

# EMPLOYMENT FIRST:

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*A new day for day services*

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TransCen, Inc.  
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# *Employment First: Now's the time*

- EF initiatives and CMS settings rule– the push is for employment and inclusion
- We have support for community employment, interagency collaboration and integrated services- at all levels:
  - Federal
  - State
  - Individual/family
- We have effective tools and strategies
  - WIOA, work-based experiences/transition/Buisness-led partnerships
  - Community-based programming and systematic instruction
  - *Customized Employment* methods

YET, EMPLOYMENT RATES FOR PEOPLE  
WITH I/DD REMAIN VERY LOW.

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What is holding people back?

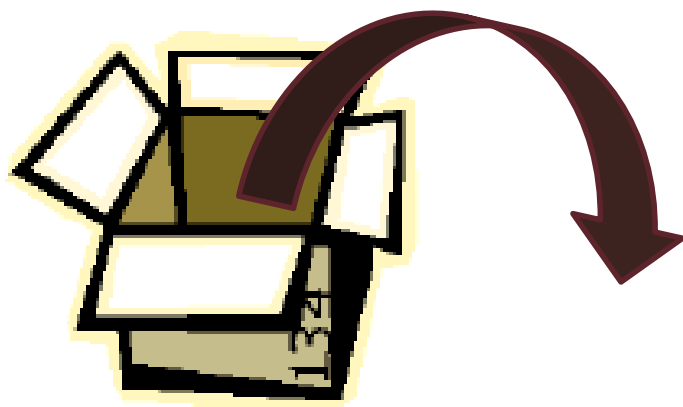
# Barriers to Integrated Employment for People in Day Programs

- Mandatory attendance 6 hrs/days and/or 5 days/wk.
- High client: staff ratios 1:8 -1:20
- Designated program hours (M-F, 9 to 3)
- Day Services focus on social or “non-work” activities
- Staff see themselves as “care takers”, little training on job development and/or teaching skills
- Attendance-based, not outcome-based. No incentives for participants to work or gain independence- in fact it is a financial *disincentive*

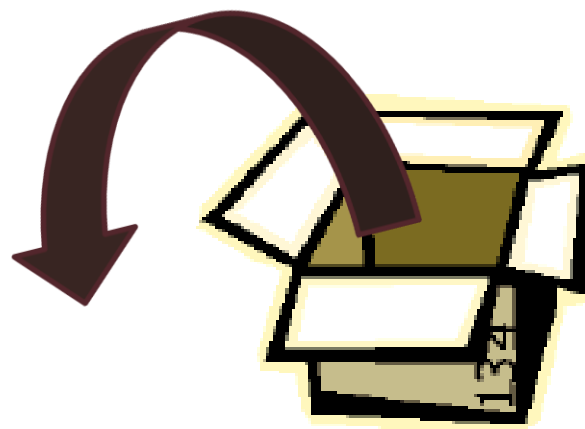
# Community Employment is Not Seen as a Viable Option

- Discouraged from applying for VR services or no service providers who can do a customized placement.
- Complex support needs makes it hard to manage the “unpredictability” of work.
- If work hours are limited, individual sits home the remainder of the week.
- People need wrap around support, life is more than just work - emotional health (& job performance) may suffer.

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

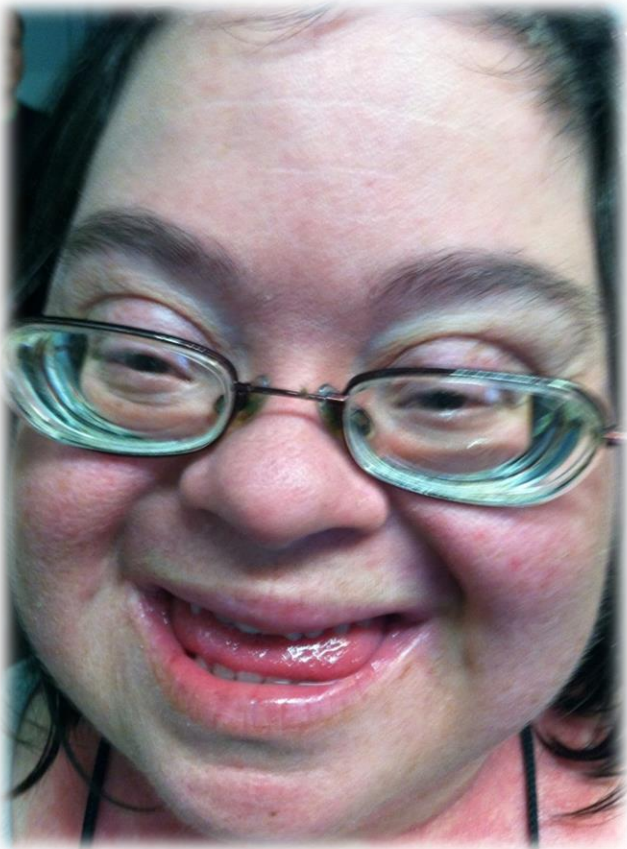


Day Services



Supported  
Employment

# Anna



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

# WorkLink's Approach

- Braided, wrap-around services- hourly service rates, service plans can be “built to order”
- 100% Community-based
- Focused on pathways to employment and building skills
  - 70% of the time is spent at volunteer work sites
  - Project SEARCH/internship programs
- Individualized, person-centered
  - Small ratios, 1:3- 1:4
  - Heterogeneous small groups- 1/3, 1/3 & 1/3
- Purposeful, goal-oriented
  - Maximize Independence, Build skills, Direct Hire Employment
  - Expectation is that services will fade as independence and self-confidence grows



# Purpose of Community Support Services

- Exploration and discovery
  - Encourage the idea of work
  - Identify (or verify) interests & skills
- Learn new skills (hard and soft)
- Build confidence, independence & a sense of community
  - Connect to friends and neighborhoods
  - Develop professional networks
  - Augment part-time work hours

# Benefits of Braiding Services

- Makes *Supported Employment* more manageable and viable for people with complex needs
- Improves person-centered planning & discovery- better placements, higher retention
- Fosters independence- decrease in hours of service needed - serve additional people.
- Maximizes use of limited resources (used for those who need them most).

# Addresses Programmatic Issues for SE Providers

- Limited up front time- Can now afford to do an in-depth discovery, no more “blind” placements
- Unpredictability of work is difficult for programs to manage, budget and staff
- Can address barriers or skill deficits prior to placement
- Creates a specialty within teams
- Don't have to scramble small group/day services to support job placements.

WHILE BRAIDING SERVICES IS HELPFUL,  
IT IS NOT ENOUGH.

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Services must be meaningful

**Meaningful** (adj.): full of meaning, significance, purpose, or value; purposeful; significant: *a meaningful wink; a meaningful choice*

- *Dictionary.com*

# What makes Life Meaningful?

- Employment (money & self-worth)
- Engagement in community & friends
- A happy home, a sanctuary
- Health
- Choices/options
- Freedom &  
Independence
- Playing a valued role



# Services based on Individual

- Based on *Wants* and *Needs*:
  - An individual's profile (dreams, interests)
  - Goals- what is the plan to get there?
  - What essential skills are needed (hard and soft)?
  - All services are goal-oriented, purposeful
  - How can we increase an individual's independence or self-reliance?

## Positive Personal Profile

# Positive Personal Profile

Name: Andrew

<p><b>Dreams and Goals</b> Get a job and move into my own apartment. Meet a girl friend. Learn to play the saxophone</p>	<p><b>Interests</b> Plays the piano, loves music, Listens to the radio- a lot, has a garden-trying to grow the biggest pumpkin in placer county, likes the internet, likes people watching. Likes movies, Loves the Simpsons, Art- sculpture especially. Wants to learn a second language. Likes attending the SVS dances.</p>
<p><b>Talents, Skills and Knowledge</b> Knows a lot about music and genres (especially show tunes, current pop artists and country), very strong- likes lifting weights (but does not like to sweat). Taken lots of computer classes, familiar with lots of office equipment (computers, fax, copiers), likes working with "machines" and tools, learns quickly, good memory, familiar with Library of Congress cataloging/shelving system (internship with SFMOMA library), likes gardening- taking horticulture classes at city</p>	<p><b>Learning Styles</b> Verbal directions should be clear and concise. Modeling new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.</p>
<p><b>Values</b> Being respected by others. Being smart. Being popular- having friends.</p>	<p><b>Positive Personality Traits</b> Punctual!, Honest, Candid, Smart, detail-oriented, a man of great resolve, strong self-advocate, Good sense of humor, likes a good joke.</p>
<p><b>Environmental Preferences</b> Clean, well organized. Casual, hip places (but not loud) - nothing too professional or boring. Quiet but friendly.</p>	<p><b>Dislikes</b> Chaotic loud places. being interrupted- or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me</p>
<p><b>Work Experiences</b> WorkLink Internships: 1) KQED filing, making labels in DEVO, 2) SFMOMA, shelving art books, 3) Music in schools today= data entry mailings School jobs were cleaning/stocking</p>	<p><b>Support System</b> Family (mom and dad-very supportive)</p>
<p><b>Specific Challenges</b> Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.</p>	<p><b>Solutions and Accommodations</b> Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.</p>
<p><b>Career Ideas and Possibilities to Explore:</b> Music School- community Music school, Blue Bear, Crowden Music school, SF conservatory Duplication houses—Olde West, Mixonic, Revolver Records Piano stores- Sherman Clay, Sheet music Plus, Byron Hyott, Music box, Stem Grove music festival, the SF opera, the SF symphony,</p>	

What do I WANT to learn?


What are my dreams and goals?

What is significant and important to me?



# What do people need to learn?



 <b>Client: Amanda Bartlett</b> <b>WorkLink Annual Assessment of Skills and Independence</b>		Staff: Sam & Jenny		Date: 2/22/14		
		Level of Independence				
		1 Never (<25%)	2 Rarely (25%)	3 Sometimes (50%)	4 Usually (75%)	5 Always (near 100%)
Direct support & instruction	Direct prompting	Indirect prompting	Spot check, occasional reminders	Independent		
<b>Home, Health and Safety</b>						
Does household chores (cleaning, dishes, laundry)		3				
Able to buy own groceries	1					
Can prepare a meal safely		2				
Prepares own meals	1					
Makes healthy food choices	1					
Exercises regularly		2				
Maintains good hygiene		2				
Controls bodily functions		2				
Appears clean and appropriate in public			3			
Prepares for the day effectively				4		
Can tell time or has a functional sense of time				4		
Aware of weekly schedule					5	
Can say and/or write own name					5	
Knows fire safety				4		
<b>Community</b>						
Is punctual			3			
Maintains consistent attendance					5	
Crosses the street safely					5	
Aware of safety on public transportation					5	
Travels independently on preset routes					5	
Problem solves effectively if lost					5	
Carries ID card, Clipper Card and emergency info					5	
Carries and uses cell phone appropriately	1					
Can complete a transaction at a store					5	
Responsibly monitors spending	1					
<b>Social/Recreational</b>						
Interpersonal skills (greeters others, eye contact, etc.)					5	
Learns names of others			3			
Engages in appropriate conversations					5	
Exhibits age appropriate behavior					5	
Knows and adheres to pleasant manners			3			
Has a positive attitude; friendly, likeable disposition				4		
Has friends and cares about/shows interest in others				4		
Makes plans outside of program			3			
<b>Behavior</b>						
Accepts feedback and instruction			2			
Communicates wants and needs					5	
Asks for help when needed			2			
Controls temper / manages frustration				4		
Flexible when unexpected changes occur		1				
<b>Average Score</b>	3.4					

# Assessment Tool for Community Skills

What do people “need” to learn?

Used to identify meaningful goals

Limited exposure? Not enough information to answer these questions, or make “informed choices”?

Trouble verifying interests or skill levels?

Big barriers to getting that dream job or reaching my goals?

Community Day Services can be used to address these issues.

# Inclusion vs. Integration

- More than just buying a cup of coffee at Starbucks
- Requires routine opportunities to engage with others in meaningful ways
- Must “give back” and add value  
Work, Volunteer, Help



Julio and his co-workers at  
IDEO.org

# It is about Teaching Skills

## Not “Outings” or “Field Trips”



- Person-centered, individual schedules
- Goal-oriented: what does the individual need to learn?
- Routine, weekly schedules
- Multiple visits = opportunities to truly learn (repetitive practice)
- Systematic instruction
- Data collected/progress measured

# Consistent, Individualized Schedules

**Karla's Weekly Schedule: June 5<sup>th</sup> – June 9<sup>th</sup> 2017**

Day	Time	Activity	Staff
Monday	11:00 – 2:00	Work at Bi-Rite	
Tuesday	9:00 - 11:00	Family House	Allison
	1:00 – 3:00	Project Open Hand	Jefferson
Wednesday	9:00 – 11:00	24 Hours Fitness	Allison
	1:00 – 3:00	SF Walk	Paul
Thursday	10:00 – 2:00	Work at Bi-Rite	
Friday	9:00 – 2:00	Cooking Class	Jefferson
Saturday	11:00 – 2:00	Work at Bi-Rite	
Sunday Suggestion	2017 Haight Ashbury Street Fair – Haight Ashbury District		



# Skills to Teach- Hard Skills

- Physical skills (driving a wheelchair, using a knife, buttoning a shirt, crossing a street)
- Telling time
- Money skills
- Math and reading
- Tech skills (computer, phones, internet)
- Navigating and traveling in community
- Vocational skills

# Critical Soft Skills

- Managing time & prioritizing responsibilities
- Making judgments
- Solving problems
- Communicating & professional behaviors
- Focus, concentration and/or physical stamina
- Work ethic and motivation (attitude)
- Taking initiative, able to work independently
- Speed and/or Quality
- Teamwork



# Tapping Community Sites & Public Resources

Community Colleges/adult classes

- YMCA (health, hygiene, childcare, administrative tasks)
- Ronald McDonald houses- ILS skills
- Parks (pools, jogging paths, tennis or basketball courts)
- Religious organizations
- Non-profits (environmental, community services, health, animals, cultural, education, art, music,..) for volunteer opportunities
- Libraries, stores, laundromats, banks, cafes

# Building Skills and Adding Value Volunteering

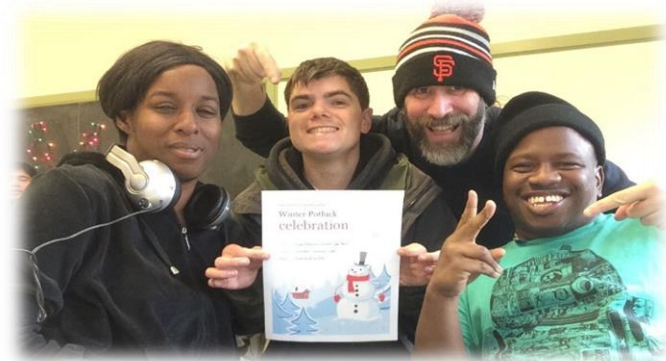


# Building a Village

- Individualized, person-centered services
  - Every hour is based on goals, interests and preferences
- Pull in existing network and personal resources-augment where needed
- Requires routine opportunities to engage with others in meaningful, productive ways
- Actively facilitate conversations and interactions
- Focus on person's neighborhood
- Do not hover or over-help, get out of the way

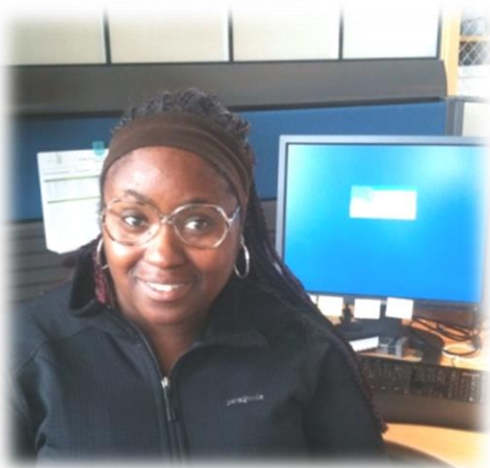
# Building Friendships

- Teaching people to “reach out” and “hang out”
  - How to be a good friend
  - Cell phones, facebook
  - Cooking group at homes
  - Organizing “date night”
  - *Pot Luck Dinner Club*
  - *PlayStation Saturdays & Football Sundays*
  - Bowling leagues & basketball
  - Attending work events





# Goal is to Fade Service Hours



Jennifer/Office Assistant/Prologis

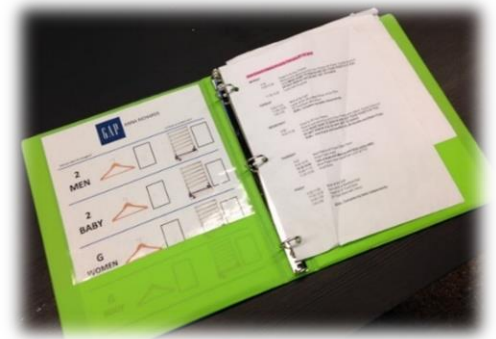
In the last 8 years,

- Work hours increased 47% (15 hrs/wk to 32 hrs)
- Day services decreased 48% (16.5hrs/wk to 8 hr)
- She has learned to “plan outings” w/ friends
- Moved into her own apartment and has a boyfriend- and can make a mean spinach lasagna



# Increasing Self-confidence and Self-reliance

- Taking control and responsibility for actions & progress
- Checklists, printed schedules, white boards, binders
- Build-in *choice*, self-determination, & self-monitoring
- Create opportunities for team building, leadership and problem solving



# Encouraging Independence in Community Settings

- The dignity of risk:  
*A ship in the harbor is safe- but that's not what ships are for.*  
- William Shedd
- Collect data on level of independence
  - hard numbers- not qualitative statements
- Use technology as lifelines & communication tools
- Use peer mentors, small steps
- When services fade – *sign-off*
- Celebrate “independence” and accomplishments –  
*Wall of Fame*

# Let's Get Lost



- Problem-solving
- Navigation
- Safety: Street crossing & *stranger danger*
- Reaching out for assistance
  - Using cell phones
  - Identifying people who can help
  - Asking for help
- Disaster training



# Challenges- not all sunshine and roses

- Scheduling (a fine tuned ballet)
- It's a constant flux- no control
- Transportation logistics
- More complicated billing/accounting/tracking
- Must be accountable to individuals and funders
- Participants get demanding- all activities must be meaningful
- Communication & managing community-based teams

A lot of work - but so worth the effort!

# Anna's Life Today



- Employed at GAP 9 hrs a week. Earns \$14.52/hr. plus stock options
- Learning to cook at *Project Open Hand*
- Swimming & Zumba @ 24 Hour Fitness
- Learning to clean at Korett House
- Independently travels on bus/Metro all over town
- Loves the Karaoke bars in Japantown
- Taking a sign language class at CCSF

# Lessons Learned

- Community Support Services: are about building skills & increasing independence
- Services must be person-centered, and include work and non-work supports
- We are teachers (not care takers)
- Consistency and structure
- Inclusion is not just being in the vicinity of others, it is being valued by others
- Our role is to help people to connect with others-- build a village



Simon and his co-worker Albert at a Giants game

“Love and work, work and love that is all there is. These are the cornerstones of our humanity”

*Sigmund Freud*

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