SUPPORTS

How Do I Learn my Job and

Get the Support I Need To Keep It?

JOB TRAINING

Job Coaching vs. Natural Supports

The typical approach that is used to train a person with a developmental disability is called Job Coaching. The Job Coach is trained by an employee at the company where you are going to work and then the Job Coach trains you how to do the job. When you have learned the job, the job coach "fades" out and it is hoped that the coworkers will take over providing you with the support that you need to keep your job.

We have begun to understand that job coaching may not be the best way to help people with developmental disabilities to learn their job, because a lot of people have a hard time continuing to do a good job after the job coach is no longer at the work site. The reason for this is that the employee with the disability often become dependent on the job coach—they think of the job coach as their supervisor rather than their real supervisor. More importantly, the supervisor and coworkers become dependent on the job coach—they don't have a chance to get to know the person during his or her first days on the job, how to train and support him or her, or believe that they have the ability to train or support the person.

We have learned that when coworkers do all or most of the training of an employee with developmental disability that the employee is more likely to be successful in the long run and

require less on-going support from an employment specialist—it leads to more "natural supports". Businesses and coworkers have been willing and done a wonderful job of training even employees with very significant development disabilities.

Job Training and Support Best Practices

1. The business commits to training and supporting you. If your coworkers provide all or most of your job training you and they will have the chance to get to know each other, your coworkers will learn how to work with you, and they will view you like a typical employee, rather than someone who needs to be treated differently.

2. The company will identify the coworkers who will take the lead in training you before you start your job. By doing this before you start the company shows that it understands the importance of training you themselves. It will also provide your employment specialist the chance to work with your coworkers to prepare for your first day on the job. Your Employment Specialist will give the coworker(s) some ideas about things that will help you to learn your job. The Employment Specialist can help the employer to identify the coworker(s) who may be most suited to train you. The coworker's schedule, personality, and interest in training you will be considered in choosing the person who will train you.

3. Your Employment Specialist will give your coworkers consultation and support as they go about training you. The type and amount of consultation needed by coworkers varies a lot. However, during at least the first week of your job, the

Employment Specialist should be at the job site a lot in order to give as much input to your coworkers as they need and want. This input should be specific to you and your job, rather than general ideas about how to train people with developmental disabilities.

4. Your Employment Specialist provides on-going consultation to your company and coworkers. After you have learned your job, your Employment Specialist will need to be at the company less often. However, it is important that she or her continues to check-in frequently (at least once a month) to make sure that everything is going well. The Employment Specialist should come by the company and spend time there, rather than just making a phone check.

5. Your Employment Specialist provides consultation to your coworkers to help you to become socially involved at your job. An important part of work is getting to know the people who you work with. Your Employment Specialist should make suggestions to your coworkers about how to help you to participate in break-time conversations and other social aspects of the job.

ADAPTING AND DESIGNING JOBS

This information was taken directly from a manual called "Developing and Creating Jobs for Persons with Physical and Multiple Disabilities" written by Alternative Work Concepts in Eugene, Oregon. Contact Liz Fox at (541) 345-3093 for more information.

Job adaptation is a critical strategy when attempting to provide a person who experiences a disability with the opportunity to work in an individual job in the community. By adapting, redesigning and modifying tasks and the work environment, the job will be easier for the person to perform and thus, will decrease the need for training and ongoing support. In this chapter we will describe six major types of adaptation strategies. We will then describe a general process for designing jobs which you can use to determine what parts of a job or task need to be adapted and which adaptation is best to use.

ADAPTATION STRATEGIES

There are six major types or categories of adaptations which you should consider when an employee has difficulty performing a task or work related activity:

1. Eliminating the Difficult Step
2. Alternative Response Strategies
3. Environmental Rearrangement

4. Equipment Positioning
5. Environmental Cues
6. Assistive Devices
 - a. Commercially Available Devices
 - b. Generic Devices
 - c. Constructed Devices

Strategy 1: Eliminating the Difficult Step

The first strategy used to reduce the difficulty of a task involves redesigning it so that a step or aspect of the task which poses difficulty for the individual is no longer required for task completion. In some cases redesign may be done in such a way as to completely eliminate the difficult step, so that it is no longer performed by the worker with the disability, by another worker at the site, or by the support trainer. In other cases the redesign strategy is at the basis of partial participation. The following examples illustrate the strategy of eliminating the difficult step.

a.) Kelly works at a deli delivering and selling sandwiches to business persons who are unable to get away from their offices for lunch. He carries the sandwiches in a special box mounted on his wheelchair. While analyzing the job, the trainer found that sandwiches were priced at \$2.85, \$2.95, \$3.10, and \$3.25;

at these prices, Kelly would have to give his customers varying amounts of change depending on how much money they gave him. Kelly did not know how to make change, and due to his physical disability, handling coins was extremely difficult. These problems were explained to the owner of the deli who agreed to price all of the sandwiches that Kelly sold at \$3. Consequently, Kelly only has to determine how much change should be returned if a customer gives him a \$5, \$10, or \$20 bill, and he does not have to handle coins.

b.) John does photocopying for an insurance company. Before John was hired, the person who did the photocopying picked up the agents' photocopy orders from their desks. However, John was not able to maneuver his wheelchair through the narrow halls to reach their offices. Following discussion of this obstacle with the trainer, the agents agreed to bring their photocopy orders to a basket at the end of the hall where John could pick them up.

Strategy 2: Alternative Response Strategies

If you ask several individuals who do not experience a disability to perform a simple task, one or two strategies for doing it typically emerge. For example, when asked to turn on a light in a room from a wall-mounted switch, most individuals will use their index finger to flick the switch. Although there is usually a typical way that most people accomplish a simple task

or movement, there are many variations that *can* be used to produce the same outcome. To illustrate this, try to think of as many different ways that she or he could turn on a wall switch without using an index finger. Some alternative strategies include using the thumb, using the side of the hand, the elbow, the shoulder, or even the nose or chin. This exercise illustrates the old proverb "There is more than one way to skin a cat." Persons with disabilities may not be able to use the typical strategy that most people employ to accomplish a task or a step of a task. However, they may be able to do it via the use of alternative strategies. The following illustrations demonstrate this principle.

a.) The typical strategy for "stuffing" envelopes includes picking up the envelope in one hand and the papers to be inserted in the other hand, then inserting papers in the envelope. Angela only has the use of one hand. An alternative strategy was devised for her to use. First, she picks up the envelope with her good hand and wedges it between her thighs. Next, she picks up the papers and inserts them into the envelope.

b.) Sue works at a company that has an employee cafeteria where she likes to eat lunch. However, she has not learned money values. When the cashier tells her how much her lunch costs, she does not know how much money to give them. To get

around this problem, Sue's mother agreed to give her a \$5 bill for her lunch each day (Sue never spends more than this on lunch). Sue simply gives the cashier the \$5 bill. This strategy also eases her difficulty in getting money out of her wallet due to her limited hand use.

Strategy 3: Environmental Rearrangement

The third strategy is to change the arrangement of equipment, furniture, walls, or other objects at the work site. In many cases, this strategy must be utilized to permit an individual to get in to and around a business. In other cases, rearranging the environment may be done to increase a person's task performance, independence, and productivity. The following examples show how this strategy was used to achieve these goals.

a.) The shelf on which the towels were stocked at the hair salon was too high for Jamie to comfortably reach. There were several other shelves in the same area that were lower and were used to store items that Jamie did not have to handle. The owner of the hair salon agreed to move the towels to one of the lower shelves and to move the materials on that shelf to a higher one. As a result, Jamie was able to more easily and productively stock towels.

b.) John, who uses a wheelchair, was being considered for employment by an insurance firm to perform a variety of clerical tasks, including updating client files on a microcomputer. Unfortunately, the microcomputer was located on the second floor of the office and there were no elevators. However, the owner of the company agreed to move the microcomputer to the first floor so that John could perform this task.

Strategy 4: Equipment Positioning

One factor that can have a big impact on the ease with which a person can perform a movement is the position of the person in relation to the equipment or the materials she or he is working with.

a.) *Jeb works at a small parts manufacturing business. His task assignment is to package a particular part. After the worker next to him completes his work on a part, he places it in front of Jeb who picks it up and places it in a box. During the first few days on the job, Jeb's trainer observed that Jeb usually had a very difficult time picking up the part. Occasionally, however, he could perform the step more easily. After carefully analyzing the situation, it became clear that the location of the part placed by the other worker appeared to affect how easily Jeb could pick it up. If the part was placed approximately 6 inches from the table edge, he could easily pick it up. If the part was placed closer than 6 inches, however, Jeb had to bend his elbow*

to get his hand down to it, which caused his hand to closed into a fist before he could grasp the part. If the part was placed further than 6 inches from the table edge, he had to extend his arm to reach it. When this occurred, Jeb's arm reflexively went into full extension, which caused him to reach beyond the part. Consequently, the trainer placed a mark on the table 6 inches from the edge, and Jeb's co-worker agreed to place the part on the mark.

b.) Tom was learning computer data entry. The copyholder was positioned on the table to the left of the computer. During the first few days of training, it become apparent that when Tom turned his head to look at the copyholder so that he could see what to enter into the computer, his left arm, which he uses to type, went into extension. As a result, it was extremely difficult for him to strike the keys on the keyboard. When the copyholder was positioned on his right side, he could turn his head without going into extension.

Strategy 5: Environmental Cues

If a person is unable to use the naturally existing cues provided by the work environment or task, additional cues can be added. A picture prompt is one of the most common examples of this. We have given persons with cognitive disabilities photographs of task assignments, which they were trained to use

to independently move from one task to another. Written, tactile and tape-recorded cues have also been used.

a.) Linda was unable to tell which button on the photocopy machine should be pushed to start it. The trainer simply put a piece of colored tape on this button as a means of highlighting for Linda that this was the button that started the machine.

b.) David was learning to do a computer data entry task. To start the computer, he had to perform 10 steps that involved inserting and removing multiple disks as well as inputting different codes. After several weeks of training, he still had a difficult time remembering to do each step in the order it needed to be done. The Employment Specialist provided him with pictures of each of the steps in the start-up procedure. After completing each step, he would place a mark next to it in order not to lose his place.

Strategy 6: Assistive Devices

The use of assistive devices is one of the most important strategies for increasing the ease of task performance for persons with disabilities. The number of commercially available assistive devices designed to alleviate the difficulties that people frequently encounter in performing tasks has grown tremendously. In fact, new devices come on the market with each passing day. You should learn as much as you can about

these devices. In addition, common office hardware and household supplies and equipment can often be used as adaptive devices.

Strategy 6A: Commercially Available Assistive Devices

People with multiple and physical disabilities vary tremendously in terms of the nature and degree of their disabilities. A device or adaptation that may be extremely useful for one person may not be usable by another person with a slightly different type or degree of disability. The amount of leg, arm, hand, and head control a person has, as well as how well she or he can see, hear, speak, and learn can all determine the type of adaptive device that is most useful.

Because of his limited arm use, Tony cannot use a keyboard to type on a computer. Tony was taught to use a computer program that allows the user to "type" using a single switch. When operating, the program puts letters and numbers on the screen and a cursor that scans them. When the cursor is over the letter or number that Tony wants to type, he activates the switch on the arm of his chair.

Strategy 6B: Generic Assistive Devices

Generic assistive devices, or those that are not specially made for persons with disabilities, can also be extremely useful for making tasks easier to perform. A tour of an office supply store

will illustrate the vast array of devices that have been designed to make clerically related tasks easier to perform. Hardware and restaurant supply stores are also excellent sources of devices that may be useful for easing the difficulty of a task for individuals with and without disabilities. In both of the following examples, such devices were implemented to help Phil and Jamie to be more independent.

a.) Even with eyeglasses, Phil had to strain to see the figures both on the hard copy and on the monitor when he did his computer data entry task. A visit to an office supply store revealed a product that many people with a problem similar to his use. This device is a magnifier in the form of a plastic strip, which attaches to a roller on a copyholder. The strip can be positioned directly over the lines that are being entered and then easily moved to the next lines as the person progresses down the page.

b.) One of Jamie's tasks at the hair salon is to refill hair solution containers. Jamie was unable to unscrew the container lids due to the lack of movement and strength in her hands. Several different types of devices are available to assist individuals to open container lids and are available at most hardware and kitchen supply stores. The one that seemed most useful for Jamie was purchased, and the task became much easier for her to accomplish.

Strategy 6C: Constructed Assistive Devices

Although there are many specially designed or generic assistive devices that can be purchased, it is also possible to make them or have them made. Making a device that is similar to a commercially available one can frequently result in significant cost savings. In many cases, it is necessary to build a device because the one that will fit the needs and abilities of the specific individual is not commercially available.

The amount of money and time required to design and build a device will of course depend on what is being constructed. Most devices will need to be modified many times before they meet the needs of the individual. Creating inexpensive prototypes of a device to be field-tested and modified until the specifications that are desired are targeted is especially cost efficient. The final version of the device can then be built using more expensive materials.

a.) In order for Kelly to be able to deliver and sell sandwiches, he needed some way to carry the sandwiches on his electric wheelchair. The sandwich container needed to meet several important criteria, including that Kelly could easily get to the sandwiches, that it not interfere with his driving, and that it keep the sandwiches fresh and dry. No such piece of equipment was available commercially. However, Kelly's grandfather has a home workshop and likes to build devices for Kelly. He found an old metal ammunition box and fabricated a top that was easy for

Kelly to open and that sealed the box from moisture when closed. He also placed metal prongs on each side of the box, which allows it to easily attach to Kelly's wheelchair in front of his legs. This position allows him to reach the sandwiches, but does not interfere with his driving.

DESIGNING JOBS AND TASKS

Here we will provide you with some guidelines and suggestions about how to go about designing jobs and tasks using the six types of adaptations strategies. There are three major phases involved in designing a job for a person.

1.) Initial Design Phase. This phase occurs while your Employment Specialist is analyzing the site and preparing the site for you as part of the job creation process. This phase obviously occurs before you start work. Your Employment Specialist should carefully think about how the task is currently done by employees at the company, identify what difficulties you may have in performing it in that manner, and attempt to identify how the tasks could be redesigned and adapted to allow you to do it as independently and productively as possible. The more knowledgeable your Employment Specialist is of your skills and abilities, the more able she or he will be to adapt and design the job site and tasks before you begin to work.

From these analyses, detailed descriptions or preliminary Task Analyses of how you will perform the task can be written.

2.) Intensive Design Phase. The first week or two will be the time when your Employment Specialist will have the opportunity to actually observe you performing your tasks. This will also be the time when she or he can figure out how well the adaptations are working and to make changes if needed.

3.) Design Refinement Phase. After the first week or two on the job, a great deal of the job adaptations needed by you probably will have been made. However, the adaptation process is ongoing - you and your coworkers will continue to discover ways to refine how your job is designed and adapted.

OTHER ADAPTATION STRATEGIES

1. It is important to recognize that in most cases, an adaptation will not permit you to perform a task without training. In fact, typically you will have to learn how to use the adaptation.
2. When attempting to identify what adaptations to use to decrease the difficulty of a task or step, it is useful to brainstorm as many ideas as possible. A good way to do this is to think about each of the six major categories of adaptations we described and then try to think about a

specific way that the task or step could be adapted. Brainstorming with your coworkers can be helpful when trying to come up with ideas. It is also useful to look at catalogues with adaptations and equipment. You may actually be able to use one of the products, or you can get an idea for one that you could have built for you.

3. After you have identified as many adaptation ideas as possible, you will then need to pick the one you are going to try. There are three major factors that need to be taken into account when selecting the strategy.

a.) You will want to select one which you think will be effective in reducing the difficulty of the task or step.

b.) We suggest that you select the adaptation that is not only effective, but the simplest and most common. For example, Steve could not turn on the computer because the switch was located in the back of the machine, which he could not reach. One idea was to have a special switch designed for persons with disabilities hooked up to the machine so that he could turn it on. Another idea was to plug the machine into a power strip and place the strip on the table so that he could reach it. We usually recommend going with the simplest and lowest tech solution for several reasons. First, the low tech solution is usually the cheapest. A power

strip costs less than \$10.00, while a special switch would cost at least \$25.00. Second, the more high tech/special equipment and devices that are used for a person, the more likely co-workers will view him or her as needing special treatment and as being different.



FORMS

COMPARING POTENTIAL PROVIDERS

	Provider A	Provider B	Provider C
Relevant Experience			
Knowledge of Best Practice Job Search, Consulting, etc.			
Costs			
Willing for Me to Direct Process			
Availability			
Other			

JOB CREATION/DEVELOPMENT SERVICES AGREEMENT

This agreement outlines the job creation/development services to be provided

to: _____ (Job Seeker)

by: _____ (Employment Specialist) of: _____

(Agency).

Address: _____

City, State, Zip: _____

Phone: _____

SS#/Tax ID: _____

Fees and Payment

Hourly rate or other standard rate: \$ _____

Number of Hours: _____

Total of \$: _____

Agreement Start Date: _____

Agreement Stop Date: _____

- The job seeker, relative (or other significant other), and Personal Agent must review and sign the Action Plan/Invoice Form in order to authorize _____ to pay the provider.

Job Creation/Development Services

1. All job creation and development activities will focus on finding a job that matches the wants and needs of the job seeker identified in the Person-Centered Job Plan and summarized on the attached page.
2. The Employment Specialist will meet with _____ (Job Seeker) and his or her family _____ (weekly, every two weeks) to review progress in completing the services agreed to on the Action Plan/Invoice and to develop another Action Plan.
3. Will not accept a position for _____ (Job Seeker) without his or her approval and the approval of his or her family, the Personal Agent, and _____.

OTHER

_____ Job Seeker

_____ Job Developer

_____ Family

_____ Agency Representative

_____ Personal Agent

_____ Date

EMPLOYMENT CONSULTATION SERVICES AGREEMENT

This agreements outlines the employment consultation services to be provided

to: _____ (Customer)

by: _____ (Employment Specialist) of: _____
(Agency).

Address: _____

City, State, Zip: _____

Phone: _____

SS#/Tax ID: _____

Fees and Payment

Hourly rate or other standard rate: \$ _____

Number of Hours: _____

Total of \$: _____

Agreement Start Date: _____

Agreement Stop Date: _____

■ The customer, relative (or other significant other), and Personal Agent must review and sign the Action Plan/Invoice Form in order to authorize _____ to pay the provider.

Employment Consultant will:

- (a) help to structure job responsibilities, schedules, and training in a way that meets the needs of both the customer and the employer;
- (b) provide technical assistance to coworkers and supervisors about the customer's learning style and support needs;
- (c) help the customer, his and her coworkers, and employers solve problems as they arise.

OTHER

_____ Customer	_____ Job Developer
_____ Family	_____ Agency Representative
_____ Personal Agent	_____ Date

SUPPORT ACTION PLAN

Name of Job Seeker: _____

CONTRACTOR/EMPLOYEE: _____

DATES FOR ACTION (from -to) _____

Approximate number of hours: _____

SPECIFIC ACTIONS	TIME

INVOICE

Name of Job _____

Seeker: _____

CONTRACTOR/EMPLOYEE: _____

ADDRESS _____

PHONE: _____

BILLING PERIOD _____

DATE	SERVICES	TIME

Total Hours: _____

Rate: _____

Total Due: _____

Employment Specialist

Date

SS#/Tax ID #

Customer

Date

Family Member

Date

Other Signature

Date

CAREER SUPPORT AND RESOURCE PLAN

NAME: _____

DATE: _____

SUPPORT NEEDS	HOW SUPPORT WILL BE PROVIDED	COSTS	SOURCE

WORKSITE ANALYSIS AND SUPPORT PLAN

Career Seeker _____
Business _____
Address _____
Telephone _____

Contact Names and Positions:

Type of work done at business:

How long in business:

Number of employees:

Estimate of turnover in type of positions being developed:

How long have key contact people been employed there?:

Number of prior employees with developmental disabilities employed
and how they were trained and supported:

Number of current employees with developmental disabilities
employed and how they were/are trained and supported:

Other:

CAREER PROFILE AND JOB MATCH

Job Seeker:

Business:

JOB SEEKER	JOB
CAREER GOAL:	POSITION DESCRIPTION:
Desired Schedule:	Schedule:
Desired Locations (Transportation Needs):	Location (Transportation Possibilities):
Desired Wage and Benefits:	Offered Wage and Benefits:
Desired Social Environment (Kinds of coworkers and type and amount of social interactions):	Social Environment:
Desired Physical Environment (Accessibility, inside/outside, etc.):	Physical Environment:

JOB SEEKER	JOB
Desired/Needed Coworker Supports:	Are These Available?
Important/Other:	Are These Available?

WORKSITE ANALYSIS AND SUPPORT PLAN SOCIAL ENVIRONMENT

1. How friendly are the supervisors and employees at the company?
2. How does the supervisors talk about their employees-with respect and in a positive manner?
3. How "stressed-out" does the supervisor and coworkers appear to be?
4. Describe the make-up of the workforce including gender (how many men and women), ages, cultural background, general education (e.g., high school, college graduates)?
5. How much and what is the nature of the social interactions among coworkers (Do they talk while they work? Do they take breaks together? What kinds of things do they talk about-do they joke around, is there a lot of off-color language?)
6. How do employees dress?
7. Important Other Things

WORKSITE ANALYSIS AND SUPPORT PLAN TRAINING

1. How is training typically provided to new employees—who provides it, the amount of training provided, and the training process?
2. How would the job seeker be trained? Provide details about who will train the job seeker, the process that will be used for providing input and consultation to the coworker (s) who will be training the job seeker, and any other information about the arrangements that will be made by the company to support the training of the employee.
3. What are the major tasks that the job seeker would do as part of the job or the job that is being created?
Attached Task Analysis/Match forms for each of these tasks.

**WORKSITE ANALYSIS AND SUPPORT PLAN
ON-GOING SUPPORT**

1. How is support and supervision provided to typical employees in this position or similar positions?
2. To what extent would this be adequate for the job seeker? What additional supports will he or she need?
3. What specific planning has been done with the employer to insure that his or her support needs will be met?

TASK ANALYSIS/MATCH

TASK:

JOB SEEKER:

MAJOR STEP	DESCRIPTION	DIFFICULTY	ADAPTATION, SUPPORT, TRAINING NEEDED

**CAREERS, COMMUNITY, AND FAMILIES
JOB DEVELOPMENT BUSINESS CONTACT LIST**

JOB SEEKER:

DATE:

BUSINESS	TIMELINE	CONTACT ACTIVITIES AND RESULTS



MORE INFORMATION