VOLUME 2

Customizing Employment

A Do-It-Yourself Toolkit for Families | Forms and Other Information

UCONN

CENTER FOR EXCELLENCE IN DEVELOPMENTAL DISABILITIES

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Introduction

Welcome to *Volume 2 Customizing Employment: A Do-It-Yourself Toolkit for Families.*

You probably already read in the Introduction to Volume 1 of this Toolkit that:

> The purpose of this toolkit is twofold. First, it will give you ideas (and steps) about what you should do to assist a job seeker with a disability to reach their employment goal. Second, this toolkit equips you with the tools you need to avoid "day-wasting programs" of the past like sheltered workshops or other options without real purpose or meaning.

Hopefully, you were using the information in this Volume 2 (Forms and Other Information) of the Toolkit each time you were directed, in Volume 1, to go to this volume for additional information or forms.

Each Appendix in this volume corresponds to a specific Part (1 through 7) of the narrative in Volume 1. There are no Appendices that correspond to the Conclusion (Part 8). The list below shows how they correspond but, when using the Narrative in Volume 1, it may be easier for you to use the Table of Contents to find the Appendix you need quickly. Note that in parentheses and italic print is the source of each Appendix as well as its type of content (i.e., articles, tables, directions and forms, checklists, contact information, copies of PowerPoint slides, examples, and activities).

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In using this Toolkit, you are not obligated to read the articles unless you want a deeper understanding of the narrative content which references them. However, they may be useful if you or your jobseeker are self-directing any Customizing Employment supports so that the staff can gain a deeper understanding of what you are trying to accomplish as well as the underlying values and evidence supporting these practices.

You will want to complete (or be part of a team that completes) the forms. This process should always involve the jobseeker even if you are not confident they will understand.

And, as we said at the conclusion of *Volume 1 of the Customizing Employment: A Do-It-Yourself Toolkit for Families*, these two volumes should provide any family with the information needed to lead the way in obtaining and maintaining employment for anyone who, because of their disability, needs a little more support.

A Appendix A

It's in the Law

These are actual excerpts from Chapter 34 of the Code of Federal Regulations Sec. 361.5 concerning State Vocational Rehabilitation Services Program Act, Subpart A (Applicable Definitions). Federal regulations hold the power of federal law because they 34 CFR § 361.5 A (c)(9)) states that "Competitive integrated employment means work that—

(i) Is performed on a full-time or part-time basis (including self-employment) and for which an individual is compensated at a rate that-

(A) Is not less than the higher of the rate specified in section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)) or the rate required under the applicable State or local minimum wage law for the place of employment;

(B) Is not less than the customary rate paid by the employer for the same or similar work performed by other employees who are not individuals with disabilities and who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills; and

(C) In the case of an individual who is self-employed, yields an income that is comparable to the income received by other individuals who are not individuals with disabilities and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills; and

(D) Is eligible for the level of benefits provided to other employees; and

(ii) Is at a location—

(A) Typically found in the community; and

(B) Where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g., customers and vendors), who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that employees who are not individuals with disabilities and who are in comparable positions interact with these persons; and

(iii) Presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions."

34 CFR § 361.5 A (c)(11) states that "Customized employment means competitive integrated employment, for an individual with a significant disability, that is—

   (i) Based on an individualized determination of the unique strengths, needs, and interests of the individual with a significant disability;

   (ii) Designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer; and

   (iii) Carried out through flexible strategies, such as—

      (A) Job exploration by the individual; and

      (B) Working with an employer to facilitate placement, including—

         (1) Customizing a job description based on current employer needs or on previously unidentified and unmet employer needs;

         (2) Developing a set of job duties, a work schedule and job arrangement, and specifics of supervision (including performance evaluation and review), and determining a job location;

         (3) Using a professional representative chosen by the individual, or if elected self-representation, to work with an employer to facilitate placement; and

         (4) Providing services and supports at the job location."

B Appendix B

Comparing and Contrasting Traditional and Customized Employment Services

Step	Traditional Employment Services	Customized Employment Services
Assessment	Traditional vocational evaluations – focus on ability to be independently competitively employed after short-term infusion of supports. Use of traditional assessment tools including "trial work experience" Assessments focus on what the individual needs to learn as a prerequisite to employment Tend to be completed by assessor within a specified time period	Discovery process – may be lengthy for younger individuals. Exposure to many different tasks and settings required. Focus on strengths, interests, preferences that result in themes which could align with various business needs. Includes observations in natural settings, positive interviews with those who know the person well enough to see strengths not easily observable by others, "positive record review."
Report	Reflects results of assessment including both strengths and weaknesses that would affect competitive employability in a traditional job. Follows a prescribed format.	Narrative description focused on strengths-based discovery results. Speaks to support needs necessary for success (including. reasonable accommodations, specific tasks, themes).
Employability Determination	Based on assessment results. Jobs and/or Businesses and/or industries for which the individual is not an existing "job match" or for which, in the professional opinion, would not be a good match are not considered.	Presumption that everyone can be employed. Team, including the individual, brainstorms types of employment settings and work that could be a good match based on themes.
Job Development	Goal is based on existing job openings and traditional job specifications. Job Developers network with a "bank" of potential employers that may have opening in which particular individuals could be hired. Uses "carrots" for employer and/or clearly defined mechanisms for supporting individuals in seeking work (e.g., Work Attachments processes). Some may use "charity approach" to keep the individual on the agency's payroll. Tends to take a set amount of time (although may be doubled or even tripled depending on individual and difficulty finding an employer willing to work with agency). No guarantee of employment after "time-limited carrots" are gone.	Businesses and industries that provide goods and services related to the individual's employment themes are individually approached.[1] If a new entity, "Three Cups of Coffee" approach is used to develop relationship with owner or chief on-site administrator. Job developer needs to have an intimate understanding of what the business or industry does, what types of tasks are performed, and other aspects of the business or industry culture. Task analyses are done for those jobs related to an individual's discovery information to identify what the person can/would need to learn/probably won't learn to do. Employer (who now has a good working relationship with the job developer) is then approached to begin negotiation of how the individual could be an asset to the business or industry if an existing job was tweaked, a new job description created, and/or natural/other (e.g., Assistive Tech) supports were in place.

[1]Some of those approached may indeed be from the job developer's broader network but may also include business or industries known to other team members, the family, others who know the individual, etc.

Step	Traditional Employment Services	Customized Employment Services
Job Spec/ Description	Same as for other employees hired "off the street"	Newly created for the individual. Spec includes a task analysis of repetitive, routine andepisodic activities the individual can do/learn with supports.
Job Placement	Individuals generally complete a standard application. Occasionally, an alternative application format may be used. Employer not obligated to hire individual. If done, employer may receive additional time-limited funding to reimburse natural supports to the individual during a "working test" period. Individuals likely to need long-term supports but ineligible for any such supports that exist/are currently funded, are determined to be not competitively employable despite prior investment. Verbal prompts are common. The need for reasonable accommodations generally is determined prior to first day of employment based on how much an individual chooses to disclose to the employer.	Employer is already familiar with the individual's visual resume, portfolio, or other evidence of ability to meet the requirements of the individual job spec with support. Individual always begins job on employer's payroll and no payment incentives are paid to the employer. Using evidence-based instructional strategies that include systematic instruction, a job coach teaches other employees how to support the individual in learning TA skills, completing them in a timely manner, and otherwise conforming as best they can to the workplace culture. The job coach may teach directly when necessary to use EBP. Reasonable accommodations that may be unique to the individual (e.g., allowing headphones when there is a company policy against using these at work; allowing a dress code "violation") are already in place but new ones may be added to sustain a placement. These either were negotiated by the job developer or are put into place by the job coach.
Follow-up Supports	Employer may or may not retain the employee or may reduce hours after 90-day period of employment. Occasionally, employers themselves may customize a job to retain an individual or may need a "life line" to contact (without compensation to the agency providing the "life line"). Case is closed after 90 days. For eligible individuals, long-term job coaching may be turn-keyed to DDS or other source of funding.	Natural supports (i.e., co-workers, supervisors, even regular customers) provide assistance when needed for the individual to meet the requirements of the individualized job specification. Job coaches step in when a new task must be performed (e.g., a new clock-in/out system is introduced to all employees) or when there is a specific challenge related to the individual's job performance (e.g., people of size using an elevator with a weight limit).
Employment outcome	Case considered closed 90 days after BRS involvement ends and the individual is still employed. Without supports, businesses or industries may routinely reduce hours, deny benefits, or otherwise not sustain desired employment outcome for the individual without recourse.	Although individuals have an "at-will" relationship with their employers as a general rule, employers are not inclined to reduce hours, etc., because of the unique value the individual adds to the business or industry. Many employers provide cost of living adjustments (pay increases) to all staff including the individual, increased responsibilities for increased pay, and eligibility for other company benefits in order to retain employee and treat equally.

C Appendix C

Plan to Achieve Self-Support and Ticket to Work | Working Together to Help You Return to Work

Social Security offers many incentives to help you return to work. This guide provides side-by-side information about the PASS work incentive and Ticket Program to clarify how each can support your efforts to return to work. You can find information about additional employment supports in the Red Book.

Information on table extracted from the website of the U.S. Social Security Administration	Plan to Achieve Self-Support (PASS)	Ticket to Work (Ticket) Program
What is it?	A PASS is a written plan that lets you set aside your income (SSI) benefit, and other things you own for a specified time to help you reach your work goal. A PASS describes the steps you will take and the items and services you will need to reach your work goal.	The Ticket Program is free and voluntary. It connects you with free employment services to help you decide if working is right for you, prepare for work, find a job or maintain success while you are working.
What is the purpose?	A PASS can help you establish or maintain SSO eligibility and can increase your SSI payment while you save money to pay for items and/or services specifically stated in your PASS plan. You can use those resources and income toward achieving a work goal and becoming financially independent.	The ultimate goal of the Ticket Program is to assist people receiving Social Security disability benefits in reducing their reliance on disability benefits. The Ticket Program also seeks to promote increased self-sufficiency and greater independence for people receiving Social Security disability benefits through work.
Who can participate?	You may be a good candidate for PASS if you: • Are 15 years of age or older, • Receive SSO disability benefits through SSI, and • Have income or resources to set aside.	You are eligible to participate in the Ticket Program if you: • Are ages 18 through 64, and • Receive Social Security Disability Insurance (SSDI)or SSI benefits because of your disability
Can I have a PASS and Ticket at the same time?	Yes. Provide a copy of your Individual Work Plan (IWP) to your PASS Cadre. You should only pursue one employment goal at a time.	Yes. By utilizing a PASS and participating in the Ticket Program at the same time, you maximize the help you receive toward achieving your employment goal.
How does it work?	There are resource and income limits that affect eligibility for SSI. However, if you have an approved PASS, you can set aside income and resources that Social Security would typically count against those limitations while you continue to receive cash payments for basic living needs. The money that you set aside must be used to pay for expenses associated with reaching your employment goal. Some common expenses include educational, training and licensing, textbooks, childcare, employment services, business start-up equipment and supplies and transportation. While participating, you must follow the steps in your plan, use dedicated PASS funds for approved expenses, keep your reciepts, track your progress and report changes that could affect your plan.	If you choose to participate, you can receive services such as career counseling, vocational rehabilitation (VR), job placement and training from authorized Ticket Program service providers that you choose, such as Employment Networks (EN) or State VR agency. You and your service provider will collaboratively develop a plan called IWP to help you reach your work goals. Your employment team will help you make progress toward those goals to help you reach a more financially independent future. While participating, you must follow through on the actions in your IWP and report your earnings to Social Security and to your EN or VR service provider. Social Security will not initiate a review of your medical condition while you are making timely progress toward your goal.

Information on table extracted from the website of the U.S. Social Security Administration	Plan to Achieve Self-Support (PASS)	Ticket to Work (Ticket) Program
How do I apply	Submit your plan in writing, preferably on form SSA-545-BK to your local Social Security office or to your PASS Cadre. If your employment goal is self-employment, your PASS must include a detailed business plan.	Contact Ticket To Work Help Line at 1-866-968-7842 or 1-866-833-2967 (TTY) Mon-Fri 8a.m. to 8 p.m. EST.
How do earnings affect my benefits while participating?	Regular wage counting rules apply for both SSDI and SSI benefits. You may set aside the countable portion of your wages under the PASS in order to cover the cost of approved PASS expenses.	Regular wage counting rules apply for both SSDI and SSI benefits. Report your wages to your EN and Social Security.
How do I get help?	Anyone may help you write a PASS plan, including a vocational counselor, social worker, Benefits Counselor or specialist and Social Security staff. WIPA projects provide free benefits counseling to youth, at least age 14, and adults and may assist you to prepare a PASS plan.	The work Incetives Planning and Assistance (WIPA) projects provide free benefits counseling to youth, at least age 14, and adults. You can work with a VR agency or an EN that has a Benefits Counselor on staff to learn more about Work Incentives. Protection and Advocacy for Beneficiaries of Social Security (PABSS) organizations may also assist you or will refer you to a Benefits Counselor for assistance. You can find help on the choose Work website.
Where can I find more information?	• *Working While Disabled - A Guide to Plans for Achieving Self-Support* • *Location of PASS Cadres* • *SSI Wage Reporting*	• *Choose Work Website* • *Working While Disabled - How We Can Help* • *Your Ticket to Work*

You can reach a Social Security PASS Specialist by calling the toll-free number:
1800-772-1213, weekdays between 7 a.m. and 7 p.m.

Website Locations

The following websites are included as hyperlinks in the table above. Please reference these URLs when reviewing this document in a non-digital format.

SSA-545-BK: *www.ssa.gov/forms/ssa-545.pdf*

PASS Cadre: *www.ssa.gov/disabilityresearch/wi/passcadre.htm*

Working While Disabled - A Guide to Plans for Achieving Self-Support: *www.ssa.gov/pubs/EN-05-11017.pdf*

SSI Wage Reporting: *www.ssa.gov/benefits/ssi/wage-reporting.htm*

Choose Work Website: *http://choosework.ssa.gov*

Working While Disabled - How We Can Help: *www.ssa.gov/pubs/EN-05-10095.pdf*

Your Ticket to Work: *www.ssa.gov/pubs/EN-05-10061.pdf*

An example of a visual resume

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My Resume
By JENNA SCHLATTER

27 Wareham Place
Trumbull, CT 06611
(203)767-0699
1800014@trumbullps.net

organized, hard worker, happy
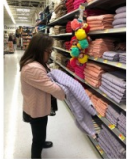
Organized
I organize pens and office supplies at the Stag Spirit Shop.

I fold and organize clothes at Old Navy.
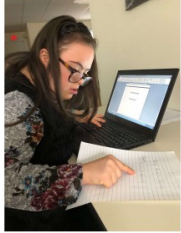
I put items away in the departments at Walmart.

Objective: I will work at Palm & Able as a Sales Associate.

Palm & Able
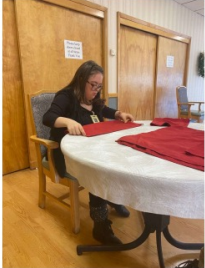
Hard Worker
I do hard work.

This is me stamping the books at the library.

At St. Joes I fill water pitchers and fold napkins. I work in a team.

Happy

I am happy at Old Navy. I love fashion.

Here is my blue dress.
I am good at putting
outfits together.

I cheer for Fairfield University.
Go Stags!

Work Experience

Old Navy	**Fairfield University Spirit Shop**
St. Joes	**Walmart**
Giggling Pig	**Trumbull Library**
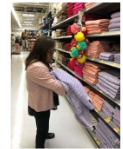
References

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E Appendix E

Directions for what you Need in Your Family Buckets!

Remember that, while you're planning for your child, you can't forget about your needs and those of the rest of the family's. In the past, everyone thought only about meeting family needs by providing them with goods and services.

We offer three buckets for you to fill to best support your son's/daughter's transitions.

These buckets address:
- **Discovery and navigation.** The blue bucket includes things you need more information about, skills to navigate your community to build natural supports and opportunities, and advocacy skills. Examples of things for you to put in your Blue Bucket appear in the "blue" part of the chart below. You also may include tips for finding community resources that your family has not used before, understanding how the adult funding system can work, and strategies for how t o approach, e.g., neighborhood businesses, your faith community, or long-lost relatives, to help your child's transition go more smoothly.

- **Connecting and networking.** The orange bucket contains what your family may need for emotional support as you go through the transition journey for your child with a disability. As you make entries in your Orange Bucket, keep such affirmations in m,ind as :It takes a village," "I cannot nor am I expected to do this alone and that's okay," "It's okay to ask for help," and "Others have gone on this journey before me and survived!"

- **Good and Services.** The green bucket includes what are called "instrumental supports" for you and your family - i.e., THINGS (both tangible and intangible) that will make your life as a family easier as you go on the transition journey. Examples of entries you may make in your **Green Bucket** include anything that will make you stronger and better able to support your son/daughter that you cannot do by yourself (services) and good such as adaptive equipment/home modifications.

Remember to "think as if there is no box" in remembering that you may need to be creative and look outside of and beyond traditional adult services.

This chart lists some specific things you may want to consider four your buckets:

Discover and Navigation	Connecting and Networking	Goods and Services
Information and Training Supports	**Emotional Supports**	**Instrumental Supports**
• Information on disability • Information about options and possibilities for employment, community living, relationships, recreation • Knowledge about best practices and values • Skills to navigate and access services • Ability to advocate for services and policy change	• Parent-to-Parent Support • Self-Advocacy Organizations • Family Organizations • Sib-Shops • Support Groups • Professional Counseling • Non-disability community support	• Self/Family-Directed services • Transportation • Respite/Childcare • Adaptive equipment • Home modifications • Financial assistance • Cash Subsidies • Short/Longterm planning • Caregiver Support and training

Additionally, these training modules offer LOTS AND LOTS of ideas for you to explore ("Discovery & Navigation") and go down your path with others who may have more experience or are also finding their way ("Connecting & Networking"). They also contain many alternatives to traditional adult services.

As with others forms you have completed, remember to check your buckets often so you can cross out things you've accomplished or add as time goes on.

Your Family's Buckets of Needed Support

Discover & Navigation	Connecting & Networking	Goods & Services
Information and Training Supports	Emotional Supports	Instrumental Supports

TOC < >

The Importance of Social Capital

Customized Employment Topics: Social Capital

By Nancy Brooks-Lane, Walker Lane, and Katherine Inge
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Social capital refers to the collective value of all social networks [who people know] and the inclinations that arise from these networks to do things for each other [norms of reciprocity]. Robert Putnam

Introduction

Relationships form as people interact with each other at home, work, and in the community. Relationships help create a quality life and are critical to a person's well-being. There is data indicating that positive relationships contribute to longevity and happiness. Physically being **in the community**; however, does not mean being **of the community**, or said another way, belonging to a community. Belonging takes more than a physical presence.

A community is defined as the places where people have the opportunity to interact and form connections; where trust in and respect for each other can build; and where the norm is to help each other. These characteristics of relationships connect individuals and result in Social Capital. Social capital has multiple definitions, interpretations, and uses, but in all cases, social connectedness is the central premise. It refers to relationships, social networks and how people help one another. Additionally, critical to the concept of Social Capital is the idea of reciprocity, giving and receiving, the actions of supporting and helping and receiving support and help as needed.

Examples of Social Capital

Social capital is found in friendships, networks, neighborhoods, spiritual communities, educational institutions, clubs, groups, civic associations, etc. Working, volunteering, entertaining, participating, advocating, exercising etc. are the means through which people develop or enhance their Social Capital.

Mr. Cobb is John's neighbor, and he is mentoring John in small engine repair. He teaches John about cars including the names of tools and how to use them. To show his appreciation, John washes Mr. Cobb's vehicles and farm machinery. When John transitioned from high school, Mr. Cobb hired him as an assistant in his engine repair business.

Maggie is teaching Juanita how to bake desserts and Juanita "baby sits" for Maggie when she goes to the grocery store.

Mia and Emma participate in a group that focuses on personal growth. Mia is interested in working in the area of health and beauty. Emma connected her with Alicia who owns the spa that Emma uses. This helped Mia learn about careers and various jobs and tasks involved in the health and beauty industry.

Calla is a member of a book club that meets in a bookstore where she lives. Jennifer works at the bookstore during the time the book club meets, and she and Calla developed a routine of spending

a few minutes chatting before the book club begins. When an opening became available at the bookstore, Jennifer asked Calla if she was interested. Calla interviewed and accepted the position.

The Importance of Social Capital for Employment

Research shows that isolation has a negative impact on a person's physical and emotional health. When people are not engaged in relationships, they become isolated. Individuals with disabilities typically have fewer opportunities to form relationships outside of a service delivery system that is paid to support them. Without social connectedness, people with disabilities may not develop valued roles in their communities. It denies them the opportunity to develop important relationships and social connections that could increase their quality of life and create employment opportunities.

Social Capital benefits and is important to everyone's career path. Many job seekers with and without disabilities obtain employment because of who they know or who their network of friends know. Social Capital supports a person's employment goals by strengthening and expanding the number of people who may be willing to help while creating a sense of competence within the job seeker. The individual may also benefit from the Social Capital of others in their networks.

Mentorship and social networks are important aspects of career building. When individuals initially meet as a result of a common interest, they are already well on the way to building a relationship. Linking the job seeker based on vocational themes, educational and interest groups, as well as creating mentorship opportunities can be invaluable outcomes of Discovery, Job Search, and Job Development. Mentors working in positions that fall within the vocational theme(s) of a job seeker can provide valuable knowledge about work, job tasks, skills needed, ideas, business leads, and insight into where the job seekers skills would be a good fit.

Examples of Social Capital for Employment

Forrest loves music, especially "The Motown Sound". When discussing his life goals, Forrest identified music as something he wants more of in his life. Forrest teamed with Walker to work on this goal, since they both love the same kinds of music. They often talk about the social and political events occurring at the time certain songs were written. Walker is connected to the music scene where Forrest lives. He has worked in some of the recording studios and knows producers, singers/performers, and musicians. Walker has the Social Capital that can benefit Forrest by "opening up" opportunities for him to explore music, learn more about music entertainment, and build relationships with individuals who Have the same interest.

Prakash and his daughter, Kiara participate in an annual Father and Daughter Trip organized through a travel agency owned by Tamara. Kiara is known for her friendly, thoughtful manner and her love of life and adventure. The father and daughter have been doing this for six years, since Kiara was in elementary school. They also attend a monthly gathering that the travel agency hosts.

When Tamara's son, Christopher, and his wife, Meghan, expanded their horse boarding business to include Historical Tours on horseback, Tamara thought of Kiara. A job was customized that meets Kiara's ideal conditions of employment and the needs of the business owners. Kiara is well matched to the culture of the business, which was a critical factor for Christopher and Meghan.

Kiara greets customers, hands them the clipboard to sign in, helps them select safety helmets, and ensures

each customer reads and signs the safety forms. When the tour ends, she gathers and places the safety helmets in their cubby. She also keeps the office area clean and neat; organizes and stocks items for sale such as tee-shirts and jackets, reusable water bottles, and books; and answers the phone. This allows Christopher and Meghan to care for the horses between tours while Kiara takes care of the office tasks.

How to Develop and Enhance Social Capital

Supporting individuals to have fuller lives requires the support team to:

- Teach the individual how to make choices.
- Assist with identifying skills, interests, preferences from a strengths-based perspective.
- Create opportunities for individuals to talk to, connect with, give to, and share with others.
- Help individuals incorporate into their daily routines community relationship building.
- Create opportunities for individuals to meet with others who share the same interests.
- Guide individuals in locating community places where people with similar interests congregate, spend time, and come together.
- Ensure individuals have a presence and are participating in activities that occur in favorite community places, "over and over" so there are opportunities to develop friendships out of familiarity, i.e. repeated interactions over time.
- Use Employment Best Practices to support individuals in becoming employed.

Person-Centered, Interest-based Volunteering

When agencies discontinue planning the same volunteer experiences for everyone and stop taking individuals in groups to volunteer, individuals may have the opportunity for person-centered volunteer experiences. Volunteering must never take the place of supporting the individual to become employed, delay opportunities for employment, or make the person who is employed miss work to volunteer. Individuals must offer their services freely and without coercion.

Individuals with disabilities may volunteer for religious, charitable, or similar non-profit organizations but may not volunteer services to for-profit private sector businesses as guided by the Fair Labor Standards Act. They also should not replace workers without disabilities who are paid by the business or organization to do the same job duties. In other words, a person with a disability should never volunteer to do work that an individual without a disability is paid to perform. If a person is involved in a volunteer position as part of the career-planning process, information must be gathered and align with the person's employment interests, preferences, and career plans.

Examples of Social Capital and Person-Centered, Interest-based Volunteering

Firash loves animals. Whenever he has the choice, his day is spent with dogs, puppies, cats, kittens, snakes, lizards, turtles and fish. He loves them all! He joined an animal rights advocacy group that promotes animal welfare and provides public education regarding responsible animal care. He is currently involved in the process of job development with Nathan, an employment specialist. Firash's conditions for employment must caring for, working with, and advocating for animals. His work with the advocacy group has been included on his Visual Resume along with a recommendation from Clint, the organization's founder. Clint is using his Social Capital to create employment opportunities for Firash.

It does not take long to learn that Hannah loves books and movies and plays that are developed from books. She volunteers at the local library shelving books, assisting with surveys, looking for lost items, and helping with customer service. These are all tasks at the library that other volunteers without disabilities complete. The director of a local theater recently partnered with the library to form a Theater Library Association. The Chief Librarian knows of Hannah's interest in books and theater and introduced the two. It was coincidentally at a point when the director was feeling overwhelmed by his theater responsibilities and establishing the library project. He offered Hannah paid employment to assist him with the new project.

Implications for Organizations

For any relationship, individual or organizational to thrive and grow there must be both giving and receiving. Communities are stronger when citizens are actively engaged and participating in the community through relationship building. Organizations who provide supports and services to individuals with disabilities are uniquely positioned to assist in building strong diverse communities. Integrating relationship building into each individual's support plan is a valuable starting point. Social Capital then evolves into practice. Facilitating individuals to develop and enhance their Social Capital is one of the most effective and efficient ways to achieve state and federal policy mandates, such as those required by the Workforce Innovation and Opportunity Act (WIOA) and the Centers for Medicare and Medicaid Services (CMS) Final Rule. Rehabilitation professionals must recognize that individuals with disabilities are asset rich citizens, and find ways to engage them in helping themselves and others. When this happens, communities are enriched.

Acknowledgments

G Appendix G

Community Resource Map

Form based on concepts derived from Crane, K., & Skinner, B. (2003). Community resource mapping: A strategy for promoting successful transition for youth with disabilities. Information Brief: Addressing Trends and Developments in Secondary Education and Transition, 2(1).

What I want/need	What's available nearby?*	How can I get there or otherwise access it?
Dental/medical/behavioral health care		
Emergency services		
Fun things to do		
Meeting new people		
Meeting my spiritual needs		
Groceries (immediate use v. staples)		
Repair services		
Assistance with money		
Purchasing "big ticket" items		
Purchasing clothing/other incidentals		
Other		

* Note that the definition of "nearby" is subjective. Ordering from Amazon is nearby (sort of) because you can order from home. In other situations, people may think nothing about driving or being driven to where they need to go whereas others want all community resources in walking distance.

Circles of Support

Derived from work of Beth Mount, 1985

Both forms on the next two pages are the same. Use initials to complete the fillable sections.

The blue areas indicates people who are truly close to the jobseeker – not just people who say "hi" in school or the community. These people have reciprocal relationships with the jobseeker and may share secrets, know things no one else knows about the person, or may even be in a relationship. The green circle are people regularly the jobseeker's life but are not "close" in the sense of mutually and reciprocally beneficial. They do know each other well enough to run into each other frequently and carry on casual conversations. The outer circle (pink) is other people known to/by the jobseeker and/or the family.

You may want to have the jobseeker complete their own Circle of Supports, too, because there may be some people they remember that you don't or that are important to him/her even if you never heard of them.

The "Y" trisects the circle layers so that there are 3 wedges. The top wedge is where you put initials of family members (CRITERIA: blue section = very close; green section = not so close but do some things together; pink circle = family members you may never see except at an annual reunion). The wedge to the left is where you put the initials of non-family members who are also not paid to be in the jobseeker's life. Use the same criteria for deciding whose initials to put in the blue, green, or pink part of the wedge. The wedge to the right is where you put the initials of people paid to be in the jobseeker's life.

Circles of Support

Fill in the initials of people you and other members of your family know. Then underline the names of those who COULD BE of assistance in planning, working toward, and/or achieving a valued life course. Then complete another page for your adolescent/young adult.

How to use the three concentric circles:
- **BLUE Innermost Circle** (intimate & reciprocal relationships)
- **GREEN Second Circle** (regular friendly contact)
- **PINK Outer Circle** (casual contact)

How to use the "Y" which splits the circles into three segments each:
- **TOP SEGMENT =** family members
- **LEFT SEGMENT =** social connections
- **RIGHT SEGMENT =** people paid to be in your life

FAMILY

SOCIAL

PAID STAFF

Part 2: People you plan to add to this Circle of Support. These people may be unknown to you and the jobseeker now or may be people in the pink circle (or even green circle) you want closer to you and the jobseeker.

Circles of Support

Fill in the initials of people you and other members of your family know. Then underline the names of those who COULD BE of assistance in planning, working toward, and/or achieving a valued life course. Then complete another page for your adolescent/young adult.

How to use the three concentric circles:
• **BLUE Innermost Circle** (intimate & reciprocal relationships)
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How to use the "Y" which splits the circles into three segments each:
• **TOP SEGMENT =** family members
• **LEFT SEGMENT =** social connections
• **RIGHT SEGMENT =** people paid to be in your life

FAMILY

SOCIAL

PAID STAFF

Associational Map

The Associational Map helps you think of existing organization and other entities in your community open to people without disabilities that could offer social opportunities to a specific jobseeker and other jobseekers.

The Associational Map supports your Community Resource Map by identifying organizations, clubs, and other groups that are for non-disabled people which can for the most part, under several federal laws, include people with disabilities. These associations may also be a source of human support in the form of making new friends based on shared interests, finding new options for employment or housing, etc.

You will want to update this form as new opportunities become known.

A Guide to Developing Community Connections

AN ASSOCIATIONAL MAP

Prepared by John McKnight, Northwestern University, Center for Urban Affairs and Policy Research

Associational life is rich in all of our communities. Learning about where the community networks are is useful information to have on hand. This is a guide to help you learn about the possible associations in your community. Use this list to think about the various organizations people belong to. You can identify groups in your area in a number of ways - talking to others, looking in the phone book, reading area and neighborhood newspapers, surveying churches and existing groups, checking with the Chamber of Commerce, etc. Make your own listing and use it as a resource as you think about connecting specific people.

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Associations (examples)	Your Area
Artistic Organizations Choral, theatrical, writing	
Business Organizations Chamber of Commerce, business associations	
Charitable Groups & Drives Red Cross, Cancer Society, United Way	
Church Groups Service, prayer, men's, women's, youth, seniors	
Civic Events July 4th, art fair, festivals, Halloween	
Collectors Groups Stamp collectors, flower dryers, antiques	
Community Support Groups Friends of the Library, nursing home, hospital	
Elderly Groups Senior Citizens	

Associations (examples)	Your Area
Ethnic Associations Sons of Norway, Black Heritage Club, Hibernians	
Health & Fitness Groups Bicycling, jogging, exercise	
Interest Clubs Poodle owners, antique car owners	
Local Government Town, fire department, emergency units	
Local Media Radio, newspaper, local access cable TV	
Men's Groups Cultural, political, social, educational, vocational	
Mutual Support (Self Help) Group Alcoholics Anonymous, LaLeche League	
Neighborhood & Block Groups Crime watch, beautification, Christmas decorations	
Outdoor Groups Garden clubs, conservation clubs	
Political Organizations Democrats, Republicans, caucuses	
School Groups Printing club, PTA, child care	
Service Clubs Zonta, Kiwanis, Rotary, AAUW	
Social Cause Groups Peace, rights, advocacy, service	
Sports Leagues Bowling, swimming, baseball, fishing, volleyball	
Study Groups Literary clubs, bible study groups	
Veterans Groups American Legion, Veterans of Foreign War	
Women's Groups Cultural, political, social, educational, vocational	
Youth Groups 4H, Future Farmers, Scouts, YMCA	

Actions that Build Community

The *75 Actions that Build Community* offer ideas for things you, the jobseeker, or your entire family can do to make social connections. The 75 ways to build community provide a variety of ways to open your family and the jobseeker up to "connecting with others, building trust, and getting involved" (O'Brien, 2015). You will want to update these forms as your jobseeker develops new interests and skills during the transition period.

75 ACTIONS THAT BUILD COMMUNITY*
Connect with others • Build trust • Get involved

Community grows stronger through hundreds of little and big actions citizens take every day. As you scan the list put a mark next to any of these actions that you or a family member has done either in the past month or so, or for more occasional actions, in the past year or so.

SOURCE: Davies, P., & Bolton, C. (1996). A guide to developing community connections. Placerville, California: Connections for Information and Resources on Community Living (CIRCL).
*Adapted from www.bettertogether.org which identifies 150 social capital building actions.
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_____ Invite neighbors over for a meal or barbecue

_____ Attend a political meeting

_____ Support local merchants

_____ Volunteer your special skills to a community organization

_____ Donate blood (with a friend)

_____ Work in a community garden

_____ Mentor a person of a different ethnic group

_____ Surprise a new or favorite neighbor by taking them food

_____ Avoid destructive gossip or help someone else avoid it

_____ Help another person outside your home fix something

_____ Attend local school or children's athletics, plays, & recitals

_____ Get involved with scouts

_____ Sing in a choir

_____ Attend a party in someone else's home

_____ Get to know the clerks and salespeople at your local stores

_____ Audition for community theatre or support a production backstage or volunteer to usher

_____ Attend a lecture or concert

_____ Give to your local food or clothing bank

_____ Play cards or games with friends or neighbors

_____ Walk or bike to support a cause and meet others

_____ Participate in a political campaign

_____ Attend a local festival or parade

_____ Find a way to show personal appreciation to someone who builds your local community

_____ Coach or help out with local (youth) sport

_____ Offer to help a neighbor with garden work or shopping or a ride

_____ Start or participate in a discussion group or book or film club

_____ Start or join a carpool

_____ Plan a "Walking Tour" of a local historic area

_____ Tutor or read to children or have children read to you

_____ Run for public office

_____ Host a party

_____ Offer to serve on a committee outside of work

_____ Form a walking group (or a swimming group) with at least one other person & encourage each other

_____ Play a sport

_____ Go to church and connect with people and activities

_____ Ask an elder or a young person to teach you something

_____ Host a potluck supper

_____ Take dance lessons with a friend

_____ Become a trustee

_____ Join a campaign & take action that brings you into contact with others (not just a donation)

_____ Gather a group to clean up a local park, cemetery or waterway

_____ Bake something for neighbors or work colleagues

_____ Plant trees

_____ Volunteer at the library or primary school

_____ Call an old friend

_____ Sign up for a class & meet your classmates

_____ Accept or extend an invitation

_____ Log off and go to the park

_____ Say hello to strangers

_____ Find out more by talking with a neighbor you don't know very well yet

_____ Host a movie night

_____ Help out with or create a newsletter

_____ Collect oral histories to discover the interesting things people have done

_____ Cut back on TV & interact with people instead

_____ Join in to help carry something heavy

_____ Make gifts of time

_____ Greet people

_____ If you think someone needs help, ask to find out & do what you can

_____ Fix it even if you didn't break it

_____ Pick up litter even if you didn't drop it

_____ Attend gallery openings & art exhibits

_____ Organize a neighborhood yard sale

_____ Read or listen to the local news faithfully

_____ Attend a public meeting or hearing & speak up

_____ When inspired write a personal note or send a card to friends

_____ Offer to watch a neighbor's home while they are away.

_____ Help out with recycling

_____ Ask to see a friend's photos

_____ Invite a local politician or official to speak to a group you belong to

_____ Start talking to people you see regularly

_____ Listen to the children you know and find out what matters to them

_____ Plan a reunion of family, friends, or people with whom you had a special connection

_____ Hire local young people for odd jobs

_____ Write a letter to the editor

_____ Join a group that is likely to lead to making new friends of different ethnicity, or religion, or income, or life experience

What can we learn about community building from your own pattern of action?

K Appendix K

Collaborative Team Meeting Agenda and Minutes (use reverse if more space is needed)

Team: _____

Date: _____ From: _____ To: _____

Participants Present *(mark with T if tardy to meeting)*:   Absent (A)/Others who need to know:

Facilitator: _____ _____ _____
Recorder: _____ _____ _____
Time-keeper: _____ _____ _____
Equalizer: _____ _____ _____

Agenda Topics: **Time Allocated:**
1. *Positive comments/ice-breaker/introductions* _____ _max 5_ minutes
2. _____ _____ minutes
3. _____ _____ minutes
4. _____ _____ minutes
5. _____ _____ minutes
6. _____ _____ minutes
7. _____ _____ minutes
8. _____ _____ minutes
9. _____ _____ minutes
10. *Wrap-up/Review/Agenda-setting for next time/Positive comments* _____ _max 5_ minutes

To do list resulting from meeting discussions:

  Task: *Who's responsible:*   *By when:*
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Other decisions made by the team:
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Items for next meeting's agenda Date: _____ From: _____ To: _____ *Location:* _____
1. _____ _____ minutes
2. _____ _____ minutes
3. _____ _____ minutes
4. _____ _____ minutes
5. _____ _____ minutes
6. _____ _____ minutes
7. _____ _____ minutes
8. _____ _____ minutes

L Appendix L

Collaborative Team Meeting Agenda and Minutes

Collaborative Team Meeting Agenda and Minutes developed by UConn UCEDD, 2021

Feature	How to Use
Date: ___ **Team:** ___ **From:** ___ **to:** ___	The top, in addition to the jobseeker's name, this keeps a record of the meeting date and the start and end time. Since people get this *before* the meeting, they can plan around it. ***Always stick to the end time.***
Participants present (mark with 'T' if tardy to meeting): Facilitator: ___ Recorder: ___ Time-keeper: ___ Equalizer: ___ **Absent (A)/Others who need to know:** ___	This section allows roles to be assigned to keep the meeting on track and identifies people who are late, absent, or otherwise need to be filled in on what they missed. ***Never recap a meeting for someone who is late.***
Agenda topics: *Time allocated:* 1. Positive comments/ice-breaker/introductions........ max 5 minutes 2. ___ minutes ... 10. Wrap-up/Review/Agenda-setting for next time/Positive comments... max 5 minutes	What you need to discuss, and in the order in which you discuss it, is the agenda for the meeting that is drawn up and distributed to participants before the meeting. This is so they can plan what they can contribute to each topic as briefly as possible. It may be hard to allocate the amount of time per topic at first but you will get better at it! The main point is that anything not resolved in the time allocated gets put aside and the group moves on to the next topic. If some agenda items take less time, you can always return to any unfinished items after the last agenda item is covered — that is until the meeting's end time.
To do list resulting from meeting discussions: *Who's responsible:* *By when:* 1. Task: ___ ... 10. ___	As agenda topics are addressed, some will result in things that need to be done right away or at least before the next meeting. This section allows you to record the task, designate the responsible person(s), and specify a time by which the task must be completed. If something must be done and results reported to someone else, those should be two separate "to do list" items. Those of you using this toolkit should be prepared to follow up between meetings to make sure others don't forget their commitments. It also provides written evidence of those commitments so people can be held accountable.
Other decisions made by the team: 1. ___ ... 10. ___	As agenda topics are addressed, other items discussed will result in decisions — statements that everyone agrees to, that will guide future discussions and actions, but do not in and of themselves require actions. (Those would be listed in the section immediately before this.) Examples might be that all subsequent meetings will be held Tuesday nights at 7 p.m. or that no job setting more than 15 miles from home by car will be considered.
Items for next meeting's agenda: Date: ___ from: ___ to: ___ Location: ___ 1. ___ minutes ... 8. ___ minutes	As the meeting progresses, any agenda item for the current meeting that does not result in either a specific action item/ task or a decision, gets entered into "Items for next meeting's agenda." This assure that they are eventually addressed if appropriate for this particular group. If not, one of the decisions should be that the item was determined not to be appropriate for this group of people. It is also the time when the next meeting's date, beginning and ending times, and location are entered so that people leave the meeting with their own notes including what they need to put in their calendars.

Florida Center *for*
FCIC **INCLUSIVE COMMUNITIES**
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The Discovery Process: A Path to Employment for All

What is Discovery?

Everyone has been evaluated at some point. Do you remember how the evaluation process made you feel? Were you nervous or uncomfortable? Did you leave wondering if the results of the evaluation reflect the "real" you?

Individuals with developmental disabilities face significant challenges when it comes to the accuracy and usefulness of typical evaluations and assessments. Some evaluations may be standardized checklists. Others are "situational assessments" where situations are usually made-up and not related to the individual's strengths and interests. Often, evaluation professionals have a very limited time frame to get to know a person and create an opinion (such as: is this individual able to work?). These evaluations usually do not answer the question, "Who is this individual?"

The Discovery process is an evidence-based alternative to comparative, standardized assessments, and evaluations. Discovery is a person centered planning process that involves getting to know a person before supporting them in developing a plan for employment (Callahan, 2001). It is in-depth study of one.

Discovery begins with a team coming together to discover and gather information about an individual's:
1. Interests, skills, preferred environments and activities: When are they at their best?

2. Current skills and levels of performance.
3. Effective strategies, ideal working conditions also including those environments and strategies that should be avoided.

The information gathered is incorporated into a Vocational Profile. The profile is a tool that can be used for: Individual Education Plans (IEP) and Individual Plans for Employment (IPE) planning; organizing a customized employment experience; paid employment; and life activities and experiences. Customized employment is based on a match between the unique strengths, needs, and interests of the job candidate with a disability, and the identified business needs of an employer or the self-employment business chosen by the candidate.

What Works?
A Team Effort
Some of the components needed to make the Discovery process successful include:

- A dedicated team, who believes in the individual and knows them best; and believes that everyone is able to work, regardless of the challenges they may face.
- The vast majority of the information being gathered comes from natural, inclusive settings and a variety of environments.
- Being careful not to jump quickly into employment planning. Just because someone shows an interest in an area, does not necessarily mean that they want to

be working in that field. It's critical to allow enough time to truly Discover!

- Having a capacity vs. deficit viewpoint. Many evaluations determine what an individual can't do. Discovery looks at strengths and what a person can do.
- Brainstorming, brainstorming, and more brainstorming! For example, brainstorming locations to explore an interest, or brainstorming possible employers in the area.
- Going with the flow of letting the individual lead the process.

Example: The team may plan to have someone go with Jane to a favorite book store because she loves books, but on the way Jane is pulling you to go into a nail salon. When something like this happens you have to go for it! It's important to find out what Jane likes about the nail salon and what grabs her attention. It will help the team because this is valuable information about Jane's interests, communication, social skills, support needs, etc.

Benefits of Discovery

- New found interests and skills of focus individuals. Even family members are surprised when an individual's intense interest is not the area where they want to work.
- Overturning decisions of "unemployable" from Vocational Rehabilitation. VR accepts the Vocational/Personal Profile.
- Team member perspectives change. They see the unique skills, preferences, and support needs, and possibilities for an individual, first.
- Agency representatives (i.e. Agency for Persons with Disabilities, Vocational Rehabilitation, provider agencies, and school personnel) on teams become more familiar with the individual and with each other. As a result the team members develop a bond while working together.
- IEPs and IPEs are modified based on new information including: learning strategies that

work and training opportunities that lead to the individual's desired employment outcome.

Example: A mom, who initially thought her daughter could not be employed, discovered that her daughter could create her own business, with the proper supports in place.

FCIC Related Projects
Collaborative on DISCOVERY and Innovation in Employment (CODIE)

Through a grant from the Florida Developmental Disabilities Council, FCIC has established CODIE. The purpose of CODIE is to build the capacity of school professionals, county transition teams, and programs to implement the Discovery process in supporting youth with developmental disabilities in achieving customized employment. www.flfcic.org

Resources

- Callahan, M., Shumpert, N., Condon, E., & Mast, M. (2005). Discovery: Charting the course to employment. Marc Gold & Associates.
- Callahan, M., Shumpert, N., & Mast, M. (2001) Using Discovery and the Vocational Profile Strategy as the Foundation for Employment Planning and as an Alternative to Traditional Evaluation. Employment for All.

Websites

- Marc Gold & Associates. (2011). Charting the Course to Employment. http://www.marcgold.com
- Office of Disability Employment Policy, U.S. Department of Labor. (2011) What Is Customized Employment? http://www.dol.gov/odep/

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POSITIVE PERSONAL PROFILE – DISCOVERY	
Jobseeker:	**Date:**
Career Specialist:	**Interviewee:**
Relationship to jobseeker: __ Self __ Family member __ Friend/peer __ Service provider __Other:_____	**For how long has the interviewee known the jobseeker?** __ 0-3 years __ 3-5 years __ 5-10 years __ More than 10 years __ N/A (self)
Has the jobseeker met with a benefits specialist? __ Yes __ No	

Interests and Preferences	
What are some activities the individual enjoys? Any passions?	
What are some leisure time activities? (Sports, hobbies, etc.)	
In what environmental conditions does he/she thrive? (indoors/ outdoors, noisy/quiet, many people/ few people, slow/quick pace, time of day, etc.)	
What are some of his/her talents?	
How does he/she best learn a new task?	
Other comments (interests/preferences)	

Life and Work Experience	
Please describe any paid or unpaid work experiences (including volunteer activities) - focus on the tasks completed rather than the place	
What types of household chores are completed regularly (both assigned and voluntary)	
In what community activities does he/she participate?	
Other comments (life and work experiences)	

Skills and Knowledge

Has the individual been involved in any specific vocational training?	
Can you describe his/her academic skills (reading, math, time, money)?	
Other comments (skills and knowledge)	

Dislikes, etc.

Are there particular activities he/she is "know" to dislike?	
Are there particular situations you recommend we avoid when searching for opportunities?	
Other comments (dislikes, etc.)	

Accommodation and Support Needs

What services are currently provided?	
What accommodations should be in place for the job seeker to meet with success (i.e. physical accessibility, technological, personal care, etc.)?	
What supports will need to be maintained?	
Other comments (accommodation and support needs)	

Transportation Resources

How does the individual currently get around in the community?	
What transportation resources will be necessary in order for the jobseeker to maintain a job?	
Other comments (transportation)	

Other General Observations

How would you describe his/her temperament?	
What characteristics do you most admire in the jobseeker?	
Please explain a "dream" job for the jobseeker	

Can you describe any "habits," routines or idiosyncrasies the individual demonstrates?	
Is there any additional information you would like to share regarding this jobseeker?	

Notes

O Appendix O

_____'s ONE PAGE LifeCourse PROFILE

What people admire about me/My strengths

What does NOT work for me

How best to support me

What's important to me (my preferences, interests, passions)

LifeCourse Trajectory

UMKC's Experiences and Questions Booklet: A Guide for Individuals, Families, and Professionals, 3rd ed., p. 3, and LifeCourse Nexus tools

WHAT DOES IT TAKE
to get to the good life?

From a young age, children dream about what they want to be, where they want to live, if they will get married and have a family, and what their life will look like when they are grown. Parents often encourage their children to dream big, even when it might seem like the dream is out of reach. It should be no different for a child with a disability or special health care need. As the child becomes a teenager, it is even more important for the youth and the family to have a vision of what the future might look like. Even as an adult, it is important to keep a vision of the future in mind into adulthood and senior years. The best gift a parent can give a child is optimism and high expectations, offering encouragement, support, and experiences to prepare for the road ahead.

Think about shooting an arrow. You need to have a target at which to aim, or the arrow might go off course and not land where you would like. The goal is for the arrow to go towards the bulls-eye of the target. If the goal is to have inclusive, good lives in the community as adults, then from a young age the child and the family can begin to aim for that goal and set a path to get there. This is called a life trajectory. If individuals and families want to achieve enviable lives in the community, then they must have

FIGURE 1. Trajectory toward the Good Life

Friends, family, self-determination, community living, social capital and economic sufficiency

Trajectory towards Outcomes

Trajectory towards things unwanted

Vision of What I Don't Want
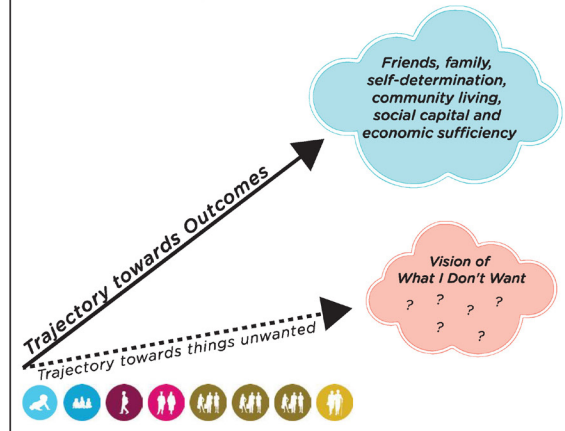
a vision of where the trajectory is aimed. What does a good life look like –what kind of things would be present? It's also important to think about what they know they DON'T want, so experiences and events don't push the arrow in that direction. By having a vision for the future from a young age, it is more likely the trajectory will lead the person to the good life of which they dream.

QUESTIONS TO ALWAYS THINK ABOUT
Along Your Journey

The following are questions to consider no matter the particular life category or age. These are questions you might ask or keep in mind whether you are just starting your journey, or are somewhere along the way. These questions are not intended to be all inclusive or complete, but will help you get started with some general questions to keep in mind as you progress along the life course.

- What are other people my age doing (for work, fun, etc.) and what adaptations or accommodations are needed so I have similar life experiences?
- Am I learning how to create or maintain community connections and social capital?
- How could assistive technology, adaptations or accommodations assist me in living the life I want?
- Am I learning how to access and integrate a variety of types of support (relationships, community assets, technology) in addition to any paid supports I receive?
- Do you have someone to talk to about your feelings, emotions, and concerns, so that you don't feel alone?
- Do you feel empowered to ask questions or disagree with professionals, and are you helping me know questions to ask and how to assert my wishes/opinions to professionals and supporters? ★
- Are you helping me create a vision for my own life and have the life experiences to get me there? ★
- How are you encouraging self-determination at all ages, stages, and aspects of my life? ★
- Are you always keeping an eye to the future or the next stages of my life and helping me learn to do the same? ★

The LifeCourse Trajectory for Discovery/Exploring

LIFE TRAJECTORY | EXPLORING
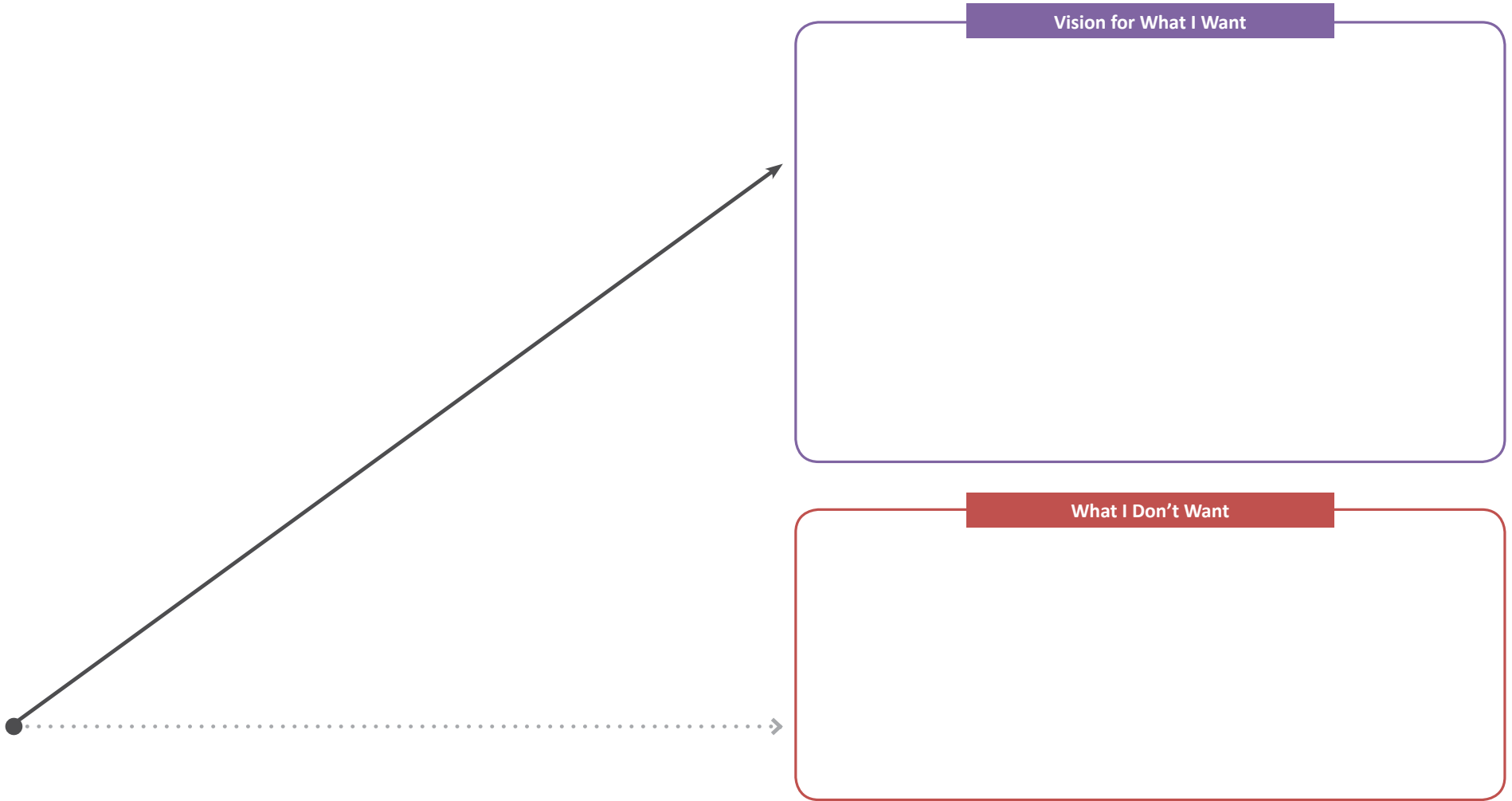
Vision for What I Want

What I Don't Want

The LifeCourse Trajectory for Planning

LIFE TRAJECTORY | PLANNING

Past Life Experiences

List past life experiences and events that have supported your vision for a good life

List past life experiences that pushed your trajectory toward things you don't want

Moving Forward

List current or future life experiences or goals that will continue to support your good life vision

List things to avoid that could keep you from your good life vision or lead to what you don't want

Vision for What I Want

List what you want your "GOOD LIFE" to look like

What I Don't Want

List the things you don't want or what is NOT a "good life"

The Importance of Natural Supports

The Importance of Natural Supports

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"Natural supports" are methods of inclusion and assistance that exist in any given workplace, and that an employee with a disability can tap into. These supports help the person to perform her role, and also to feel socially included—which is crucial for high performance and job retention.

Natural supports can involve people, procedures, customs, tools, and benefits that are typically available in the workplace, along with individualized supports seen as normative within the setting.

Here are some examples of natural supports:

- An employee with a disability takes part in the typical training and "on-boarding" process that all employees go through, with additional support from human resources personnel to complete forms and review the business handbook.
- Coworkers invite the employee to the usual workplace coffee hour, which happens every Tuesday morning from 8:30 to 9:30.
- The employee's supervisor goes over the employee's to-do list every afternoon to keep tabs on what he's accomplished.
- The employee's office mate reminds her when it's time to leave for the afternoon so that she doesn't miss her bus.

These supports allow an employee with disabilities to engage in social rituals and to become a full member of her workplace. They also help her to strengthen her independence on the job. The supports may be spontaneously generated in the workplace, or they may be facilitated by employment services staff.

All employees (with and without disabilities) seek out help to get their jobs done. For each person,

that assistance is based on individualized needs. Figuring out these needs and helping to facilitate appropriate natural supports is imperative as you assist people with disabilities on the job.

Social Inclusion:
Essential for High Performance

One key aspect of natural supports is that they increase employees' social inclusion at the workplace.

This inclusion is critical for professional success. Could you succeed at your own job if you weren't part of a team, or didn't communicate effectively with your coworkers? Would you stay at your job if you felt socially excluded?

How well you fit in socially at work goes beyond your job satisfaction. It also influences how your supervisor and coworkers view your job performance, and how they approach solving problems you have on the job.

Establishing a natural support network for a worker with disabilities is an important part of your job as an employment professional. It's also fundamental to fading your own support over time.

How Workplace Inclusion Happens

For many people with significant disabilities, social inclusion at work has been a challenge. While our schools, communities, and workplaces are becoming more inclusive of people with disabilities, we still often make assumptions about what they can and cannot do. Many disabilities, including autism, also affect people's social interactions, and can be misunderstood in the workplace.

The good news is that social connections at work can smooth many bumpy interactions. These connections also affect the formal and informal training and support a worker receives.

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Here are some steps you can take to ensure that a person with a disability will be fully included in the workplace:

- Create the expectation throughout the job development process that the **employer will provide training and support** for the worker, as they would with any other employee. This can include identifying coworkers who will act as trainers or mentors for the worker with a disability.
- If job coaching is part of the support plan, explain to the employer the **role of the job coach**. The job coach is there to supplement, not substitute for, the supports available within the workplace.
- Explain to the employer the importance of social inclusion to the **long-term success** of the employee.
- Discuss the **specific support needs** of the individual, and how these will be met, in a way that enhances his inclusion, rather than stigmatizing him. Provide functional guidance and information that will invite comfortable interactions. Under what conditions does the new employee do his best work? What are the most effective ways to communicate with him?
- Ensure that the area where the person with a disability will be working is not isolated, but is **physically integrated into the workplace**.
- Design the job so that the worker has **regular contact and interaction** with coworkers.
- Have the employee work a **similar schedule to others**, with the same break times, meal times, etc.

Basic Principles to Keep in Mind

Here are some basic principles to help make sure natural supports function well.

Each workplace has its own culture. Learn the informal rules and norms of each workplace, along with the features and benefits that the business offers. This will help you assist a worker in developing supports and social connections—in other words, fitting in. This includes learning about opportunities such as tuition reimbursement and gym membership, as well as the social rituals of the workplace (breaks, lunch, parties, etc.), and how the worker can participate.

Social integration comes first, not second. Research has shown that new workers first develop social connections, and then master their job responsibilities. It's often those social relationships that help develop natural supports. Social connections also help create the flexibility that allows natural supports to function.

External support has multiple effects on the workplace. The presence of agency staff on the worksite, as well as how you define your role there, influences how the employer and coworkers view and interact with the new employee. Role-model positive interactions, being respectful of the individual and choosing the least intrusive ways to provide assistance.

Ongoing support requires strong business partnerships. As employers and coworkers play a larger role in training and supporting workers with disabilities, your role shifts as well. You become more of a supplementary resource, providing backup and consultation as needed.

Cautions About Natural Supports

Natural supports can have pitfalls, like any other strategy. Here are some things to watch out for.

Don't impose a new model upon the business. Instead, encourage employers to become more involved, starting with the job development process. You'll be there to support both the employer and the worker throughout the tenure of employment.

Don't use natural supports as an excuse to provide skimpy services, or to withdraw agency support. Natural supports aren't about dumping all responsibility on the employer. A key feature of supported employment is that agency support is long-term.

Don't try to turn coworkers into disability services professionals. Employers and coworkers will often need your expert guidance to understand and interact with a worker with disabilities. They don't need to become disability experts, but they do need to interact with all employees as unique individuals.

The Bottom Line

Natural supports can help you improve the career experience of the employees with disabilities you serve. They can also be useful as you fade your own presence on the job site over time. So make sure to discuss natural supports with job seekers, new hires, and supervisors.

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R Appendix R

What Discovery is NOT[2]

__ Spending time on a computer (except possibly to watch videos of potential jobs matching individual strengths, interests and preferences)

__ Administering written vocational assessments

__ Taking notes while observing a person

__ Interrupting the person's performance in order to teach a skill unless specifically done to identify a way the person learns best

__ Conducting time/productivity studies

__ Using checklists of strengths/weaknesses

__ Ranking competencies

__ Comparing the individual to others or a "norm"

__ Predicting or guessing what a person can do

__ Identifying jobs that are available in the current labor market

__ Assuming there must be a direct link between what the person does well and what s/he could or should do for employment

__ Presuming the person cannot work

__ Telling an individual his/her dream job is "unrealistic"

__ Using a prescribed process and specific order of discovery for all job seekers

S Appendix S

Discovery Profile Pathway to Success[3]

Participant's Name:	Date of Birth:
Facilitated by:	Date Profile Completed:

PART I - SECTION I INFORMATION GATHERING

This section provides pertinent background information to begin the process, description of the individual across all aspects of their lives. Information connects the individual to his/her family and community.

BACKGROUND

1. Address:

2. Home telephone number: | Cell number:

3. Marital Status: | 4. Current school/occupation:

5. Agencies involved with the individual:

RESIDENTIAL/HOUSEHOLD INFORMATION

1. Years living at residence:

2. Family/staff (if living in an alternative setting): List information below of persons living in same dwelling:

Name	Relation	Age	Employment

3. Extended Family in local area

Name	Relation	Age	Employment

4. Friends of the individual and family

Name	Relation	Age	Employment

5. Location and Description of Neighborhood of household:

6. Family Support available:

7. Transportation availability:

8. Availability of employment opportunities near home (overall):

9. Physical and Health Related Issues:

[3]SOURCE: MODIFIED VERSION OF DOCUMENT DEVELOPED BY BENHAVEN STAFF WHO ARE CERTIFIED IN DISCOVERY by Marc Gold & Associates. Some additional features have been added based on the literature reviewed.

EDUCATIONAL EXPERIENCES
1. Academic Performance:
2. Community/Recreational Programming:
3. Work-related Experiences (e.g., school courses, at home):

PART I - SECTION II ROUTINE/TYPICAL DAY

It is a descriptive synopsis of the course of the individuals' typical day. The information contained in this section is a brief description that an individual engages in on a typical day.

1. Description of Typical Routine:
2. Weekday:
3. Weekend:

PART I - SECTION III CURRENT STRENGTHS, INTERESTS, PREFERENCES, POTENTIAL CONTRIBUTIONS, AND OTHER PERSONAL ASSETS

This section is based on the facilitator's experiences and observations conducted during the Discovery process. This section paints a picture of the individual. The individual's strengths, specific skills and contributions the individual presents. This section is depicted in a positive and active manner, free from opinion, judgment and evaluative statements. This includes a descriptive narrative of the exact skills/behaviors actually witnessed for each task or activity.

EMPLOYMENT HISTORY (DESCRIBE EACH TASK OR JOB)
1. Paid and unpaid work (including internships, apprenticeships):
2. Work/Chores Performed at Home:
3. General areas of Previous Work Interest:
4. Formal work experience

LIFE ACTIVITIES AND EXPERIENCES
1. Friends and Social Group (use and attach social capital worksheets)
2. Personal Activities, Hobbies Performed at Home and in the Community, Including Family Activities:
3. Specific Events that are of Critical Importance:
4. Description of Skills/strengths, Interests and Conditions in Life Activities:
5. Physical fitness strengths:
6. Mobility strengths:

PART II - SECTION I LEARNING AND PERFORMANCE CHARACTERISTICS

This Section is a compilation of all the pieces previously conducted and should only be started after all of Part I is completed. Likewise, it should be completed prior to the Discovery Team meeting. This part will include descriptions of the performance within previous sections as well statements of opinions and projections. This section describes what the individual needs to be successful.

APPROACH

1. Preferences/Supports Pertaining to Employment for the Individual:

2. Preferences/Needs/Concerns for family (or staff, as appropriate):

3. Instructional Strategies and Supports needed for task performance:

4. Environmental considerations:

5. Supervisory strategies:

INTERESTS TOWARD AN ASPECT OF THE JOB MARKET

1. General personal interests and types of tasks the individual likes to do:

2. Individual preferences:

	Condition	Preference/ Comments
1.	Work alone or with others?	
2.	Work at approximately slower steady pace or one that needs to be done very quickly?	
3.	Prefer work that would require you to do a lot of standing or walking or one that would allow you to sit?	
4.	Indoor work or outdoor work?	
5.	Perform new tasks or same tasks?	
6.	Work where it is noisy or where it is quiet?	
7.	Work will you could get dirty or wet or one where you stay clean and or dry?	
8.	Work that involves a lot of discrimination and problem-solving skills or one with tasks that are simple or straightforward?	
9.	Work in an environment where casual clothing is accepted or one that more formal business-like attire is required?	

3. General areas of current work interest:

WORKER COMPETENCIES/FACTORS CONTRIBUTING TO SUCCESSFUL EMPLOYMENT
1. Strongest positive personality characteristics:
2. Most reliable strengths regarding performance:
3. Current skills:
4. What others say about my work:
5. Any specialized training (formal or informal):
6. Possible sources for recommendations:

CHALLENGES
1. Conditions to be avoided:
2. Physical/health restrictions:
3. Transportation issues:
4. Additional threats to consider:
5. Potential Employer List: (created from business within reasonable transportation range of the individual's residence):

PART II - SECTION II IDEAL CONDITIONS DESIRED BY JOBSEEKER[4]

	Wages- how much the person needs to make or wants to earn;
	# of hours they work, which hours they work
	Which days of the week the work or don't work
	Degree of predictability needed of the work routine and tasks
	Availability and accessibility of transportation
	Geographic area if relying on a neighbor or friend to commute to work with;
	Type of social interactions such as with what types of co-workers (familiar, unfamiliar, e.g.), amount of contact
	Need for supports/accommodations

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[4]This section is derived from Condon, E. (n.d.) The Customized Plan for Employment: Developing a Blueprint for Parents and from Callahan, M., Condon, E., & Shumpert, N. (2013) document with the same title. Ocean Springs/Gautier, MS: MG&A. Also available from the Florida Center for Inclusive Communities at http://flfcic.fmhi.usf.edu/docs/Customized%20Employment%20Plan%20%20 Blueprint.pdf

Appendix T

Comprehensive American Job Centers

These offices offer a full complement of employment services, including career centers, recruitments, workshops and employment services for veterans. They can also assist with unemployment insurance questions.

Bridgeport | Hamden | Hartford | Montville | New Haven | Waterbury

Affiliate American Job Centers

Affiliate American Job Centers are smaller offices that offer self-service career centers and a select number of employment services. This may include: a career center, hiring events, workshops, and employment services for veterans.

Ansonia | Bristol | Danbury | Danielson | Derby | East Hartford | Enfield | Manchester | Meriden | Middletown | New Britain | Stamford | Torrington | Willimantic

For office contact information, see *https://portal.ct.gov/ajc*
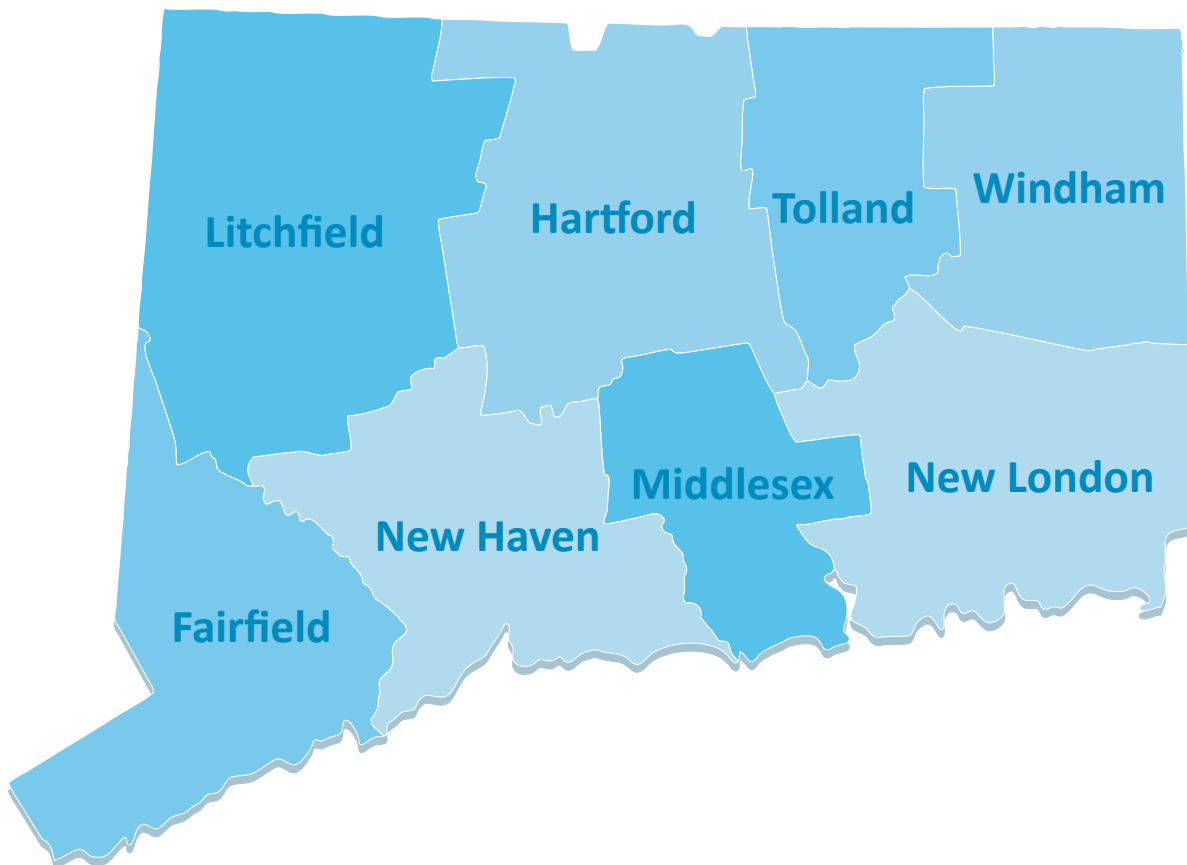
What about Disclosure?

Developed by the UConn UCEDD, 2021

Disclosure of the jobseeker's disability means explaining to administrators, supervisors, or coworkers what a person's disability is. Disclosure is not necessary unless the jobseeker is asking for reasonable accommodations. Disclosure may be desirable if the jobseeker has some personal characteristics that are highly likely to have a negative effect on the individual's work or interactions with others.

Some disabilities are visible, usually because of the adaptive equipment or strategies used by an individual. Employers are legally not allowed to discriminate on the basis of their perceptions of whether an individual is qualified to perform a job based on their visible disabilities but they can ask how the person would perform specific tasks just like they would ask any other job candidate. People do not need to disclose their disability unless they are specifically going to ask for reasonable accommodations that will allow them to do the job like workers without disabilities. Know, though, that employers cannot be held accountable for failing to provide reasonable accommodations if they have not been told what is needed and why.

Negotiation of a customized job description is usually dependent on disclosing enough information about the individual's disability to justify creating an individualized task list or job description. This may be especially true if the disability is not visible. How much detail to provide is up to the jobseeker. Making that decision can be difficult. It is an important consideration in customizing employment, though.

At this time, take a moment to watch one or more of the following videos:

- When should I disclose a disability? *When should I disclose a disability? - YouTube*

- When To Disclose a Disability to an Employer — The Choice Is Yours *(14) When to Disclose a Disability to an Employer — The Choice Is Yours - YouTube*

- The 411 of Disability Disclosure *(14) The 411 of Disability Disclosure - YouTube*

- How to Disclose Your Disability *How to Disclose Your Disability - YouTube*

All videos address typical employment situations but have relevance to CE also. The relevance is in applying the same questions: If disclosure is necessary, when the best time to disclose is, and *how and what* to disclose. **However, at this time, disclosure is only an issue in your job search. A script for actually approaching an employer is in Part 6 – Job Development of this Handbook.**

Vocational Themes & Lists of Potential Employers

Form and examples reprinted with permission of the author from Grab and Go Insert 8-F4 by Think College Transition Project

List at least three employers that match with the jobseeker's Vocational Themes, adding more when possible. Use the Positive Personal Profile to determine the profile fit.

NOT A GOOD FIT - 1
BEST FIT = 5

VOCATIONAL THEME 1:				
Potential Employer	**Profile Fit (1-5)**	**Address**	**Contact**	**Phone**

VOCATIONAL THEME 2:				
Potential Employer	**Profile Fit (1-5)**	**Address**	**Contact**	**Phone**

VOCATIONAL THEME 3:				
Potential Employer	**Profile Fit (1-5)**	**Address**	**Contact**	**Phone**

EXAMPLE
Devon: Employer research using vocational themes

Vocational Themes & Lists of Potential Employers
List at least three employers that match with the jobseeker's Vocational Themes, adding more when possible. Use the Positive Personal Profile to rank order each potential employer from 1 to 5, with 1 being not a good fit and 5 being the best fit.

NOT A GOOD FIT - 1
BEST FIT = 5

VOCATIONAL THEME 1: AUTOMOTIVE				
Potential Employer	Profile Fit (1-5)	Address	Contact	Phone
N & J Auto Body	4	286 Adams St. , Dorchester	Mel	012-345-6789
Alliance Glass & Sign	3	902 Dorchester Ave, Boston,	Store Manager	123-456-7890
Dave's Auto Glass	2	123 Freeport	Dave	234-567-8901
Motorbike Boston	5	52 Supple Rd, Dorchester	Tom	234-678-9501

VOCATIONAL THEME 2: PHOTOGRAPHY				
Potential Employer	Profile Fit (1-5)	Address	Contact	Phone
Bromfield Camera Co	4	10 Bromfield St, Boston	Store Manager	210-354-9786
BSC Webing Solutions	3	1558 Dorchester Ave, Dorchester	Trudy	354-689-6012
Luca Sign	5	727 Atlantic Ave, Boston	Jim	781-560-3429
Colortek of Boston	2	727 Atlantic Ave, Boston	Leo	671-345-0982

VOCATIONAL THEME 3: GRAPHIC ART				
Potential Employer	Profile Fit (1-5)	Address	Contact	Phone
Ciampa Creative	5	558 Dorchester Ave, Dorchester	Mark	914-236-8750
Artists for Humanity	2	100 W. 2nd St. Boston	Gail	578-246-0193
Spire	3	65 Bay St, Dorchester	Loi	421-856-7903

W Appendix W

Job Search Plan for _____ [5]

Consider this form to be something you complete more than once: (1) to get you started and then (2) to continue updating as needed to consider other businesses or industries in which job development can occur.

ESSENTIAL CONDITIONS FOR JOBSEEKER'S SUCCESS	DEAL-BREAKERS (WHAT WON'T WORK AT ALL FOR THE JOBSEEKER)
Ex. Working a split or second shift consistently	*Ex. Start to workday before 8:30. Irregular hours*

What employment themes can you discern? Generally, you want to start only with 3 or 4 selected carefully from the One-Page Personal Profile and other information you learned during Discovery but there is room on this form for eight (8).

STRENGTHS, INTERESTS, PREFERENCES	THEMES
Ex. Dressing up, playing with dolls, buying earrings	*Ex. fashion*

[5]Extracted from Condon, E. (2013). Customized Planning: Creating a Blueprint for Job Development. Retrieved February 2017, from Marc Gold & Associates: www.marcgold.com/s/Customized-Plan-for-Employment-article-ante.pdf.

Put the themes in priority order. Now identify categories of business that relate to identified themes.

THEMES IN PRIORITY ORDER	RELATED TYPES OF BUSINESSES/ INDUSTRIES
Ex. fashion	Sales, manufacturing, display/modeling (clothes, jewelry, accessories, shoes); stores, on-line, wholesale

Lastly, identify specific businesses to approach (after doing your research about the business). You can use this list during Job Development to keep track of appointments, contacts, etc.

EMPLOYER	DATES OF CONTACTS	RESULTS
Ex. Maisy's Doll Clothes Manufacturing		

X Appendix X

Outcomes of Job Search Planning: ACTION PLAN
Form developed by the UConn UCEDD, 2021

Use as many sheets as needed to map out the jobseeker's outcomes and complete the other columns.

DESIRED OUTCOMES	WHAT DO YOU NEED TO DO TO ACHIEVE EACH OUTCOME	WHO'S RESPONSIBLE	TIME FRAMES (INCLUDE COMPLETION DATE)
Ex. Go back and review important tools, update as needed. Decide whether or not to use paid staff for job development.	• *Skim through Volume 1/re-explore websites and other resources. Compile forms from Volume 2* • *Check on eligibility status with BRS and DSS*	*Jobseeker w/support from siblings*	*No later than 9/15 of this year*

Developed by M. Ouimette & L. Rammler (2013) for Discover Learn Work Staff.

"THREE CUPS OF COFFEE"
The DLW Approach to Employers

*Developed by M. Ouimette & L. Rammler (2013)
for Discover Learn Work Staff*

December 2013

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Explanation of
"Three Cups of Coffee" Approach

This approach requires us to take the time to build relationship with the employer. It's "rapid job exploration", not "rapid job placement".

- In the book, "Three Cups of Tea," author Greg Mortenson describes getting lost mountain climbing in Pakistan and stumbling into a village. He reportedly learned over time to build relationships by returning over and over.

- There were many allegations of mistruths against the author as well as legal proceedings but the point remains: Each time you've built more trust, you can be more effective.

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Explanation of "Three Cups of Coffee" Approach

- So, regardless of the infamy today of "Three Cups of Tea," the important analogy the book has to employment is this:

  - Employers might be suspicious the first time they meet you ("What does s/he want?) but warm up on the second visit if you discuss business (not ask for job openings). By the third time you connect face-to-face you can ask about jobs.

- Supervisors at a program of Ability Beyond, a provider of employment support services in Connecticut and New York, decided to name this process "Three Cups of Coffee" to acknowledge this truth while disassociating from the controversy surrounding the original publication. Besides, collectively, they consumed a lot more coffee than tea.

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Explanation of "Three Cups of Coffee" Approach

- Throughout this process, you need to show you're committed to helping employers.

- We have found, given recent challenges in our national and state economy, that the Three Cups of Coffee approach seems to open doors and helps build long-term relationships with employers – if not for now, maybe for later.

- **It is important to role play this before each employer contact until you are 100% positive that you are presenting yourself and, eventually, the jobseeker in the best possible – but honest – light.**

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First Cup of Coffee

- **Purpose:** The purpose of the first cup of coffee is to set up a time to meet with the employer to learn about the business; the first step in building a relationship. This first cup takes only 5-10 minutes.

- **Approach:** Don't start by asking for a job. *Slow down*, introduce yourself, and concentrate on getting a 10-15-minute meeting on their calendar. If they want to talk with you during your initial phone call or chance meeting, be prepared to ask more about their business and the kind of employees that work best for them. This contact should be all about the employer, not the jobseeker or your desire for them to hire a jobseeker.

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First Cup of Coffee

Ideas for what to take with you:

- Business cards.

- Appointment book.

- Keep handy, in case they tell you they're actively looking for someone, the jobseeker's resume but do not offer it!

- A smile and your best energy.

- Consider and prepare for valued way of answering these questions: "How do you handle disclosure?" "What do you tell them about your ultimate motive?" It's okay to tell them you only have one individual for whom you work at the moment.

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DISABILITIES

First Cup of Coffee

How to prepare for the visit:

- Look up basic background information on the company (products, staffing levels and titles).

- Practice your "spiel" so you feel prepared.

- Look to see if there's a prior contact with the company, who the contact is, what they learned, etc.

- Dress professionally.

- Turn off your cell phone.

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First Cup of Coffee

- Avoid the busy times (e.g., noon at a restaurant).

- Figure out who the right person is to talk with – the one who hires. You might want to call to see if s/he will be there.

You may need more than one first cup of coffee, especially if the B/I has several people involved with hiring.

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DISABILITIES

First Cup of Coffee

- Write out your SCRIPT *(See Appendix Z)* BEFORE you go re: what you will ask, in what order, etc. Practice it multiple times.
- Don't take up the full time if possible, using "I know you're busy so I'll leave now if that's okay with you" as an exit line.
- If they want to keep chatting, it may be permissible to do so to establish rapport. Use your judgment.
- **After**, ask yourself, "How do you know you were successful?" If they invite you back, make an appointment to see you, and/or you found out who to talk with and when to come back to find him/her, you probably have been.
- Always follow up with a hand-written thank you note.

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DISABILITIES

Second Cup of Coffee

- **Purpose:** The purpose of the second cup of coffee is to learn as much as you can about the company and continue building the relationship with the employer. This second cup takes 15-30 minutes. Some of these may seem redundant but you need to be sure you are current in what you know about the company!
- You only schedule a second cup of coffee if you can envision a good match between what you know about the employer so far and what you know about the jobseeker.
- **Approach:** Still don't ask about a job. Focus on getting on the calendar for another meeting that will take a little longer because you were impressed and have more questions.

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DISABILITIES

Second Cup of Coffee

Things to bring with you:

- Your appointment book

- The jobseekers in case they tell you they're actively looking for someone but do not offer it.

- Keep that smile and your best energy.

- A list of questions to ask.

- A personal question to warm them up (e.g., sports, how they got into the business, something you see in their office like awards).

- Notes from your first meeting to refresh your memory.

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DISABILITIES

Second Cup of Coffee

How to prepare for the second meeting:

- Research more about the B/I on line (product, shifts, history in community).

- Look for the mission statement/values/company culture expressed.

- Come prepared, if asked, to describe the job seeker who might want to work there.

- Prepare at least 3 good questions to ask about their hiring.

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DISABILITIES

Second Cup of Coffee

Good questions to be prepared to ask:

- What are you looking for in an employee?

- Are there certain jobs with a high turnover rate?

- What sorts of challenges do you have hiring/keeping good employees?

- What recommendations might you have for a young person who's interested in this field?

- What part-time/full-time jobs do you have? Seasonal/temp positions?

- Do you hire employees for 2-3 hour shifts, or possibly 2-3 hours/week?

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DISABILITIES

Second Cup of Coffee

- Are you planning to expand?

- How would you describe your best employee?

- What's your application process
  (e.g., on line, via corporate office)?

**Don't plan to ask all the questions.
Choose those that will be most applicable to the jobseeker.**

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DISABILITIES

Second Cup of Coffee

- Write out your SCRIPT *(See Appendix Z again)* BEFORE you go re: what you will ask, in what order, etc. Practice it multiple times.

- Don't take up the full time if possible, using "I know you're busy so I'll leave now if that's okay with you" as an exit line.

- If they want to keep chatting, it may be permissible to do so to establish rapport. Use your judgment.

- **After**, ask yourself, "How do you know you were successful?" If they invite you back, make an appointment to see you, and/or you found out who to talk with and when to come back to find him/her, you probably have been.

- Always follow up with a hand-written thank you note.

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DISABILITIES

Third Cup of Coffee

Purpose: The purpose is to arrange an interview for the jobseeker you believe is a good match with the company and to continue building the relationship with the employer. This third cup might take 15 minutes but hopefully would go longer.

Approach: Again, don't start by asking for a job. The point of this third cup of coffee is simply to introduce the jobseeker to the employer. If the employer does not want to meet the jobseeker, leave it open (i.e., "Maybe another time") and keep it friendly. Do not ask for the jobseeker to have a tour but it is okay if you are offered one.

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DISABILITIES

Third Cup of Coffee

Ideas for __what to take with you__:

- Your appointment book.

- The third visit script *(See Appendix Z again)* that you practiced.

- Employment portfolio of the jobseeker including resume (standard, visual or video), work sample, photos, etc.

- If you have a video to show the employer, upload it on your own portable device (a tablet at minimum if not a laptop). Do not expect the potential employer to provide equipment for viewing the video!

- The jobseeker "dressed for success" and as prepared as possible.

- Strengths-based, person-centered, positive attitude only.

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DISABILITIES

Third Cup of Coffee

Ideas for __how to prepare__:

- Prepare the jobseeker:
  - tell him/her what you know about the company, what they're looking for and any key words they should use.
  - Role play the interview with the intern to help focus the interview.

- You might want to prepare the employer, e.g., if the person is a poor interviewer or non-verbal, you can say, "_____ may not present all that well but I really believe _____ would be an asset to your B/I."

- Review your notes from the first two visits.

- Come prepared to describe at least three strengths of the jobseeker and why they might be a good match for the B/I.

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DISABILITIES

Third Cup of Coffee

At the face-to-face meeting:

- Introduce the jobseeker and the person you are meeting with like you would make any other introduction.

- If you need to prompt the jobseeker, use a statement, e.g., "Now is a good time to shake _____'s hand." Do not put this is the form of a question because it is easier to explain shyness than a rude "no!"

- As much as possible without taking over, encourage the jobseeker to show their own work like you practiced.

- Stick to the agreed-upon length of the meeting unless invited to stay longer.

- Never use negative descriptors or make disparaging remarks about the jobseeker.

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DISABILITIES

Third Cup of Coffee

How will you know you're successful?

- The person with whom you are meeting may invite you back:
  - To meet someone else in the B/I.
  - For a tour.

- Your offer to come back another time to discuss specifics about how the jobseeker could be an asset to the B/I is accepted and a date is set.

- **Regardless of the outcome, send a thank you note signed by the job seeker (an "X" is okay) for the time.**

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DISABILITIES

Cups of Coffee Formats
Forms adapted from Ability Beyond's "Three Cups of Tea" approach to job development

First Cup – Initial Tour

Script to set up initial tour: "Hello. My name is _____ and I am learning about local businesses. Would it be possible to schedule a 15-minute appointment with you to learn more about what you do here and the type of person who is a successful employee at your business?"

Rules

- Be on time.
- Wear business clothes but don't be overdressed.
- Bring working writing tools and something tot take notes on.

- Do not record om your cell phone.
- In fact, don't even bring your cell phone with you. Keep smiling and stay positive.

Checklist of Things to Look for and Questions to Ask during an Initial Tour of a Business or Industry
NOTE: You may not be able to get all of this information or observe everything!

___ Rush times during the day, week, month, or time of year

___ Tasks performed inefficiently on a regular basis

___ Tasks performed sporadically

___ Bottlenecks or "logjams" in work flow

___ Overflowing in-baskets

___ Inefficient use of key staff. Examples are:

   ___ Frequent use of the "sneaker network" by employees to carry work to other employees

   ___ Routine tasks that do not require their professional training or skill

   ___ Skilled staff "fetching" their own mail, office supplies

   ___ Laying out and storing tools

___ Any other activities that pull key staff away from money-making responsibilities

___ Down time and how it is used

___ Interactions among coworkers

___ Interactions between supervisors and employees

___ Lay-out of work space

___ Other environmental factors (e.g., lights, noise level, whether most workers stand or sit, level of privacy, opportunities to "get away" during breaks) that may be important to the jobseeker.

___ How staff support each other (e.g., "cheerleading," physically assisting, providing reminders)

___ Environmental cues to all employees (e.g., wash your hands, wear safety glass before _____"

**If you do not get "good vibes" about this employer or
environment during this initial tour, send a thank-you note but don't return!**

Second cup – Follow-up visit to show more interest in the business and begin to establish a relationship with people there.

Second cup: Follow-up visit to show more interest in the business and begin to establish a relationship with people there.

Script to set up second visit: "Hi. My name is _____. On _____ (date) I met with _____ (employer contact) to learn more about your business. I would love to learn more about your hiring preferences and get the answers to some questions I had after my first tour. Would it be possible to schedule another 10-minute appointment to learn more about _____ (name of business)?"

Rules

- Be on time.
- Wear business clothes but don't be overdressed.
- Bring working writing tools and something to take notes on.

- Do **not** record on your cell phone
- In fact, don't even bring your cell phone with you.
- Keep smiling and stay positive.

At this stage, you may want to ask more specific questions to "fill in the blanks" from your initial checklist and increase your understanding of the business.

You also need to probe why an employer might hire diverse employees, say, someone with a disability. A Focus Group conducted by the Institute for Community Inclusion[6] found that there are basically three reasons why an employer would knowingly hire a person with a disability:

Reason 1: Benefits Directly Related to Business Objectives - hiring people with disabilities meets the organization's personnel needs by filling vacancies.

Reason 2: Benefits Indirectly Related to Business Objectives - hiring individuals with disabilities benefits a company's long-term viability and profitability by enhancing the corporate image and demonstrating a commitment to the community.

Reason 3: Benefits Related to Organizational Values - hiring people with disabilities reflects the organization's commitment to corporate social responsibility, and is viewed as "the right thing to do"; the benefits to the company are of secondary importance in comparison to the outcomes expected for the employee with a disability and for the community at large.

This is a different reason than hiring with pity for charitable purposes that will actually cost the business in the long run.

Your mission for this visit is to determine which reason is true for this place if business.
If you do not get "good vibes" about this employer or environment during this second visit, send a thank-you note but don't return!

[6]*sect. 1-7 final (communityinclusion.org)*

Third cup – Broaching the subject of hiring the jobseeker you had in mind

To do beforehand

Decide what motivates the employer:

1. If an employer is strictly motivated by Reason 1, the job seeker will have to demonstrate that hiring the individual will provide direct economic benefit. There will probably be less flexibility around how the job is designed and the individual is supported.

2. If the employer is motivated by Categories 2 and 3, the company will likely be more committed to "making it work." This presents the opportunity for greater flexibility and more creative solutions.

As said before these categories should never be viewed as hiring as an "act of charity" — it is simply that the decision to hire is based on criteria other than straight-forward economic return. It is still paramount — for the long-term success of the individual and for people with disabilities in general — that the job be performed competently in a socially inclusive work environment.

List what you think the jobseeker can and cannot do for the employer. Focus on (as you read in Volume 1):

1. The variety of tasks performed by the business or industry.
2. Tasks that need doing that take employees away from their more critical job duties.
3. Tasks that could be done more efficiently or more often.
4. Busy times of the day/week/year when the employer could use extra help.
5. Jobs that are not getting done because no one has the time.
6. Jobs that have the greatest turnover.
7. Qualities the company looks for in an employee.

Script to set up third visit: "Hi. My name is _____. On _____ (dates) I met with_____ (employer contact[s]) to learn more about your business. I have someone in mind who could _____ for your business and actually improve the (services/products) _____ and raise you bottom line. Is it possible to schedule a third appointment with (name of person you have learned makes the hiring decisions) _____so you and I can see if their strengths, skills set, and other characteristics is a good fit for (name of business) _____?"

<u>**IF YOU ARE TURNED AWAY,**</u>

be gracious and thank them profusely for this time during your first two visit.

Send a thank you mote.

If You Are Able To Schedule This Third Visit

Rules

- Be on time.
- Wear business clothes but don't be overdressed.
- Bring working writing tools and something tot take notes on.

- Do not record om your cell phone.
- In fact, don't even bring your cell phone with you. Keep smiling and stay positive.

What to Bring with You

__ The information you have gained about the business in the form of a needs analysis,

__ The jobseeker's **(visual) resume** as well as their One-Page Personal Profile **(Appendix O)**. You may want to summarize the vision from **Appendix P** to demonstrate how the jobseeker's aspirations align with those of the business.

__ **ONLY bring the job seeker if you are specifically asked to do so. If you are being accompanied by the jobseeker, try to support them in following the same rules. If they use a communication device, BRING IT!**

Be prepared to begin to discuss some initial ideas for further negotiation

based on what you know from reading Volume 1 of this Toolkit.

If you do not get "good vibes" about this employer or environment during this third visit, send a thank-you note but don't return!!!

If you think it is worth pursuing:

1. Set up an opportunity for the employer contact to meet the jobseeker.

2. Accompany the jobseeker on a tour to get their feedback.

3. If the jobseeker's response is positive, ask the company contact for permission to conduct a needs analysis.

4. After you've done the needs analysis, make another appointment with a job proposal in place.

(How-to's and forms for these appear in the next Appendices)

AA Appendix AA

Task list examples taken from Volume 2 of the U.S. Office on Disability Employment Policy's 2006 booklet, Customized Employment: Applying Practical Solutions for Employment Success (p. 12)

Sample Task Lists

BOOK DISTRIBUTOR	
DEPARTMENT	**POTENTIAL TASKS**
Human Resources	• Collate new hire packets • Distribute paychecks • File personnel information • Shred old files
Marketing	• Tear the covers off unsold paperbacks and magazines to return to publisher for rebates • Attach security covers on music CDs and movie DVDs • Collate press kits • Fax press releases
Administration	• Log and photocopy accounts received • Mail billing statements • Restock printers and photocopiers • Meter outgoing mail • Clean conference rooms and kitchens
RETAIL CLOTHING STORE	
DEPARTMENT	**POTENTIAL TASKS**
Stockroom	• Attach security devices • Hang Cloths • Price stock • Size stock • Steam clothes
Sales Floor	• Mark down clearance items • Straighten and size racks and tables • Return stock from fitting rooms to racks • Clean mirrors, displays and windows • Vacuum the sales floor
POTENTIAL TASKS	
• File patient charts using color-coded and numerical systems • Run routing slips and pulling patient charts • Take deposits to the bank • Stamp envelopes and patient reminder postcards • Take mail to the post office • Escort patients to treatment areas • Distribute mail to office staff	

BB **Appendix BB**

Form for Developing Business-Specific Task Lists

Form based on Appendix AA and developed by UConn UCEDD, 2021

Name of Business:_____

Date of Task List Development: _____

Department(s): _____

DEPARTMENT	SPECIFIC ACTIVITIES	INVOLVING WHAT
Ex. Main office	• *Delivers* • *Meets* • *Copy types*	*Mail, office supplies, other essential materials on request* *Greets guests at building security, escorts on elevator to office waiting room, and lets receptionist know.* *Handwritten information from forms*

CC **Appendix CC**

Negotiation Role Plays

Developed by UConn UCEDD, 2021

Note that, in any role play involving problem-solving, your partners may think it's their place to really challenge you by taking a hard line against the position you initially have. You need to help your role-pay partner, before you begin, understand that the purpose of these exercises is to negotiate a win-win solution for both sides – the one you are playing and the one they are playing. This means they have to be willing to make some concessions, counteroffers, or agreements!

Scenario 1:

You and a friend have not seen each other for a very long time. When you saw each other regularly, it was easy to find a new restaurant to try or go back to one you had both enjoyed. You desperately want to try a new restaurant that you've heard wonderful things about. Your friend is adamant about going to a restaurant where you've eaten before but, since being there with her, you did not have a good experience. It may be a long time before you see each other again.

How do you achieve "win-win" for you and your friend so that you will see each other again?

Scenario 2:

You have been asked to help choose a gift for a co-worker going out on maternity leave. Your colleagues want to know what you think about a gift they have already chosen. You think the gift is too tacky, cheap, and very likely to be seen as useless by your pregnant co-worker. You know this because you've had intense conversations with her before but apparently your colleagues have not.

How do you decide on a gift that is a win-win for you and your colleagues
that will delight the co-worker going out on maternity leave?

Scenario 3:

One of your cousins has announced plans to move their aging parent to a nursing home. You have always been opposed to nursing homes and have recently acquired a lot of information about how people can age in place. You suggested this as an alternative to your cousin who immediately insisted that the nursing home was the best place. You know their aging parent will be miserable moving, especially to the facility your cousin is considering as their first choice.

If walking away is not an option, and maintaining family harmony is important,
how could you achieve a win-win agreement with your cousin?

Job Negotiation Strategies

ThinkCollege TRANSITION PROJECT

GRAB AND GO PRACTICES

CUSTOMIZED EMPLOYMENT–EMPLOYER NEGOTIATION

by Carole Carlson and Ross Hooley   Issue No. 13

This Grab & Go Practice Brief is part of a series helping students, parents, teachers, and job developers create customized employment for students with intellectual and developmental disabilities.

INTRODUCTION

When job developers are proactive in building strong relationships with employers, they will discover that many businesses are willing to hire people with disabilities into positions that meet the needs of their company. To leverage that willingness, job developers need to create a job proposal that describes how those needs can be met using the strengths and attributes of the job seeker, and how supports will be provided to ensure a successful match.

The *Grab & Go Practice Brief: Job Development Planning* outlines the considerations for making a good job match. The next step is to develop the job proposal letter. With that completed, a meeting can be set up with the employer to negotiate the details.

BEFORE THE MEETING

Developing the Job Proposal Letter

Here are some guidelines for creating a job proposal letter that outlines exactly how a student job seeker could meet the needs of an employer:

- Prepare a formal letter to send to the employer by email or regular mail.
- Highlight the "work needs" that have been identified through the employer informational interview and observational tour.
- Promote the skills and strengths of the student and outline how these can be used to benefit the company through either job creation or job carving.
- Include plans for how a student will be supported to learn the tasks, meet performance expectations, and fit into the culture of the company.
- Ask for a time to meet to discuss the proposal in more detail.

DURING THE MEETING

The job proposal meeting is an opportunity to go into more detail about the job proposal. Successful negotiations with an employer start by highlighting the strengths of the job seeker through negotiating the tasks to be performed, and then negotiating the job seeker's needs.

Here are some steps to follow during a job proposal meeting:

STEP 1: Discuss specific tasks that were identified in the employer informational interview that you suggest could be reassigned to the job seeker.

STEP 2: Highlight the skills and strengths of the job seeker and how these skills can be used to meet the employer's needs.

STEP 3: State the potential benefits to the employer of reassigning these tasks.

STEP 4: Discuss what role you will play in supporting and assisting in training the job seeker. Discuss partnering with the immediate supervisor to create an environment that will be supportive enough for professional supports to fade.

STEP 5: Make the "ask" – are they willing to go ahead and hire the student? Do they have other questions or concerns that you need to address before they'll commit? Is there anything else that can be done to make this a successful placement? Can you set a start date?

STEP 6: Come to an agreement on job duties, hours, schedule, and rate of pay for the job seeker.

(adapted from National Center on Workforce and Disability/Adult, 2006)

CUSTOMIZED EMPLOYMENT PROCESS

Discovery & Career Exploration	Employer Research & Networking	Job Development Planning	Employer Negotiation	Post-Employment Supports
STEP 1	STEP 2	STEP 3	STEP 4	STEP 5

ICI Think College Transition Project is a project of the Institute for Community Inclusion at UMass Boston.

ADDRESSING EMPLOYER CONCERNS

Your hard work building a trusting relationship with the employer prior to this meeting will go a long way towards addressing any concerns. However, there may be additional ones that come up in the job proposal meeting. Here are some questions that you should be prepared for and some suggested responses:

Questions or concerns	Suggested responses
How do I know that the applicant can do the job?	We have only chosen tasks for this customized position that we know the job seeker is able to do or can be trained to do, as is the case with other new employees. I am happy to show you photos from the visual resume of the job seeker doing similar tasks.
I don't have the time to have to watch the employee 8 hours a day.	There should be no need to oversee the employee every minute. We have carefully identified tasks that they enjoy doing and are able to do with training. We will assist you in training the new employee and getting to know their coworkers. Key to job success is also making sure that the employee takes advantage of the support that you provide all of your workers.
What if I hire someone and the individual has problems on the job?	Keeping in contact with you is important to ensure long-term job success. We will be checking in regularly and will be happy to meet to help you resolve any issues. It has been our experience that these issues are usually no different than for any other worker. The time we put into ensuring there is a good job match will help to minimize any potential problems.
I will have to check with corporate to see if we can do something like this.	We are very happy to provide additional resources if that will be helpful. I would also be glad to meet with your regional manager to explain our program. The US Department of Labor has excellent materials about the benefits of customized employment to businesses (US Department of Labor, 2009), including specific information on increased productivity and customer satisfaction. I can point you to those resources online.
We currently do not have the hours to create another position.	Through customizing the job to meet your work needs, the other employees will be freed up to do tasks that you spoke of earlier that are currently not being done. I would be happy to talk to you about a trial employment period prior to making a commitment, to see if it will make a difference in your workplace efficiency.
Who is liable if there is an accident?	Workplace safety is a consideration we take into account when making a job match. People with disabilities are no more prone to accidents than any other worker. In fact, a national study has indicated no difference in the safety records of those with and without disabilities (National Service Inclusion Project).
We have done this before and have had bad experiences in the past.	I'm so sorry to hear that. That must have been frustrating and stressful. I will say that every new hire is different, and I am confident that we can provide the support you and the employee need to have a positive experience. Would you tell me more about your specific concerns?

Marketing materials for the job proposal meeting

Fact sheet about your program (1–2 pages)

- Features of your services (e.g., customizing jobs to meet business needs, assistance in job training, ongoing support)
- List of benefits to the employer
- List of employers you have worked with
- Employer testimonials
- Your contact information

Digital portfolio (Griffin, Hammis, David, & Geary, 2007)

- Highlight job seeker's strengths and accomplishments
- Visual resume – include photos of job seeker performing work tasks
- Include recommendations and work/school samples of best work done – include visuals such as pictures or video
- List of companies worked at previously

One-page summary (D. Hafner, personal communication, March 15, 2017).

- Recent photo of student, name, expected graduation date, contact information
- Student statement on career goals, their strengths, what they've learned about their career goal from recent work experiences, values related to their career choice, and their hopes for the future in their chosen field.
- Recent work/internship accomplishments (bulleted list highlighting places worked, leadership skills, demonstrations of initiative, goals achieved)
- School accomplishments (bulleted list highlighting leadership skills, initiative, goals achieved)
- Character traits important to employers, such as:
  - » Reliable
  - » Friendly/personable
  - » Honest
  - » Hard-working
  - » Organized
  - » Leadership skills
  - » Loyal
  - » Great customer service
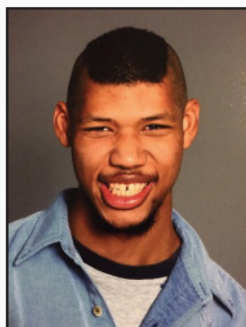
Tavis Freeman

{email}

{phone number}

College Program Graduate 2019

It is my goal to seek employment in food service. I enjoy cooking for my family and friends and it makes me feel good to be able to care for them that way. I am a hard worker and like helping others. My education has led me to experiences working in recycling and working with children at the community center.

Recent accomplishments:
- Helped produce a video on college programs for people with disabilities
- Completed 2 semesters of college

Volunteer and work experiences:
- Volunteer at Bird Street Community Center in Dorchester for 3 years in their children's program
- Worked at Wentworth Institute in recycling program

Friendly · Honest · Loyal · Hard-working

Success occurs when the job seeker and the employer jointly agree to the answers to these questions:

- What tasks will the job seeker do?
- What hours will the job seeker work?
- How much work does the employer want the job seeker to get done each day?
- How much will the job seeker be paid?
- What accommodations and support will be necessary?
- How will all this help the business?

After the Meeting

Follow up the job proposal meeting with a letter or email that:

- Thanks the employer for the meeting
- Summarizes what was discussed
- Identifies next steps for the employer and the student

CONCLUSION

Employer negotiation may seem daunting. However, when job developers are prepared with a thoughtful proposal that focuses on how the strengths and skills of the job seeker are matched to fill an employer's needs, it will be easier for the employer to see the benefits of making this hiring decision.

Once the student is hired, the next step is to use the relationship already built with the employer to ensure the new employee receives the support they need to be successful. Please see the *Grab and Go Practice Brief: Customized Employment: Post-Employment Supports* for more information on that!

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EE **Appendix EE**

How to Do a Task Analysis
Developed by the UConn UCEDD, 2021

First, watch this video: *How To Make a Simple Italian Salad By Rachael - YouTube*

Then watch it again and follow along on this task analysis:

In advance:	**To make the dressing:**	**To make the salad**
1. Cut up some fennel.	1. Get a small jar with cover.	1. Get the serving bowl.
2. Cut up some red onion.	2. Put in a squirt of Dijon mustard.	2. Put as much of the greens, fennel and onion that you want in that bowl.
3. Mix with pre-washed greens and save in a sealed plastic bag in the fridge.	3. Add some red or white wine vinegar.	3. Put the rest back in the fridge in the sealed bag.
	4. Then add dry herbs and spices. For example, parsley or marjoram, granulated onion and garlic, a little red and black pepper, and salt.	4. Take out the stored dressing jar and shake it well.
	5. Now add some honey.	5. Pour as much as you like on the salad.
	6. Add three times more olive oil than the amount of vinegar you used.	6. Return what's left to the fridge.
	7. Cover the jar and shake.	7. Serve the salad with salad utensils so everyone can help themselves.
	8. Store the covered jar in the fridge.	

Consider this:

• Are there steps you might need to add to the three-part task analysis above for some people to be successful?
For example, you may need to describe how to purchase the ingredients. Or you may need to be direct about having to take each of the ingredients out from where they are stored and put them on the counter. And remind the learner to put them back.

• Are there steps in the three-part task analysis of Rachel Rae's simple Italian salad that you can combine for other learners?
For example, you may be able to reduce the steps to:
1. Get the bag of cut-up salad vegetables you keep in the fridge and put some in a serving bowl.
2. Get the dressing you already made and shake it well.
3. Add enough dressing to moisten the greens.
4. Serve the salad and put what you did not use back in the fridge.

The important thing about writing a task analysis is to make it detailed enough to assure that following the steps produces what are called "error-free results." That is, the results will be perfect because following the steps allows no room for error. On the other hand, too many steps can be difficult to teach for several reasons, not the least of which is that it will be easy for the instructor to forget to do something in order and checking back to the task analysis constantly interrupts the natural flow of the task you are trying to teach.

This is why some people hire professionals to break down what is observed in a particular business or industry.

Here are some videos with activities that you can try to task analyze on your own:

• *How to divide the paper into 3 equal parts - YouTube or https://www.youtube.com/watch?v=V7UJxeMlowQ*

• *How to assemble a BBQ - YouTube or https://www.youtube.com/watch?v=cA8GIE_hKXg*

Once you've task analyzed folding a paper and pretended to assemble a BBQ, try to direct someone else to follow your task analysis. That is the best check on whether more or less steps are needed.

TOC < >

FF **Appendix FF**

Task Analysis Form
Developed by the UConn UCEDD, 2021

Only to be completed after a job offer has been made if the new employee seems to need more assistance learning to do the task than employees without disabilities. Complete as many as you need to for as many different tasks the new hire has been assigned.

TASK STEPS IN ORDER	
1	
2	
3	
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25	

Task Analysis Form to Identify Learning Needs
Developed by the UConn UCEDD, 2021

Task: _____

Coding for teaching: ✓+ **Step done independently**

✓ **Done with prompts or assistance**

✓- **Will need specific instruction, accommodation, or modification**

Task steps in order	LEVEL OF INDEPENDENCE OVER SEVERAL OBSERVATIONS									
1										
2										
3										
4										
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12										
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HH **Appendix HH**

Examples of Post-Employment Supports
Examples developed by the UConn UCEDD, 2021

Here are four examples of post-employment supports (PES). Note that, even if a new employee faces similar issues, the possible post-employment solutions may be different because they, too, are customized to meet the needs of both the individual and the employer.

Example 1: Becca's uncle has questioned whether or not she should work more hours because he is afraid that she will lose her Husky Health Insurance. He has made you, as family members closest to Becca, question whether you are right in supporting her acceptance of a full-time position.

Possible PES solutions:
• Seek benefits counseling for Becca and/or yourself.
• Seek assistance in increasing Becca's financial literacy through connection to community resources.
• Obtain a financial systems navigator to assist Becca (and you in supporting Becca) to make her own decisions about what is in her best interests.

Example 2: José's performance on the job is inconsistent. Sometimes he is independent. Other times, he seems to need fairly constant reminders to keep working to his supervisor's satisfaction.

Possible PES solutions:
• Revisit José's customized job description by having a JC/ES conduct another job analysis through unobtrusive observation.
• Observe or interview others to identify possible precursors to days in which he appears less motivated and to rule out, e.g., physiological reasons.
• Provide José with a self-management checklist so he can monitor his own performance and learn ways to become more consistent.
• Increase on-site encouragement from a non-disabled co-worker.

Example 3: Marina has had a few meltdowns at work recently.

Possible PES solutions:
• Videotape Marina at work or conduct an inconspicuous on-site observation to determine if she is struggling with certain tasks, could benefit from re-training or AT, or is bored.
• Convene a Circle of Support for Marina to identify and develop a plan to address other triggers (e.g., events outside of work).
• Teach co-workers and supervisors to identify early signs of distress and address before these escalate (e.g., taking a break, assigning an alternative and less demanding task).

Example 4: Sherman has said he wants to quit his job because he has no friends at work and no one will be with him during breaks or at lunch.

Possible PES solutions:
• Teach Sherman (using a social narrative, role play, video modeling, or other strategies consistent with his learning style) to invite a coworker to sit with him or do something with him after work.
• Get permission from the supervisor to have a meeting with co-workers to explain Sherman's feelings – or support him in explaining them – and brainstorming possible solutions.
• Assist Sherman in learning about and joining activities his co-workers participate in outside of work.

Sample Accommodation Request Letter

Template based on example provided by the Job Accommodations Network, JAN.org

Please note that the information is to be used as a guide only and is not legal advice. If legal advice is needed, contact a legal service. For additional information regarding the ADA and reasonable accommodation, contact the Job Accommodation Network. *How to Request an Accommodation: Accommodation Form Letter (askjan.org)*

The following is an example of what can be included in an accommodation request letter and is not intended to be legal advice.

However, this medical information is not required by law and your employer cannot ask for it. You may want to attach medical information to your letter to help establish that you are a person with a disability and to document the need for accommodation.

Your name
Your address

Date of Letter

Employer's name
Employer's address

Dear (e.g., Supervisor, Manager, Human Resources, Personnel):
Content to consider in body of letter:

- Identify yourself as a person with a disability
- State that you are requesting accommodations under the ADA (or the Rehabilitation Act of 1973 if you are a federal employee)
- Identify your specific problematic job tasks
- Identify your accommodation ideas
- Identify those accommodations which you must have
- Request the accommodations you must have from your employer.
- Refer to attached medical documentation if appropriate*
- Ask that your employer respond to your request in a reasonable amount of time

Sincerely, Your signature
Your printed name

Cc: to appropriate individuals

Common Terms Used in Teaching during Post-Employment Supports
Chart developed by UConn UCEDD, 2021

For families hiring or approving the hiring of a job coach, using these terms to determine the prospective coach's level of experience and expertise may be helpful before approving their employment.

For teaching how to do the work or participate in workplace-related activities

Tool	Who/How developed	Who/How developed
Task list	Some employers may already have these available. If not, a job coach would observe other employees to develop a list of what they do as they complete their assigned duties.	This is simply a list of what needs to be accomplished in the job. The list may be numbered in required completion order and/or contain check boxes for self-monitoring that the task has been completed. Task lists may be posted at the individual's work station or available electronically.
Task analysis	Usually, typical employees do not require the specificity of a task analysis to complete an assigned task. A job coach can develop as many task analyses as needed for the employee to learn all tasks well	This is a list of discrete steps necessary to complete a task from start to finish. Some employees can manage with fewer and more encompassing steps *(e.g., First get the materials you need)*. Others may need a finer breakdown *(e.g., 1. Find the list of supplies in your top drawer. 2. Get your supply basket. 3. Go to the supply area. 4. Locate each item on the supply list and put it in your supply basket. 5. Return to your workstation with your supply basket.)*
Error-free learning	Most of us can override mistakes we make while learning. Some people can't and, for them, mistakes get "built in" to the task and they continue to make them unless re-taught.	This is the practice of gently providing a block or other cue to the employee to change course if they are observed to begin doing a task step incorrectly. In other words, feedback is provided throughout learning and performance always involves doing everything correctly from start to finish.
Modeling	Some else shows how the task is done.	Modeling may be simultaneous (i.e., the trainer starts to do the step followed almost immediately by the employee starting the step and continuing this way until the task us completed). Modeling may also be done as a reminder in which the trainer does the complete task before the employee begins it. Models can also be provided of each step or the completed task. Models can be actual objects if appropriate or photos that can be sequentially checked on, e.g., an iPad.

Tool	Who/How developed	Who/How developed
Prompting	There may need to be an assessment by a job coach to identify the level and order of prompts to use. Some individuals do better starting with the "least restrictive prompts" (1. visual then, only if needed, 2. gestural, then only if needed, 3. physical, then only if needed, 4. hand-over-hand) while others do better "feeling" what the movement should be from the beginning. Starting with hand-over-hand prompts is called "most to least prompting" and is never necessary if the individual can	These are types of prompts in order of what is considered most to least restrictive: • **Hand-over-hand.** The trainer puts their hands over those of the new employee and guides them through the steps of the task. Hand-to-hand contact is lessened or released completely when the employee is felt to complete any part of the task independently but reintroduced as needed to assure error-free learning. • **Physical prompt.** The trainer gently nudges the individual in the direction of the next step. • **Gestural prompt.** The trainer points in the direction of the next step to redirect the employee's attention to the task or points to the material to be used next. • **Visual prompt.** The trainer may put a sticky note, photo or visual of the next step, task list, or other visual mechanism to cue the employee to the next task step. Verbal prompts are generally ill-advised for some learners because it is too difficult to fade your voice and verbal prompts can get built into the task sequence. In other words, the employee will stop and wait for the next verbal cue. If any vocal cues are used at all, it is generally advisable to make approving noises ("uh-HUH!") or warning noises ("MMM").
Fading techniques	"Good job coaches don't die; they just fade away."	Fading hand-over-hand prompts are included in the definition of this type of prompt. If fading does not occur, the employee will become depending on someone else doing the task using their hands! Fading other prompts means gradually minimizing each prompt (e.g., from an expansive "over there" gesture to a barely noticeable point of a finger) or moving from a more restrictive to less restrictive prompt (e.g., from a physical nudge to pointing where to go).
Systematic instruction	Generally, an approach used by a trained job coach although the coach may teach the technique to coworkers or supervisors.	
	Forward chaining	The individual is taught the first step using a layout of materials as the initial cue. The first step becomes the cue for the next step. The second step becomes the cue for the next step and so on.
	Backward chaining	The individual is prompted to perform the last step of the task either after someone else has done the first steps OR the individual is prompted through the first steps but given the opportunity (with less intensive prompting) to perform the last step independently.

Data collection and reporting.

Data is very useful for individuals who need more direct instruction to complete tasks. For example, observing that a person always requires a more restrictive prompt for task steps 5 through 7 may result in either finding another way to do that portion of the task or providing longer term supervision and instruction for just that portion of the task. ***It is never a good idea to ask a coworker or supervisor to collect any more data on the performance of an employee with a disability than they already collect for other employees.***

Data tools	Person collecting the data	Purpose
The task list or analysis	Job coach or supervisor.	To identify where more direct instruction or retraining is needed. These can be used as simple checklists (i.e., done/not done independently) or using a rating scale (e.g., done independently, done with support, not done) or by identifying the prompt level needed.
Intermittent observation	Job coach, supervisor or coworker	Occasionally check the finished product completed by the employee. If there are any mistakes, reteaching may be needed. If the result meets standards, make a note of the date/time this was observed.
Celebrating successes only	Job coach, supervisor or coworker	Document only the first time the individual completes a task or task step independently.

These strategies do not have to be done in real time. Instead, a videotape can be made of the employee and data collected when watching the video. This is usually a preferred option because it does not upset other employees who may feel that they are being watched.

Other data may include interviews of coworkers and supervisors, using a customer suggestion and reflection form and anonymous collection box to apply to all employees, and asking the employee to assess their own work. The type of data collected and format for collecting it needs to be highly individualized. It is essential not only to monitoring the employee's progress but to monitor the extent to which paid or natural supports are succeeding.

Behavior support and problem-solving

Antecedents	Behavior	Consequences
These are any events (e.g., how the employee feels physically or emotionally, any changes in the work setting or staff, etc.) that take place before the challenging behavior occurs. These are also called "triggers" and can occur either immediately or significantly before the behavior of concern or anywhere in between. They may be obvious (e.g., someone taking something that belongs to the person without asking) or subtle. They may be a single event or "the straw that broke the camel's back" (i.e., the same event that has occurred multiple times without incident until the person cannot take it any more).	Some behaviors cannot be changed (e.g., an individual drooling because they do not have the oral motor control to swallow their excess saliva). Some behaviors can be changed easily and some took a long time to develop so will take a long time to change. When looking at behavior, it is important to "pick your battles." That is, take the behavior that is most upsetting to the individual or others first. When observing behavior, do watch for behavior chains – i.e., subtle signs that the individual is not happy and different things that occur while the behavior is escalating to the point where it becomes bothersome.	These are any events that take place after the behavior occurs. Most people think of consequences in terms of rewards (e.g., praise, getting a paycheck) or punishment (e.g., receiving criticism or being demoted). However, behaviors may continue to occur because of more subtle reasons. For example, if the individual stops the behavior because of a change in the environment or other people's behaviors, maybe what happened before the change was actually an antecedent

If problems occur at work involving behavior that is considered unacceptable in the workplace by coworkers, supervisors, or employees, data can best be collected through observation AND interview. There are three categories of essential data:

It is always best to have a trusted professional review this type of information to help decide whether it is something the person could control (and, if not, how others can be taught to accept it) and how to teach them to control it. Most often, in the workplace, this involves teaching another behavior that is acceptable (e.g., saying "Snap!" instead of a swear word) or a coping strategy for the person to use before things get out of control (e.g., asking for and being allowed to take an earlier break).

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Systematic Instruction Activity
Activity developed by the UConn UCEDD, 2021

Part 1: To understand what systematic instruction is all about, watch the following videos:
1. How to Fold A Fitted Sheet – *https://www.youtube.com/watch?v=_Z5k9nWcuFc*
2. How To Fold A Fitted Sheet - THE EASIEST AND QUICKEST WAY! - *https://www.youtube.com/watch?v=KlwhjrR8coQ*

After watching the two videos, are the procedures shown on the two videos identical? Does that make a difference?

Part 2: Then attempt to teach the method to someone else and get their feedback. Your teaching should:
- Assure error-free learning.
- Be done without using verbal prompts (e.g., "next do ___").
- Done without littering the learning with phrases like "Good job."
- Repeat the practice sessions over and over until the person can fold sheets independently.
- Use only modeling (showing what to do next) or provide physical support (actually helping the person do the next step) if the person gets stuck or starts to make a mistake.
- You may show the video with the sound off because video modeling can be an effective teaching strategy.
- It's okay to make them stop and wait a second if they start to make an error.

Part 3: Now teach the jobseeker to complete a new task using the same systematic instructional methods you used in Part 2. Preferably this will be a skill the jobseeker can generalize to other situations. Some suggestions are on page 2 of this document.

Types of Skills to Teach Using Systematic Instruction at Home
NOTE: These are skills the jobseeker may not have already learned but would be more independent if they could do.

- Loading or unloading the dishwasher
- Sorting dirty clothes into whites, lights, and darks
- Loading and turning on the dryer
- Transferring wet clean laundry to the dryer or hanging clothes up to dry
- Using a smart phone to call a familiar person
- Entering an appointment into a cell phone calendar
- Turning a computer on and off
- Folding T-shirts or pants

- Heating a cup of coffee, tea, or soup in the microwave
- Sorting socks in a drawer by color and type
- Hanging up clothes in the closet
- Setting the table
- Putting on an article of clothing independently
- Changing the channel using a remote
- Playing a CD
- Towel drying dishes
- Folding and putting away towels

This is a short list just to try so you get a better understanding of what systematic instruction is all about. Usually, learners need error-free practice and repetitions to learn the task.

You also can practice a Task Analysis (Appendix GG) of an at-home activity and teach a part of the task so the person is helping in a meaningful way but not entirely independent.

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