



Employment First:

*Braiding Day & Employment Services to
Build Meaningful Lives.*

Sara Murphy
TransCen, Inc.
April 9th , 2015

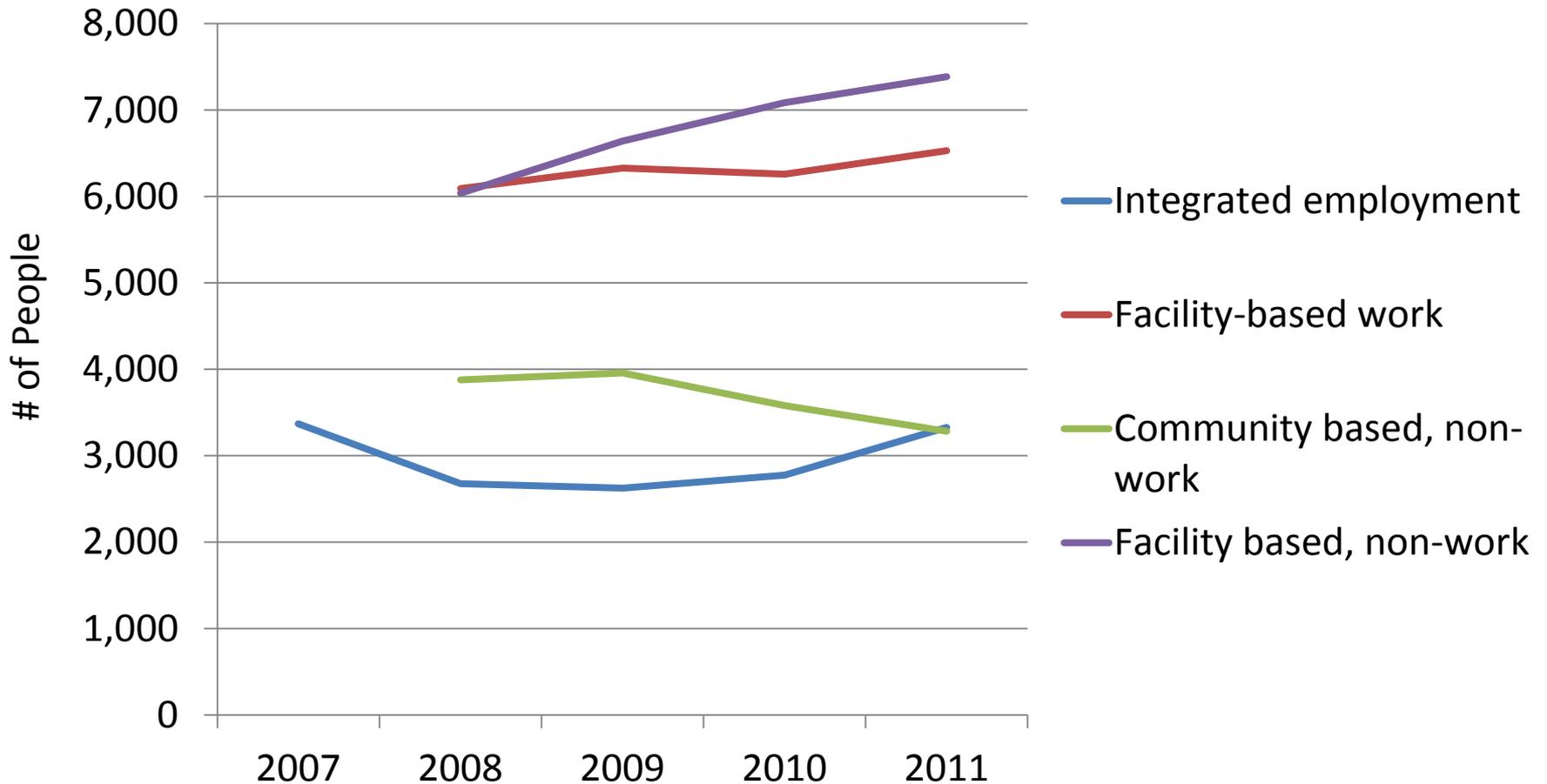
Today's Discussion

- Braiding services to encourage integrated employment for people with more significant support needs
- Using “Community Day Services” to support employment outcomes & the placement process
- Determining goals and measuring “meaningful”
- Q&A

Employment First: Jobs for Everyone

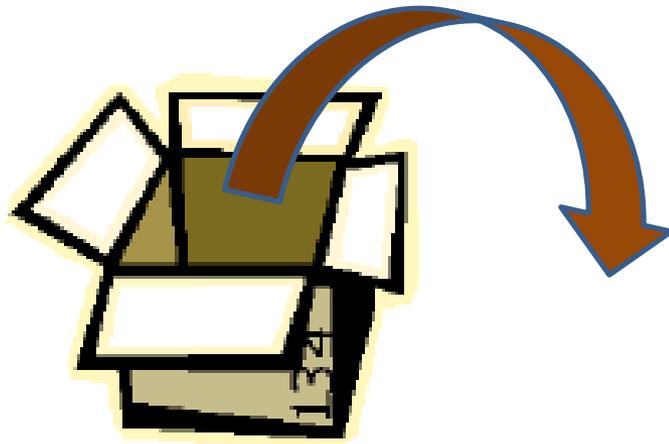
- We have the toolkit for success:
 - Values
 - Best practices
 - Federal/State Legislative buy-in and support
 - Pockets of excellence
- How do we use our state's HCBS waiver services more effectively - and support employment outcomes?

WI/DD: Services Provided

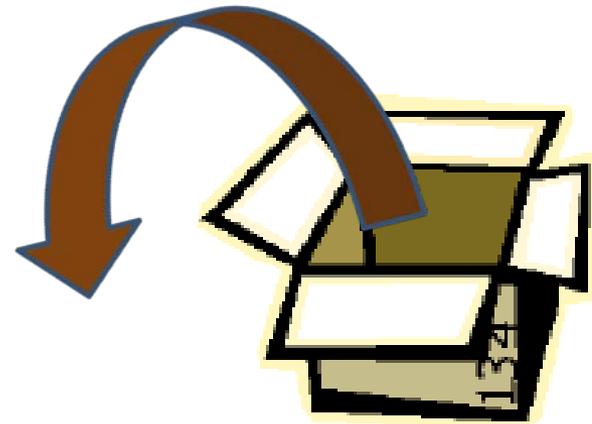


ICI, State Data :National Report on
Employment Services and Outcomes

PEOPLE WITH MORE SIGNIFICANT DISABILITIES DON'T ALWAYS FIT IN A BOX.

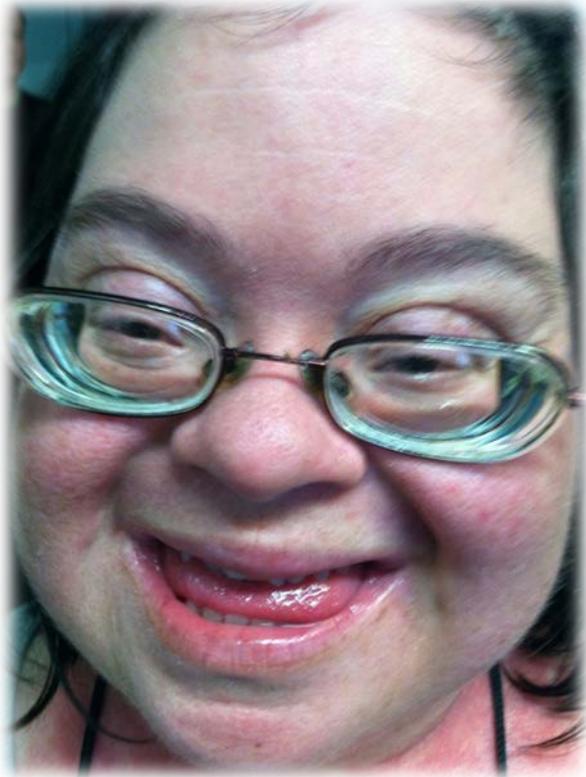


Day Services



**Supported
Employment**

Anna



- Graduated from Transition Program
- Placed in job at AMB, 3 hours a day
- Sat home with mom the rest of the time- no contact with friends
- Lost job because she would spend time socializing, not working

HOW DO WE BRIDGE THE SERVICE GAP?

Get rid of the boxes, blur the lines,
braid and blend services

Braided “Hybrid” Services

- Enable systems to fund activities that fall outside the limits of one system- fills gaps
- Creates wrap around supports that can meet a wide range of needs that a single funder could not effectively respond to alone (*built to order*)
- Services are better coordinated, single point of contact
- Hourly services enables support plans to be more flexible and responsive
- More efficient use of resources
 - Eliminates duplication of efforts,
 - Not providing “unwanted” or unnecessary services
 - Frees up service hours/resources for others

WorkLink's Services

- An array of options
- Program Goals: **1) Maximize Independence, 2) Build skills, 3) Direct Hire Employment**
- Hourly rates for “day services” (max. 30 hrs/wk)
- Braided funding, DDS/Day Services and VR/SE services on the same day
 - Use Day Services to explore employment options and build skills- and address needs beyond work
 - Bring in VR/SE services when goal is determined and a specific plan has been developed and provide 1:1 coaching services on the job

Braiding services is not enough.

DAY SERVICES MUST BE MEANINGFUL

New Approach to “Day” Services

- **100% Community-based**
- **WORK Focused.** Use volunteer jobsites for exploration and training
 - 70% of the time is spent at volunteer work sites
 - Project SEARCH/internship programs
- **Individualized, person-centered**
 - Does not mean 1:1, small groups
 - Grouped according to “goals” and “interests”
 - Heterogeneous 1/3, 1/3 & 1/3
- **Expectation (hope) is that support will fade**
 - Services vs. programs

Meaningful Day Services

- Qui Bono? (who benefits?) people or programs?
- Goal-oriented, strategic, purposeful
- Community-based, structured & consistent
- Person-centered (requested, not what's offered)
 - Individualized, but not necessarily 1:1
- Employment-focused
- Tailored to an individual's needs & circumstances

Use *Day Services* to Support the Placement Process & Life

- Discovery and Exploration (identify job options)
- Verify interests, abilities and skills
- Provide exposure to a variety of job tasks and possible work settings
- Build skills (hard and soft)
 - Focus on employability issues (communication, initiative hygiene, travel, work ethic,.....)
- Augment PT work schedules- support “Life”
 - address non-work needs & interests, keep connected with community and friends

Anna's Life Today



- Employed at GAP 9 hrs a week. Earns \$10.88/hr. plus stock options
- Learning to cook at *Project Open Hand*
- Swimming & Zumba @ 24 Hour Fitness
- Volunteers for *Food Bank*
- Independently travels on bus/Metro throughout SF



DISCOVERY PROCESS

Building a Profile to Target Employment Options

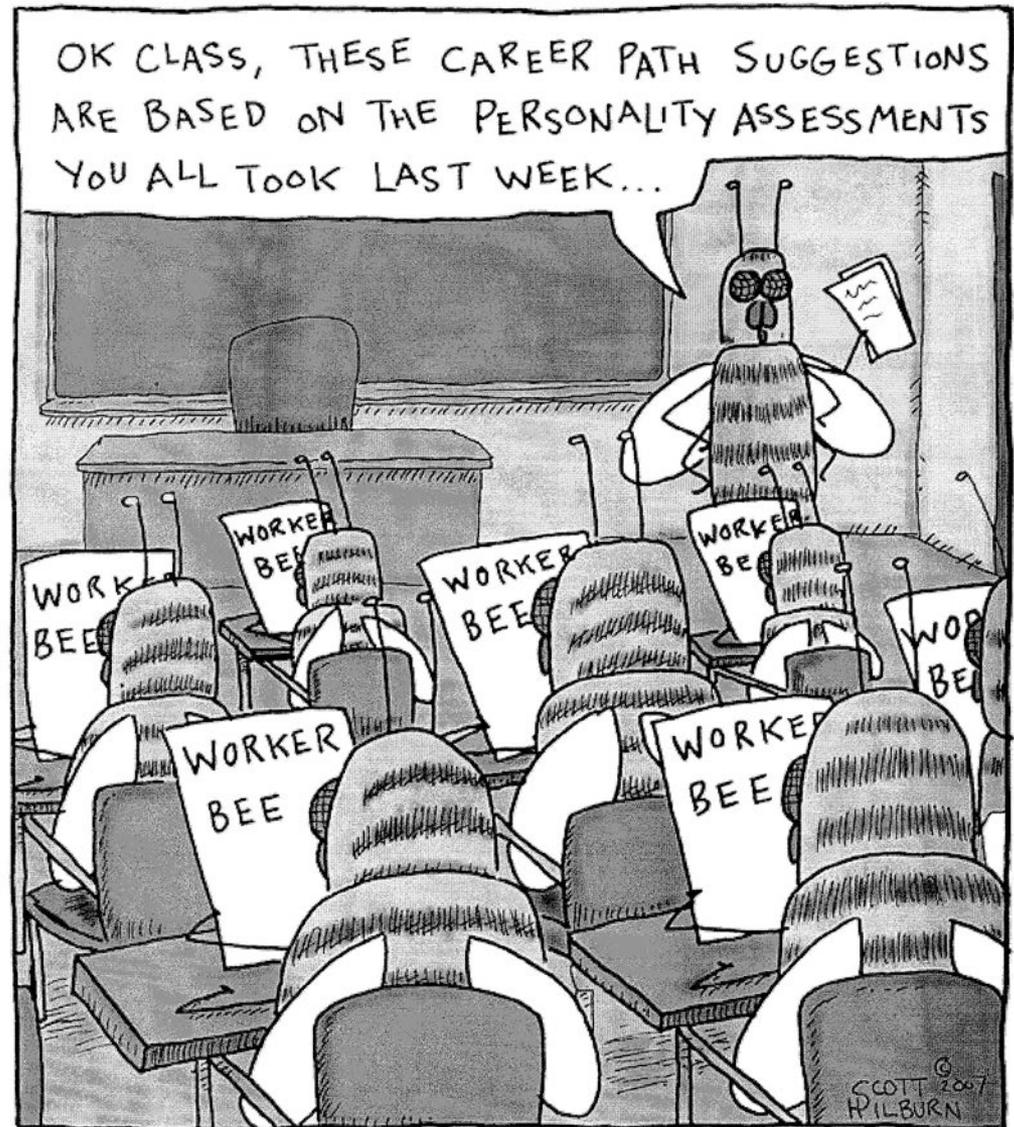
Employment 1st

The question is not
WHETHER a person
can work, but WHERE.

Limited exposure? Not enough
information to complete a profile?
Trouble verifying skills? Big barriers to
getting a job?

Day Services can be used to address
these Issues.

The problem with the typical assessment process



Exposure
Precedes
Interest

Exposure, Verifying Interests



“I want to work with kids and babies.”

- Set up Volunteer experience at Stonestown YMCA childcare- supported by community Instructor who also supported people working out.
- Didn't like the crying and diaper part.

Build a Positive, Person-centered Profile

- Treat it as a “living” document
 - Revise as new information is found or annually
- Keep it short and simple
- Use it to develop work-related goals and support plans, and to target employment options
- Get input directly from the individuals and those who know them best
- Works for all job seekers– a very empowering process – helps them to *imagine the possibilities*



Person-Centered Discovery

Positive Personal Profile

- Dreams and goals
- Interests
- Talents/skills and knowledge
- Values
- Environmental preferences
- Life and work experiences
- Learning styles
- Positive personality traits
- Dislikes
- Support system
- Specific challenges
- Creative solutions (accommodations)

Positive Personal Profile

Name: Robert H.

<p style="text-align: center;"><i>Dreams and Goals</i></p> <p>Get a job and move into my own apartment. Meet some friends.</p>	<p style="text-align: center;"><i>Interests</i></p> <p>Music, likes hip hop, rap and Heavy metal, Listens to the radio- a lot, (KMEL and the BONE), WWF, comics, Spanish soaps, likes basketball and baseball. Wants to meet cool people. Loves computer/video games (Playstation) – action games "killing people" Rides his exercise bike, likes walking/hiking</p>										
<p style="text-align: center;"><i>Talents, Skills and Knowledge</i></p> <p>Knows a lot about music (current artists), very athletic- good coordination, worked in mailrooms familiar with USPS, worked at Virgin Megastore(seasonal), familiar with lots of office equipment (computers, fax, copiers), likes working with "machines" and tools, learns quickly, good memory</p>	<p style="text-align: center;"><i>Learning Styles</i></p> <p>Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.</p>										
<p style="text-align: center;"><i>Values</i></p> <p>Being respected by others. Being popular- having friends.</p>	<p style="text-align: center;"><i>Positive Personality Traits</i></p> <p>Punctual! , Honest, Candid, Smart, detail-oriented, a man of great resolve, strong self-advocate,</p>										
<p style="text-align: center;"><i>Environmental Preferences</i></p> <p>Clean, well organized. Casual, hip places (but not loud) - nothing too professional or boring. Quiet but friendly.</p>	<p style="text-align: center;"><i>Dislikes</i></p> <p>Kids, chaotic loud places. Special Ed and disabled services, will not ride the bus at night, change, people talking about him, being interrupted- or being told what to do. Being patronized, condescending, people asking questions or interrupting me</p>										
<p style="text-align: center;"><i>Work Experiences</i></p> <p>No starch press- order fulfillment/shipping, lite data entry Virgin Megastore (x-mas job)- processing cd's (liked this job best because of the people and music, didn't like helping customers) Garden center- hated it. Does not like dirt or helping customers. Trader joes- collecting carts/stocking—hated customers, did not like cleaning (swept and mopped salesfloor), job was in afternoon- hated that.</p>	<p style="text-align: center;"><i>Support System</i></p> <p>Family (Pacita/mom,Anthony/dad and two brothers- TJ still at home)</p>										
<p style="text-align: center;"><i>Specific Challenges</i></p> <p>Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.</p>	<p style="text-align: center;"><i>Solutions and Accommodations</i></p> <p>Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.</p>										
<p>Career Ideas and Possibilities to Explore:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Metreon- playstation store (stockroom)</td> <td style="width: 50%;">SEGA</td> </tr> <tr> <td>KMEL (Clear Channel)</td> <td>Niketown or Copeland's sports</td> </tr> <tr> <td>The BONE</td> <td>Guardian newspaper/SF WEEKLY</td> </tr> <tr> <td>Virgin Megastore (stockroom/pricing)</td> <td>COMPUSA (games section)</td> </tr> <tr> <td>GAMEPro Magazine</td> <td>Duplication houses—Olde West, Mixonic, Revolver Records</td> </tr> </table>		Metreon- playstation store (stockroom)	SEGA	KMEL (Clear Channel)	Niketown or Copeland's sports	The BONE	Guardian newspaper/SF WEEKLY	Virgin Megastore (stockroom/pricing)	COMPUSA (games section)	GAMEPro Magazine	Duplication houses—Olde West, Mixonic, Revolver Records
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A simple, one-page form

STRENGTHEN EMPLOYABILITY

Work Ethic, Hard and Soft Skills

Use Community Resources and Volunteer Work to Teach Skills

- Real world settings, real tools, real work
 - Program is 100% community-based
 - 70% time is spent at volunteer work sites
- Be strategic. Develop a variety of sites that offer a variety of opportunities to teach hard and soft skills
- Focus on building stamina, endurance and work ethic
 - Exposure = Interest = Motivation
- Numerous opportunities to practice soft skills
 - Communication & manners
 - Problem solving, team work
 - Initiative & time management

Physical Stamina & Independence



“I want to work 20 hours a week.”

- Enrolled in Project SEARCH (4 hour work rotation- M to F)
- Difficulty concentrating after 2-3 hours, productivity and accuracy diminished greatly
- Accepted a 5 hours/ 4 days a week shift = performance issues. Had to scale position down.

Punctuality & Attendance & Attitude



- Not showing up for meetings or program - always late.
- Used day services to assess “time management skills”
- Completing tasks and taking direction from women supervisors problematic. Taught him teamwork “gotta get the job done”.
- Successfully placed, now only receives SE services

Increasing Independence and Self-Confidence

- Consistent, structured schedules
 - Predictable, opportunities to learn, not field trips
- Error-free learning, positive instructional strategies
- Punctuality and time management
 - Schedules, watches, calendars & checklists
- Build-in Choice and self-determination
- Problem-solving (create trouble, *Let's get Lost*)
- Give people opportunities to be leaders/mentors

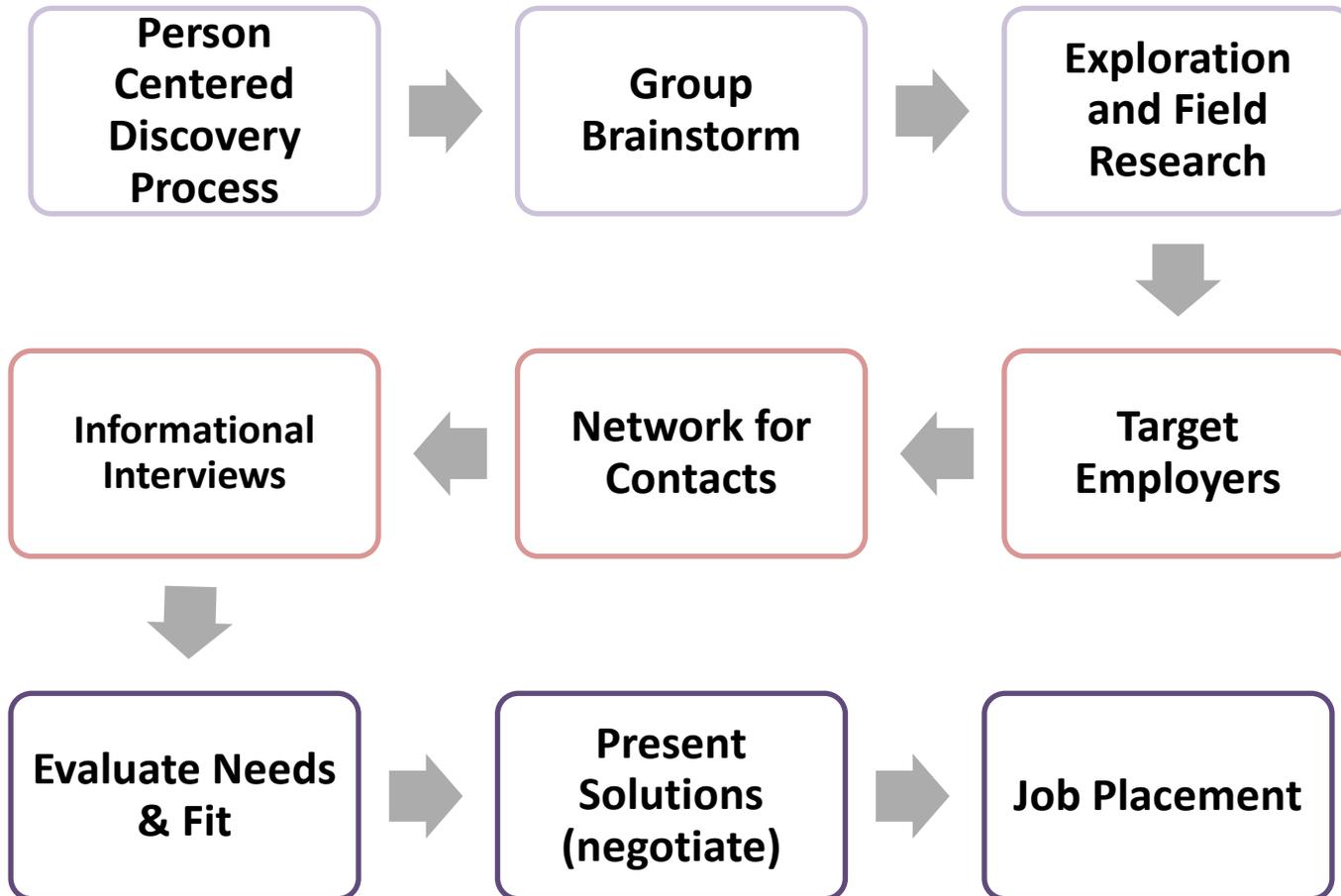
Work Ethic, Motivation and Initiative

- Move from (learned) “Helpless” to “Helper”
- Reward good work behavior (punctuality, problem solving, taking responsibility and showing initiative)
- Teach initiative “I’m done- what’s next?”
- Teach money concept/usage & budgeting
- Incentivize “employment” (trips with Earned cash, celebrate new jobs & anniversaries)

Taking the Next Step

- Primary goals are employment and independence
– keep moving toward this
- Once discovery process is complete and voc. goal identified – it is time to take the next step
- Braid in DOR 1:1 “employment services”
- Not everything needs to be “fixed” before employment- use *Customized Employment* methods for those who need them
- Strategic, team approach to job development
 - Within your agency or work collaboratively with a placement provider

Customized Employment Process



During the placement process

- Use day service hours to develop skills while Employment Services work on placement
- Keeps individual engaged (so stamina & skills are not lost)
- Community Instructors guide placement, provide input and ideas to Employment Specialists

CUSTOMIZED EMPLOYMENT

Connecting with Business and Creating Opportunities

Help Wanted

Company looking for individual with developmental disabilities, autism and history of aggressive behaviors. Extensive history of hospitalization preferred. Drug problems, poor social skills and delusional behaviors OK. Supportive co-workers and movie day on Fridays. Call for an application.

Customized Employment: *A Skills NOT Deficits Approach*

- *You gotta believe!*
- Reframes perceptions of people with disabilities through discovery process
- Focuses on what a person can do, not what they can't
- Shifts emphasis to adding value, not what needs fixing
- Makes it possible to see the individual as a “worker”
- Targets employment settings where the job seeker’s unique characteristics and skills will be assets - where they will fit in and make friends-

Where they will **SPARKLE**

Customized Employment

- Starts with a person-centered discovery
- Requires an in-depth knowledge of employers needs
- NOT job carving – It is creating jobs based on employer's needs and a job seeker's strengths



Job seeker: ROY (aka *the Tornado*)

What the file said:

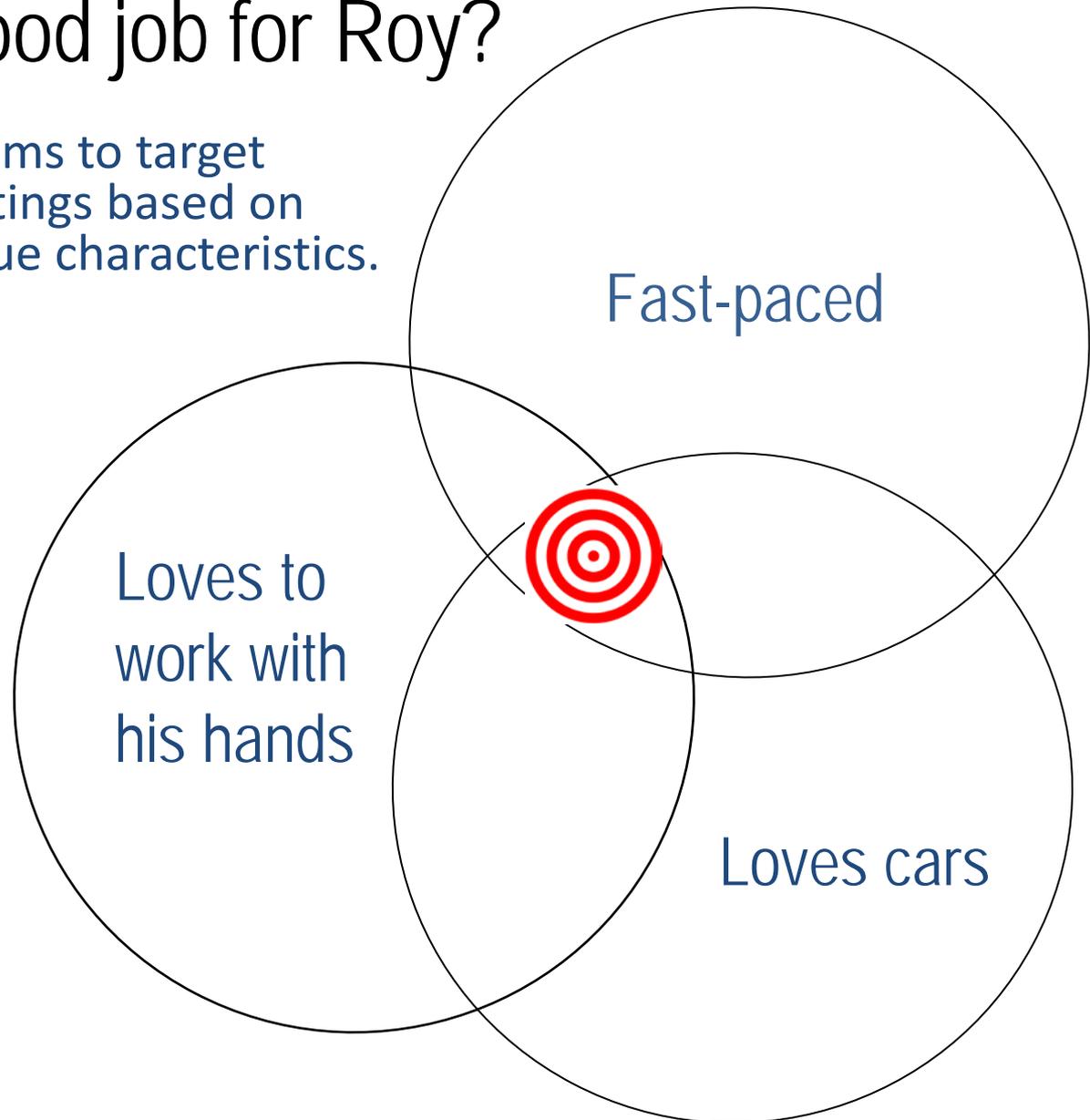
- Attention deficit
- Developmental disability
- Bombed out of 3 work programs
- Can't sit still or focus
- Late – constantly calling in sick
- Bad attitude, aggressive, violent
- Limited academics, no computer skills

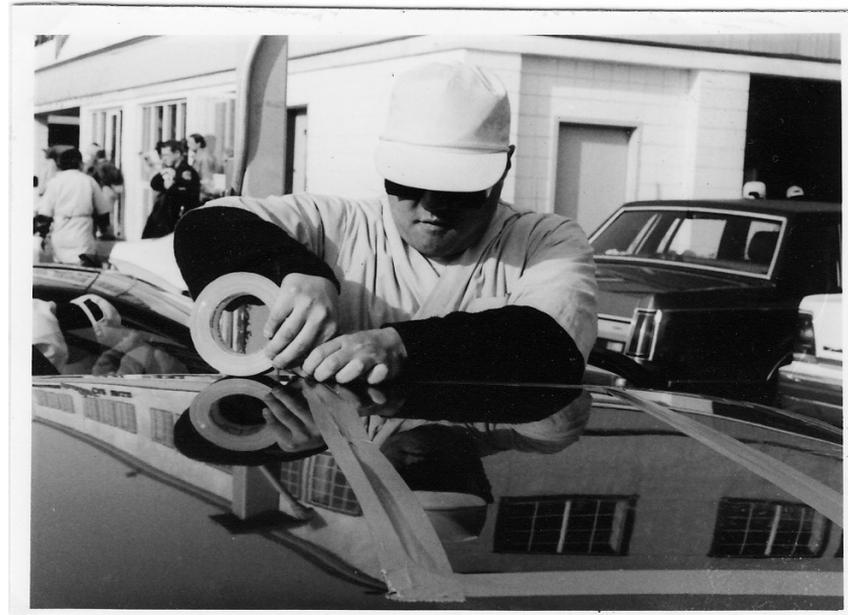
What we said:

- Active guy
- Very outgoing
- Likes to move
- Loves variety
- Can match numbers and use site words
- Loves expensive cars

What's a good job for Roy?

Use VENN diagrams to target employment settings based on candidate's unique characteristics.



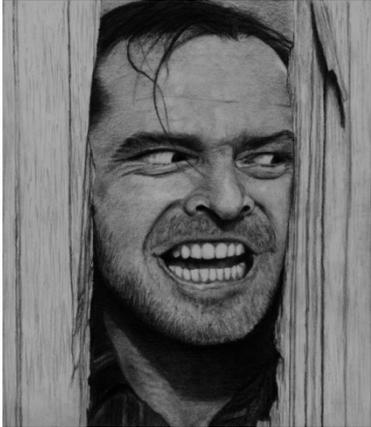


Employee of the Year
Divisadero Car Wash



Why was Roy Successful?

- Job matched not only his skills but also his interest & personality
- Roy has skills (or attributes) the employer valued and a passion for the business
- Job developer found an employment setting and a position that utilized Roy's skills and also minimized his disabilities



“All work and no play makes
Jack a dull boy.”

Stanley Kubrick, the Shining

USE DAY SERVICES TO BUILD COMMUNITY

Connecting people to friends and society

Community-based Services

- Builds connections and friendships
 - personal and professional networks
- Addresses non-work needs
 - Health, Home, Love/happiness, Social/recreational
- Augments part-time work hours
 - Keeps people connected, active and engaged
- Helps to stabilize personal situations

Building a Community

- Activities are based on the individual's personal interests & hobbies
- Ultimate Goal: Not just “engagement”- but independence
- Teach people to “reach out” and “hang out”
 - How to be a good friend
 - Cell phones, facebook, Superbowl parties
 - Cooking group at homes - hosting friends
 - Organizing “date night”
 - Developing new interests or hobbies

Where to Start

- Start small, pilot with a group of 8 to 10 people, add individuals/staff slowly (3:1/4:1 ratio)
- PPP's generate ideas for goals/objectives
- Group individuals according to interests/goals
- Post-its and white boards are essential tools
- Start with most independent- get them rolling, tap ES team to do travel training and “one-offs”
- Stagger in those with more significant support needs (Community Instructor provides transport)

Weekly Schedules

- Program Manager is responsible for developing
- Weekly Staff/Individual Schedules
- Remain VERY consistent, highlight any changes
- Get Feedback from Community Instructors
 - Bus routes, timing, groupings, volunteer sites
 - Goals & progress
 - Weekly staff meeting
- Posted in the office (command central)
- Used to document attendance/ service hours

Anna's Weekly Schedule: Sept 16th – Sept 20th 2013

MONDAY

- 8:30 Travel to 24 Hour Fitness
- 9:00-11:30 Zumba at 9:30-10:30 (hair washing/showering/grooming skills)
- 11:30-12:30 Lunch with friends (healthy choices, money, communication skills)

TUESDAY

- 9:00-11:30 Work at the GAP
- 11:30-12:00 Lunch at the Westfield, find Jeff
- 12:00-1:00 Travel to SF Foodbank
- 1:00-3:00 SF Foodbank with Jeff & friends

WEDNESDAY

- 8:30 Travel to 24 Hour Fitness
- 9:00-11:30 Workout and swimming at 24 Hour Fitness with Mary & friends
- GOALS: Use bicycle and treadmill for 20 minutes each/Swim 8 laps
- Showering/grooming, check weight/up-date graph
- 11:30- 12:00 Lunch with friends (healthy choices, money, communication skills)
- 1:30-3:30 Work at the GAP

THURSDAY

- 9:00 Meet Jeff at Project Open Hand
- 9:00-11:30 Project Open Hand/ Lunch at POH (eat healthy things, not too much)
- 11:30-12:00 Go Home on BART

FRIDAY

- 9:00-11:30 Work at the GAP
- 11:30-12:00 Eat Lunch – go to WorkLink office
- 12:00-1:00 Carolyn picks you up / Travel to Save the Redwoods
- 1:00-3:00 Save the Redwoods



workLINK

Alfred

Sally

Jeff

Mary

	Alfred	Sally	Jeff	Mary
MONDAY	<p>AM Albert, Anna, Calvin, Jules, Desmond PM Calvin, Brian, Desmond, Stu 9:00 Meet Group 24 Hour Fitness 9:00-11:30 24 Hour Fitness 11:30-1:00 Travel to Westfield/ Eat Lunch/ Travel to Bernal Heights 1:00-3:00 Bernal Heights Community Center 3:00-5:00 Office Hours</p>	<p>Chuck 9:00 Meet Chuck at Church & Market 9:00-10:00 Travel to Reebok Store 10:00-1:00 Chuck at Reebok Store 1:00 Pick up Chuck at Reebok Store 1:30 Drop Chuck off at Church & Market 1:30-5:00 Office Hours</p>	<p>AM Ashton, Fanny, Brian, Mario, Mikael PM Albert & Don(reading), Ashton, DeShawn, Ramone, Mikael, Mey, Wilbur (computer) 9:00 Meet Group at Stonestown YMCA 9:00-11:30 Stonestown YMCA 11:30-1:00 Lunch and Travel to John Adams Campus 1:00-3:00 City College- Reading & Computer Class 3:00-4:00 Travel to Colma w/ Wilbur</p>	<p>AM Ramone, Jurgen, Joe, Don, Mark, Skippy, Wilbur PM Ashton, DeShawn, Ramone, Mikael, Mey, Wilbur (Computer) 8:30 Meet Wilbur at Colma 9:00 Meet Group at the Coffee Bean & Tea 9:30-12:00 American Conservatory Theater 12:00-1:00 Eat Lunch at Westfield and travel to City College 1:00-3:00 City College Computer Class 3:00-5:00 Office Hours</p>
TUESDAY	<p>AM Albert, Mario, Carol, Desmond, Wilbur PM Albert, Calvin, Jurgen, Mey 8:30 Meet Wilbur at Colma BART 9:30-11:30 Family House (Cleaning) 12:00-1:00 Eat Lunch Westfield Mall 1:00-3:00 GreenPeace 3:00-5:00 Staff Meeting</p>	<p>PM Ashton, Fanny, Carol, Kim 9:00-11:30 Office hours 11:30-12:00 Travel to Project Open Hand 12:00-3:00 Project Open Hand 3:00-4:00 Office Hours 4:00-5:00 Staff Meeting</p>	<p>AM Calvin, Fanny, Jurgen, Joe, Don PM Don, Stu, Wilbur, Skippy, Anna 9:00 Meet Group at Starbucks on Bush & Van Ness 9:30-11:30 MDA 11:30-1:00 Westfield Mall/ Eat Lunch, Travel to SF Foodbank 1:00-3:00 SF Foodbank 3:00-4:00 Travel w/ Wilbur to Colma BART 4:00-5:00 Staff meeting</p>	<p>AM Ashton, Brian, Givi, Mikael, Kim PM DeShawn, Ramone, Brian, Mikael 9:00 Meet Group at Stonestown YMCA 9:00-11:30 Stonestown YMCA 11:30-1:00 Travel to Westfield Food Court/ Travel to Red Cross 1:00-3:30 Red Cross 4:00-5:00 Staff Meeting</p>

***That which is measured,
gets done.***

- Michael Le Bouef

Service Providers must be held
Accountable.

Goals must focus on **outcomes/skills to be gained**, not activities, attendance or services to be provided.

How do you measure “meaningful”?

Determine what outcomes are important, measure these:

- A job, financial security (hours worked, \$ earned)
- Independence (hours of service, accomplishment of goals, SIS score, level of assistance)
- Friends & connections (activities w/o paid staff)
- Health (exercise graphs, weight, insulin)
- A comfortable, happy home (skill checklists, satisfaction surveys)

Panscofar's Scatterplots- a Great Tool!

- Measures and visually represents the progress of individuals enrolled in a program
 - Not to show a correlation between employment and community engagement- but to plot two measures of success in one graph
- Motivates individuals and holds program staff more accountable.
- Helps develop more strategic goals and better service plans

Many uses for Scatterplots

Individual level

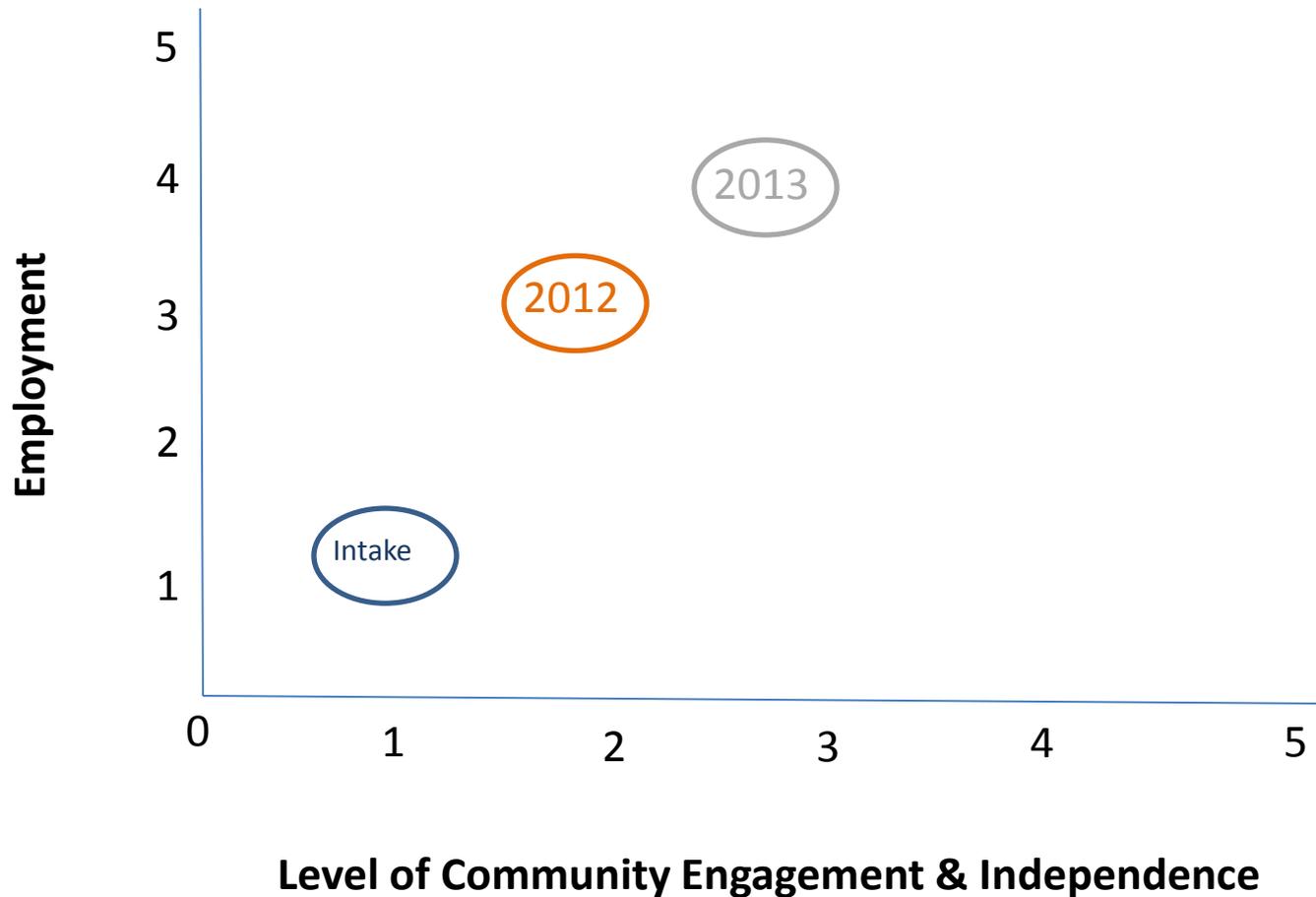
- The individual's "level of independence" is assessed prior to the annual planning meeting. Plotted on a personal graph.

Programmatic or Regional level

- A Scatter plot can be done for a program or regional office, to determine the overall effectiveness of services, keeps staff focused on promoting *Independence*.

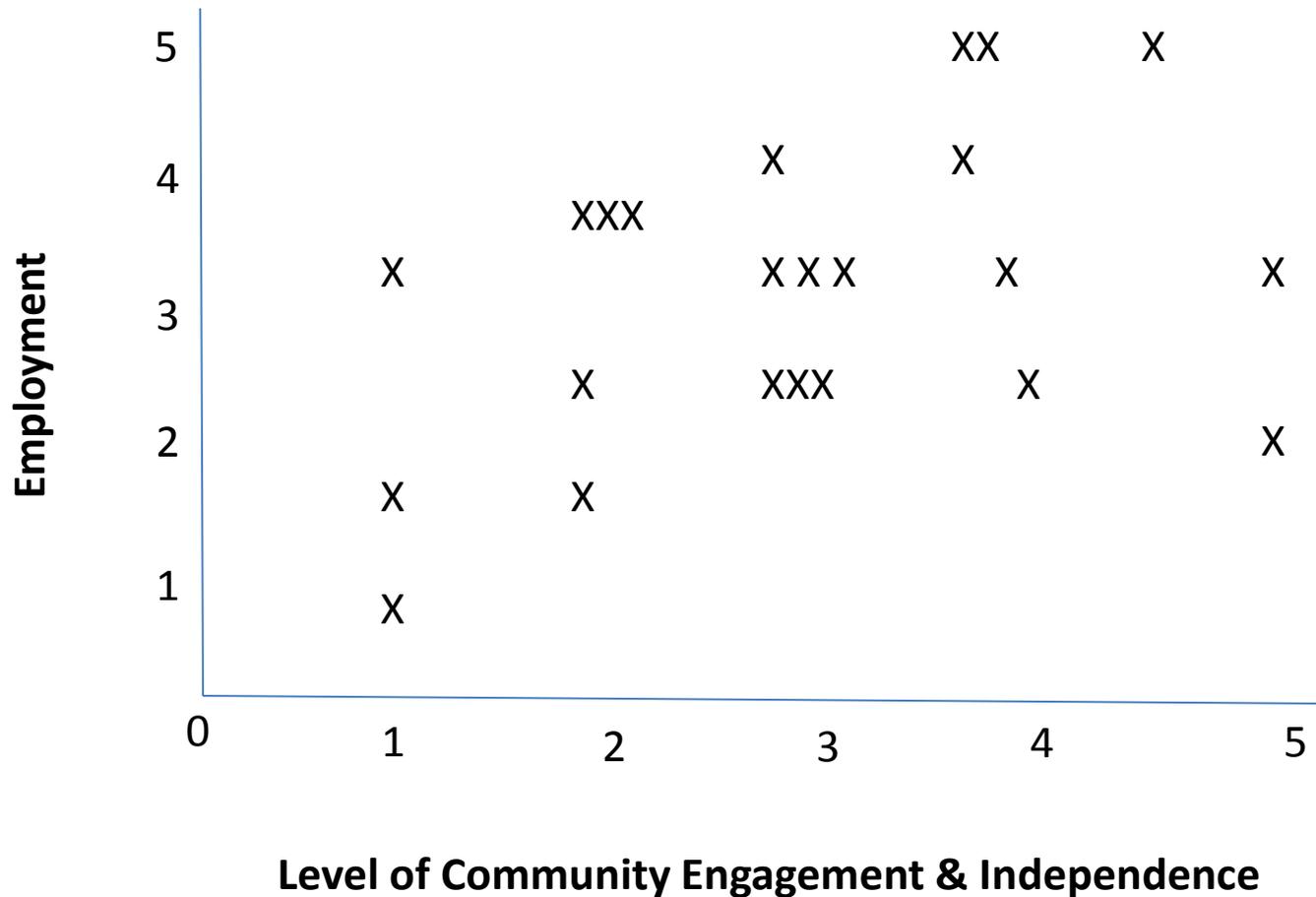
Keeping People Moving Forward

Scatter plot for an Individual



Keeping People Moving Forward

Scatter plot for “WorkLink 2013”



Levels of Independence: Employment

Level 1- 100% support at community-based volunteer sites, Community Instructor provides high level of instruction and support, hand-over-hand instruction, partial participation

Level 2- Able to work 2-3 hour stretch, building stamina, developing an understanding of responsibility and work ethic, able to complete tasks with some indirect assistance

Level 3- Employed in a paid position, Able to use tools to work (charts, checklists), Job Coach support is needed 75% (or more) of the time.

Level 4- Takes initiative to find manager or new tasks when done with assignments, problem-solving independently or with help from natural supports on site, Job Coach support has faded to 50% of the time.

Level 5- Able to work very independently, earns a livable wage, financially stable & secure, needs just follow-along support 25% or less (check in's & random situations). Able to advocate effectively for self, attends work events with co-workers with little or no support from staff

Level of Independence: Community Engagement

	Level of Independence				
	1	2	3	4	5
	Never (<25%)	Rarely (25%)	Sometimes (50%)	Usually (75%)	Always (near 100%)
	Direct support & instruction	Direct prompting	Indirect prompting	Spot check, occasional reminders	Independent
Home, Health and Safety					
Does household chores (cleaning, dishes, laundry)			3		
Able to buy own groceries	1				
Can prepare a meal safely		2			
Prepares own meals	1				
Makes healthy food choices	1				
Exercises regularly		2			
Maintains good hygiene		2			
Controls bodily functions		2			
Appears clean and appropriate in public			3		
Prepares for the day effectively				4	
Can tell time or has a functional sense of time				4	
Aware of weekly schedule					5
Can say and/or write own name					5
Knows fire safety				4	
Community					
Is punctual			3		
Maintains consistent attendance					5
Crosses the street safely					5
Aware of safety on public transportation					5
Travels independently on preset routes					5
Problem solves effectively if lost					5
Carries ID card, Clipper Card and emergency info					5
Carries and uses cell phone appropriately	1				
Can complete a transaction at a store					5
Responsibly monitors spending	1				
Social/Recreational					
Interpersonal skills (greeted others, eye contact, etc.)					5
Learns names of others			3		
Engages in appropriate conversations					5
Exhibits age appropriate behavior					5
Knows and adheres to pleasant manners			3		
Has a positive attitude; friendly, likeable disposition				4	
Has friends and cares about/shows interest in others				4	
Makes plans outside of program			3		
Behavior					
Accepts feedback and instruction		2			
Communicates wants and needs					5
Asks for help when needed		2			
Controls temper / manages frustration				4	
Flexible when unexpected changes occur	1				
Average Score	3.4				

What makes Day Services **MEANINGFUL?**

- Person-centered, individualized
- Focused on increasing independence and employment
- Routine, consistent schedules
 - More than just fieldtrips or outings
- Goal-oriented & measured

For More Information:

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