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— Center for Employment and Inclusion —

Employment Specialist Training Manual

Basic ACRE Certification Training

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Introduction

The Basic ACRE training is offered by the Center for Employment and Inclusion (CEI). The CEI is a project at the Center for Persons with Disabilities at Utah State University.

ACRE Requirements

The Basic ACRE training is designed for employment specialists; it is a 40-hour training with corresponding training modules. The table below describes each competency.

Topic Area	Required Hours
Application of Core Values & Principles to Practice • Rights, history, legislation, best practices, professionalism	4
Individualized Assessment and Employment / Career Planning • Assess strengths, skills, interests, situational assessment, career exploration, support plan, stakeholder involvement, work impact on benefits, accommodation plan, transition to work models.	6
Community Research and Job Development • Preparing marketing approaches and materials for job developer and job seeker (brochures, resumes, profiles and other materials, planning job seeker involvement and decision making, assistance with disclosure and accommodations requests, networking, development of skills for outreach and interactions with employers to explore their needs, as well as conducting community research including labor market info, range of employers in the area and info on specific employers or industries).	5
• Job Acquisition (involvement of job seeker, disclosure decisions, accommodations, negotiations, job creation/carving and closing the deal)	5
Workplace and Related Supports • Job analysis, starting the job, implementing support plans, involvement in usual employer training, systematic instruction, natural supports, social inclusion, fading, positive behavioral supports, ongoing supports and funding, access to resources needed for long-term employment, opportunity for career advancement	10
Other	10
Total hours	40

Assignments

Work Strategy Assessment

Each trainee will conduct a comprehensive employment assessment and develop a career profile for an individual with a disability. The following information is required:

1. Interview information from the individual with a disability and others familiar with his/her work history.
2. Observation data from daily routines and environments.
3. Situational assessment data that are aligned with the interests of the individual. 4. Information about non-work needs that may impact the ability to obtain and maintain employment (transportation, benefits, cueing, etc.).
4. Information about effective learning styles and strategies and potential accommodations. Please include a written assessment summary and profile. Include information such as resumes, cover letters, or other information used to help obtain employment.

Informational Interview

Each trainee is required to conduct an occupational/labor analysis of 3 specific occupations related to the **occupational interests of the person you assessed**. Describe how each occupation aligns with the strengths and interests of the individual you assessed.

Then each student is required to contact and arrange an informational interview with **one** business related to the occupational interests of the individual you assessed. The interview must be completed in a face to face format.

1. Describe the business.
2. Describe how each occupation you identified aligned with the strengths and interests of the individual you assessed.
3. Describe the process you used to initiate contact with a business for the informational interview.
4. Provide a summary of the interview.
   1. What worked well?
   2. What did not work very well?
5. What was the most important piece of information you learned from the interview?

Job Analysis

Each trainee will analyze a job and create a task analysis. Trainees are required to work directly with an employer to develop a comprehensive job analysis. Provide the name of the position and the general description of what that position entails. Additionally, outline the general flow of the task that will need to be completed during the work shift, what tools are required to complete the tasks, and concerns or comments for those tasks.

Task Analysis

Trainees will select one task from the job analysis and develop a corresponding task analysis. The task analysis must include the following elements:

1. Describe the task.
2. Develop a sequenced task analysis that includes operationalized task steps, error probability, and error consequence.
3. Based on this TA, what strategies can be developed to increase worker productivity (Self-regulatory strategies, compensatory strategies, etc.)

The Association of Community Rehabilitation Educators (ACRE) awards nationally recognized Certificates of completion to individuals who complete these ACRE requirements. This certificate documents that the trainee completed a minimum of 40 hours of training provided by an ACRE-approved training resource.

Application of Core Values and Principles to Practices

Section 1. History of Employment for Individuals with Disabilities

Over the years, a great deal has been learned about how to support individuals with disabilities in competitive employment. Today, adult employment programs offer a wide array of employment supports for people with disabilities and each program or model has unique features and defining characteristics. Specific factors such as legislation and consumer advocacy created an increased emphasis on competitive integrated employment for individuals with disabilities. Despite what we know about supporting individuals with disabilities in the workplace, individuals with disabilities have not always had the opportunity to participate in inclusive employment settings. When discussing the history of employment for individuals with disabilities, it is important to examine different types models of disabilities that emerged over the years including the medical model, the social models, and the psychosocial model. Each of these models have defining characteristics and their service delivery reflects societal views disability.

The Medical Model

The medical model views people with disabilities as defective or abnormal. The model, therefore, focuses on specific interventions or "cures" that center on eliminating or rehabilitating abnormalities by helping people with disabilities appear and act like people without disabilities. Under this model, disability is seen as a problem with the individual while professionals are viewed as a means to fix or cure disability. While the medical model prompted medical and technological advances for people with disabilities, it also perpetuated many stereotypes about disabilities and influenced the creation of programs designed for people with disabilities. For example, institutions were created within a medical model and were the prevailing placement option for people with more significant support needs until the 1970's. Individuals with disabilities were often placed in large state-run, congregate institutions on the basis that they could neither be "fixed" nor "cured." In fact, the institutional paradigm was primarily based on three common misconceptions: (a) individuals with disabilities are sick, (b) individuals with disabilities cannot learn, and (c) individuals with disabilities are a threat to society (McDonnell, Hardman, & McDonnell, 2003). Institutions typically did not provide people with disabilities access to the community or instruction or support on fundamental skills for independent living. Many advocates and policymakers viewed the conditions in these institutions as deplorable and believed that placement of individuals with disabilities in institutions was dehumanizing.

A major paradigm shift began to occur in the late 1960's and early 1970's and advocates for people with disabilities began to look for alternatives to segregated, institutional placements. The catalyst for this change was the principle of normalization (Nirje, 1969). Nirje defined normalization as:

"Normalization means a normal rhythm of day for the retarded. It means getting out of bed and getting dressed even when you are profoundly retarded and physically disabled. It means eating under normal circumstances: sometimes

during the span of the day, you may eat in large groups, but mostly eating is a family situation which implies rest, harmony, and satisfaction. A normal daily rhythm also means not having to go to bed earlier than your peers because you are mentally retarded, not earlier than your sisters and brothers, or not to early because of lack of personnel…………It is wrong when a retarded person, for example has his training classes, his structured therapies, and his recreation activities in the same building that serves also as his home."

To achieve the principle of normalization, Nirje contended that people with disabilities need to be supported in a way that mirrors people without disabilities. Therefore, people with disabilities should not receive educational services, structured therapies, and recreation opportunities in the same building that serves as his or her home. In essence, the normalization principle reflects three major themes that have influenced disability policy: equality, quality of life, and human rights.

- *Equality*. People with disabilities need to have lives that parallel the lives of people without disabilities.
- *Quality of Life*. People with disabilities need to have opportunities to pursue self-determined lives by making informed, autonomous choices.
- *Human Rights*. People with disabilities need to be valued and have the same rights as people without disabilities.

Wolfensberger (2000) expanded on the definition of normalization by discussing the idea of "social role valorization" (SVR). SVR examines the social impact that the roles we play in society have on our position, standing, and opportunities in the community. Simply put, SRV posits that people who fill roles in society that are valued by society typically have access and support from their communities. People who fill roles that are devalued by others will typically not be supported by their communities. This theory is important because employment is a valued component of our society; when people with disabilities don't work, they may be devalued.

The developmental model used a medical framework to diagnose, label, and support people with disabilities and assumes that people with the same disability have similar needs and abilities. The medical approach often views disability as a problem that needs to be fixed or "cured." As a result, the model was largely based on developmental milestones of the individual with a disability and used a hierarchy of services known as a "flow-through" or "continuum of supports." This approach was designed to teach people with significant disabilities prevocational skills that lead to employment (Riesen, 2010). To achieve this goal, individuals receive service in a variety facility or community settings. Figure 1.1 provides information about types of services

Facility-Based Settings		Community Based Settings	
Work Setting Includes sheltered work, work activity centers, or extended programs	**Non-Work Setting** Includes day care, day activity, and day habilitation	**Non-Work Setting** Prevocational, volunteering, recreation and leisure	**Work in the Community** Competitive employment in integrated settings
Individual earns wages – most often subminimum or piece rate.	No Wages	No Wages	Paid Commensurate Wages

← Significant　　　　　　Moderate　　　　　　Mild →

Figure 1.1. Service types and settings in a continuum.

and settings. Continuums are commonly used in education, residential, and employment settings. The continuum of employment supports was conceptualized as way to teach people with disabilities skills that would eventually lead to employment. In the employment continuum, individuals are placed in a variety of settings based on achievement of certain developmental milestones. The continuum of placements includes day programs, work activity centers, sheltered workshops, and transitional employment. Movement in the continuum is based on the ability of the person with a disability to perform prevocational skills. Once an individual demonstrates that he or she possess certain prevocational skills, he or she can transition to a less restrictive setting. Unfortunately, the skills that are often taught in these setting are simulated and do not resemble actual community-based jobs. Consequently, the individual may learn a prevocational skill that he or she will not be able to generalize to an actual employment setting. This training approach does not necessarily prepare people with disabilities for the demands of community-based employment because research has shown that individuals with severe disabilities need to be provided instruction and support in the actual performance environments (Horner, McDonnell, & Bellamy, 1986; Westling & Fox, 2000). In addition, the development of social skills is also impeded when individuals with disabilities are placed in sheltered programs because they have less exposure to real-life social interactions. Finally, one of the greatest shortcomings of facility-based programs is that few people move from these settings to inclusive employment. In fact, research has shown that once an individual with a disability is placed in a sheltered setting, his or her chances of transitioning to inclusive employment is near zero (Zivolich, 1991).

The Social Model

The social model views disability as a social construct that requires social change. Under the social model, people with disabilities are not required to demonstrate competencies before they participate community-based activities. The model places the emphasis for inclusion on society and not the individual. The social model, therefore, assumes that by removing attitudinal, architectural, and institutional barriers people with disabilities can fully participate in inclusive communities. The social model is the basis for promising education and community-based practices such as supported employment in that supports and services are individualized. For example, rather than placing a person with a disability in a program based on available openings or perceived support needs, individual with disabilities are active participants in designing and participating in their support services. Using this philosophy, individuals with disabilities need to be able to select the types and level of supports they need to achieve their outcomes. The social model fully embraces the concept of full inclusion and abandons the continuum of supports.

Biopsychosocial Model

The World Health Organization's International Classification of Functioning, Disability, and Health developed a biopsychosocial framework for health and disability. This framework recognizes that disability is neither "I have a disability" nor "I do not have a disability" but rather acknowledges every human can experience decline in health and has the potential to experience a disability. According to the ICF (2002), disability and functioning are seen as outcomes of interactions between health conditions and environment and personal contextual factors. This construct is a significant shift in the way we view disability in that it no longer views disability as something that simply resides in an individual but views disability as an interplay between individual and the environment. Using this framework, the ICF examines limitations in human function by examining three specific areas: impairments, activity limitations, and participate restriction. Impairments are defined as problems in body functioning or structure. Activity limitations are difficulties in executing activities such as eating or walking. Participation restrictions are problems with involvement in any area of life such as transportation. Disability refers to difficulties that are encountered in any or all of these areas and arises from the interaction of health conditions and environmental or personal contextual factors. The ICF concept of disability and functioning is important to consider in the context of employment because it recognizes that people with disabilities are quite diverse and that generalizations about disability are often erroneous. The construct requires us to think about ways to make specific modifications to the environment and to develop individualized support to meet the unique needs of people with disabilities. It also requires practitioners to ask whether a disability or environmental or personal factors are preventing a person from obtaining employment. Once this determination is made, employment supports can be tailored to the unique needs of a person with a disability.

Section 2. Employment Outcomes for People with Disabilities

Unfortunately, people with disabilities, especially those with more significant disabilities, remain under and unemployed. The American Community Survey (ACS) collects employment and other related information from approximately three million people with and without disabilities on an annual basis. ACS collects data on specific disability categories including visual, hearing, ambulatory, cognitive, self-care, and independent living disability. A person is considered employed if he or she is either (a) "at work": those who did any work at all during the reference week as a paid employee (worked in his or her own business or profession, worked on his or her own farm, or worked 15 or more hours as an unpaid worker on a family farm or business) or (b) were "with a job but not at work,": had a job but temporarily did not work at that job during the reference week due to illness, bad weather, industrial dispute, vacation or other personal reasons. The reference week is defined as the week preceding the date the questionnaire was completed. The employment rate for people with more significant disabilities is even more troubling. For example, Winsor, et al. (2018) reported that only 18.8% of people with

Employment Outcome Data

Year	ACS 16-64	Intellectual Disability	Facility-Based Settings
2010	33.9	19.1	80.9
2011	33.4	19.1	80.9
2012	33.5	18.2	81.8
2013	34.5	19.1	80.9
2014	34.6	19.1	80.9
2015	35.2	19	81
2016	36.2	18.8	81.2
2017	37.3		
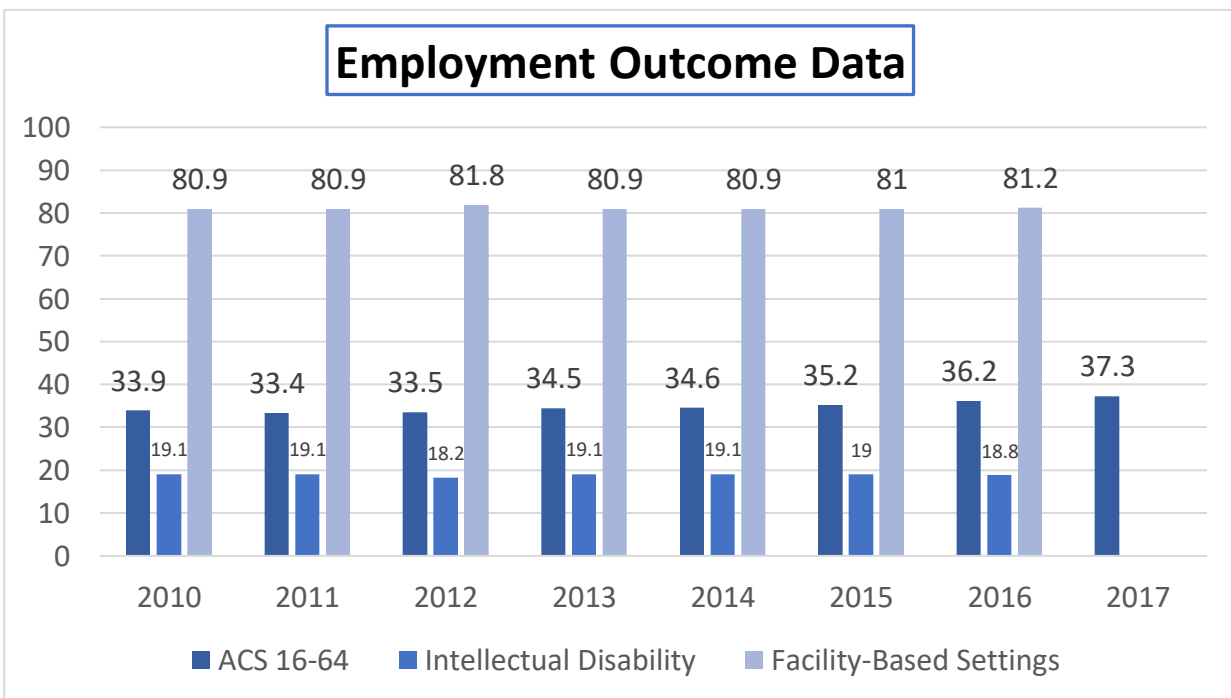
Figure 1.2. ACS and StateData on employment of people with disabilities. Source: Erickson, W., Lee, C., von Schrader, S. (2017). Disability Statistics from the American Community Survey (ACS). Ithaca, NY: Cornell University Yang-Tan Institute (YTI). Retrieved from Cornell University Disability Statistics website: www.disabilitystatistics.org; Winsor, J., Timmons, J., Butterworth, J., Migliore, A., Domin, D., Zalewska, A., & Shepard, J. (2018). StateData: The national report on employment services and outcomes. Boston, MA: University of Massachusetts Boston, Institute for Community Inclusion.

intellectual and development disabilities are employed in competitive integrated employment. Figure 1.2 shows aggregate ACS and StateData employment data over the past seven-years.

Because employment outcomes have not significantly changed employment specialists (ESs) and other disability service professional need to do more to promote positive employment outcomes for people with disabilities. Several advocacy organizations issued position statement regarding supported employment. These organizations support the philosophy of fully integrated employment outcomes (e.g. The Network on Employment (APSE), The Association of Persons for the Severely Handicapped (TASH), The American Association on Intellectual and Developmental Disabilities (AAID) call for states to implement plans to ensure that segregated employment options are not considered successful employment. Given the employment rates for the majority of people with disabilities remains consistently poor, it is increasingly important to understand how to provide meaningful supports to individuals engaged in supported and customized employment.

APSE

No person should be denied the opportunity to have a real job in his or her community based on their disability or perceived support needs. The unacceptably high unemployment rate of people with disabilities must be addressed through community-based, integrated employment options. People need jobs and supports for jobs, not segregation. Successful vocational rehabilitation outcomes must include only integrated, community-based employment and appropriate experiences, supports, and opportunities must be available to support this outcome. Placement in segregated settings should never be considered a successful outcome.

Source: Dileo, D. & Rogan, P. (n.d). Toward integrated employment for all. APSE's position on segregated services for people with disabilities. Retrieved https://www.apse.org/wp-content/uploads/docs/TowardIntegratedEmploymentAll.pdf

Section 3. Best Practices in Community Employment

Different supported employment placement models have emerged over the years including the individual placement model and group models such as enclaves and mobile work crew. The individual placement is the only model that is considered best practice in supported and customized employment. An individual in individual model receives 1:1 support by an employment specialist, works at a single community business, and is paid commensurate wages and benefits. Once the employee gains more confidence and independence, the support is gradually faded to natural levels.

Supported Employment
Supported employment (SE) emerged in the 1980's as an alternative to sheltered workshops and other segregated services. The development of supported employment was

influenced by the fact that segregated employment programs did not produce quality integrated employment outcomes for people with disabilities. As a result, advocates, researchers and policy makers abandoned the "train-place" model for vocational preparation and began to develop innovated methods to support an individual with significant support needs in the competitive labor market. SE is considered a "**place-train**" model that assumes the best place to learn an employment skill is in real, paid work settings. SE was included as a service provision in the Rehabilitation Act Amendments of 1986.

Supported employment is a validated support option for people who, because of the severity of their disability, need intensive supports. As supported employment evolved over the years, researchers developed quality indicators for SE. For example, Wehman, Revell, & Brook (2007) outline ten specific indicators for SE programs:

Indicator 1. Meaningful competitive employment in integrated work settings.
Description: The supported employee is hired, supervised, and paid by a community business.
Indicator 2: Informed choice, control, & satisfaction.
Description: The supported employee selects a community service provider, a ES, and work conditions.
Indicator 3: **Level and nature of supports.**
Description: Program is skilled in identifying and developing workplace support options.
Indicator 4: **Employment of individuals with significant disabilities.**
Description: Program serves individuals with the most significant disabilities. This includes individuals who truly need ongoing workplace supports.
Indicator 5: **Number of hours work per week.**
Description: Program is achieving consistent work hour outcomes of 30 hours or more a week.
Indicator 6: **Number of persons from program regularly working.**
Description: Majority of program participants work in competitive integrated employment.
Indicator 7: **Well-coordinated job retention system.**
Description: Program maintains regular contact with supported employees to monitor job stability. Regular contact ensures the program can respond to planned and unplanned job retention support needs.
Indicator 8: **Employment tracking and monitoring systems.**
Description: The program develops a system to track supported employee employment status, wages, benefits, number of hours worked, and type of job.
Indicator 9: **Integration and community participation.**
Description: Supported employees work in a job that facilitates physical and social interaction with co-workers. Employees are also satisfied with their job.

Indicator 10: **Employer satisfaction.**

Description: Program is viewed as an employment service agency rather than a human service agency. Program is responsive to the business community.

Customized Employment

Customized employment is a set of strategies and interventions that are designed to support an individual with significant support needs to obtain paid employment. The term customized employment was first used in 2001 when the Office of Disability Policy was developing ways for One Stop Career centers to better serve individuals with disabilities. Customized employment was added to the Rehabilitation Act as service provision in 2014.

Table 1.1

Nine Essential Elements of Customized Employment

Nine Essential Elements of CE WINTAC 2017	
Essential Element	**Description**
Negotiation of Job Duties	Job duties are set as a result of negotiations with employers.
Individualization	The employment relationship is individualized.
Negotiated Pay	CE pay is based on the successful negotiation of several factors including (a) the target wage set by the job seeker, and (b) the typical wage for positions that contain similar tasks.
CE in Community Business	CE should not include contract work and is consistent with the definition of competitive integrated employment.
Negotiates a Voluntary Relationship	Representatives seek to find a successful fit between specific areas of benefit and need for employers in the form of job tasks aligned to the employment seeker's strengths, needs, and interests.
Representation	Skilled representatives approach potential employers and identify tasks that fit the individual and benefit the employer.
No Fail Process	CE presumes that the employment seeker cannot fail.
CE Chosen by the Job Seeker	The job seeker used discovery to choose a job.
CE is individuals Unsuccessful with Traditional Employment	CE should be offered to individuals whose disability makes demand-side employment unlikely or impossible.

Customized employment embodies the core principles of supported employment and represents a logical extension of the supported employment model. Customized employment

builds on the strengths of supported employment in that it requires the employment process to be individualized and tailored to the unique strengths and capabilities of the individual.

The process, however, is not based on the demands of the local job market. Rather, it seeks to establish a mutual relationship between the job seeker and an employer by carving, modifying, restructuring, or negotiating a specific job. The Office of Disability Employment Policy (ODEP, 2005) established a set of customized employment principles that illustrate the customized employment process. CE is based on an individual's strengths, needs, and interests and these needs are matched with the needs of a business. The Essential Elements of Customized Employment for Universal Application (WINTAC, 2017) highlights nine essential elements (Table 1.1).

Individual Placement and Support model

The Individual Placement and Support model (IPS) is a supported employment model for people with mental illness. The IPS model is designed to support people with mental illness to

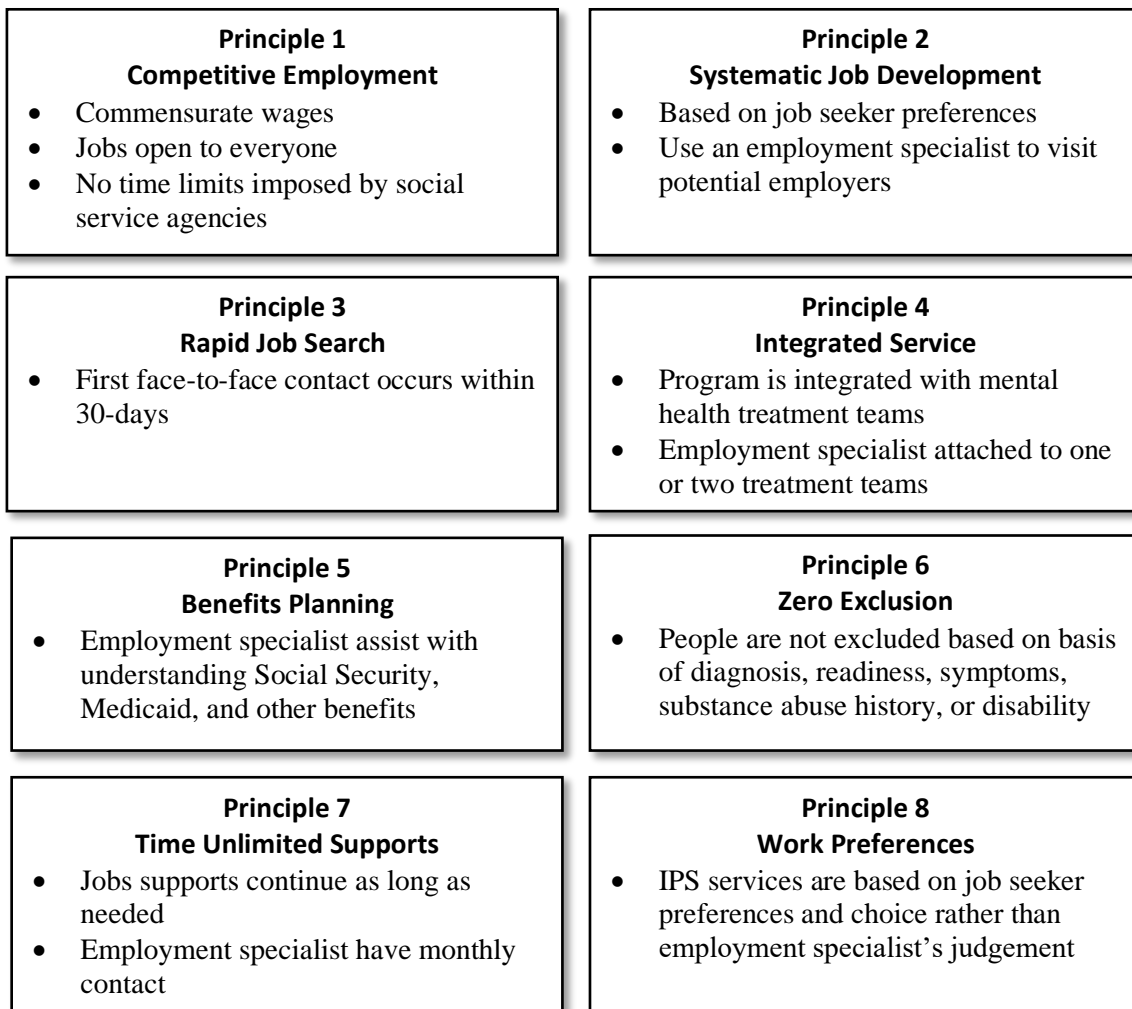| Principle 1 Competitive Employment	Principle 2 Systematic Job Development
• Commensurate wages • Jobs open to everyone • No time limits imposed by social service agencies	• Based on job seeker preferences • Use an employment specialist to visit potential employers
Principle 3 Rapid Job Search	**Principle 4 Integrated Service**
• First face-to-face contact occurs within 30-days	• Program is integrated with mental health treatment teams • Employment specialist attached to one or two treatment teams
Principle 5 Benefits Planning	**Principle 6 Zero Exclusion**
• Employment specialist assist with understanding Social Security, Medicaid, and other benefits	• People are not excluded based on basis of diagnosis, readiness, symptoms, substance abuse history, or disability
Principle 7 Time Unlimited Supports	**Principle 8 Work Preferences**
• Jobs supports continue as long as needed • Employment specialist have monthly contact	• IPS services are based on job seeker preferences and choice rather than employment specialist's judgement

Figure 1.2. Eight IPS principles.

obtain competitive integrated employment based on individual needs and preferences. IPS is considered an evidence-based practice (Bond & Becker, & Drake, 2011) and has been effective with a number of populations including people with PTSD, mental illness and substance abuses, individuals who are experiencing homelessness, and people with criminal histories. Figure 1.2 present the eight IPS principles (IPS Employment Center, n.d.).

Section 4. Roles and Responsibilities of Employment Specialists

Employment specialists play an important role in helping people with disabilities maintain employment. An employment specialist conducts employment assessments, develops vocational profiles, job develops, provides systematic instruction and follow-along. Each of these tasks will be discuss in more detail in subsequent sections. An employment specialist must also maintain professionalism, ensure culturally responsive services, respect the employee, use people first language, and use evidence-based practices.

Professionalism for Employment Specialists

An employment specialist performs a number of important tasks to support an individual with disability in maintaining competitive integrated employment such as a conducting a job and tasks analysis, developing instructional strategies, and developing specific work-place accommodations. Ensuring fidelity to completing each of these tasks is an essential function and your primary role and responsibility. Employment specialists are also expected to act professionally when supporting the employee, when interacting with employers and family members, and when interacting with other related service providers. When it comes to being and ES, there are a number of areas for professionalism that require more in-depth discussion. Specifically, employment specialists should always (a) maintain consumer confidentiality, (b) avoid exploitative relationships, and (c) model appropriate workplace behavior.

1. **Employment specialists should maintain consumer confidentially**. The employment specialist should always maintain confidentiality of the supported or customized employee. An employment specialist should understand and uphold all state laws regarding confidentially and information that is considered privileged. The employment specialist should obtain a release of information prior to discussing any disability specific information with employers or other individuals.
2. **Employment specialists should avoid exploitative or dual relationships.** The employment specialist should not engage in exploitative or dual relationships with the supported or customized employee. This includes borrowing or lending money to a supported employee, accepting gifts from a supported employee or their employer, investing in a supported employee's business, and engaging in any plutonic or romantic relationship with the supported employee or a family member. The

employment specialist should also consider boundary issues such hugging and touching a supported employee.

3. **Employment specialists should model appropriate workplace behavior.** The employment specialist should model appropriate workplace behavior including using appropriate verbal and non-verbal language. The employment specialist should dress appropriately and arrive on-time for work. The employment specialist should limit the personal use of cell phones and other technology while supporting the individual on the job site.

Provide Disability Etiquette Instruction

Many potential employers and coworkers have fears and misunderstanding about how to treat an individual with a disability, especially those with more significant disabilities. During the employment process employment specialists must communicate a high level of respect for the job seeker. It is imperative that appropriate actions and speech be modeled in all settings to not only establish a positive working relationship but also to model the behavior that is acceptable. This can also be achieved by preparing both the job seeker and employer for their initial interactions with specific disability etiquette instruction which then turns the focus on getting to know one another and not on wondering on how one should act. McManus (2011) found that a true predictor of a positive change of attitude toward individuals with intellectual and developmental disabilities is the quality of interaction. Having positive experiences with a person has more impact on the way an employer thinks and behaves around an individual with IDD then simply more interactions (quantity) or obtaining general knowledge about disabilities. With this in mind employment specialists must focus their efforts on framing and creating positive interactions between the job seeker and employer and not on the number of visits or generic presentations. The AskJan and AskEarn websites also provide a variety of resources and guidance to instruct employment settings on etiquette instruction.

- https://askearn.org/topics/retention-advancement/disability-etiquette/
- https://askjan.org/topics/disetiq.cfm
- https://www.ilru.org/projects/cil-net/cil-center-and-association-directory

Ensure Culturally Responsive Services

Throughout the employment process, an employment specialist performs important tasks, such as conducting a comprehensive job analysis and teaching job and related skills. While these tasks are a fundamental component an employment specialists' major responsibility, it is equally important to establish professional relationships with the employee and other related service providers. When building professional relationships with the employee, an employment specialist should consider several factors such as how multicultural differences may impact employment and how to create respect for the employee. Multicultural Differences. As Figure 1.3 suggests, the United States has become more ethnically and culturally diverse. Unfortunately, research suggests that ethnic minorities with disabilities are less likely to receive services or obtain competitive integrated employment (Mwachofi, Broyles, Khaliq, 2009). To create a more professional relationship with an employee, an employment specialist should be aware of how

multicultural differences impact employment for people with disabilities. Luecking, Fabian, and Tilson (2004) suggest employment specialists should (a) have knowledge of personal bias and stereotypes that influence thoughts and behaviors toward others and (b) have the skills to advocate for and empower individuals from different cultural backgrounds to expand opportunities and take risks.

Figure 1.3 Multicultural Growth in the U.S.

Power (2006), suggests that professionals working with people with disabilities who have multicultural difference should be aware of four primary issues. First, professionals should be aware that cultural differences may impact the response style of an individual with a disability. Second, professionals should consider how cultural difference influence performance motivation. Third, professionals should be aware of any language differences. Finally, professionals should understand how acculturation affects the behavior expression of disability. That is, professionals should be cognizant of how beliefs, religious affiliation, sexual orientation, family roles, customs, and values impact employment.

Respect the Employee

An employment specialist should work with people with disabilities in work settings in a respectful and dignified way. There are a number of specific actions an employment specialist can utilize that facilitate respectful interactions. An example of each of these is listed below.

1. The employment specialist uses verbal and body language that is based on a person's chronological age, not the developmental age. For example, if a 22-year-old person with intellectual and developmental disability has a developmental age of 6-years-old, the employment specialist communicates in clear and concise language used to communicate to a 22-year old. The employment specialist does not speak louder or slower than necessary.
2. The employment specialist does not use strategies that are demoralizing or demeaning. This includes the use of punitive or aversive teaching techniques, food as a reinforcement, or token economies.
3. The employment specialist respects and supports the individual learning style of the employee. The employment specialist reviews the employee's job profile and meets with appropriate personnel to determine the most effective teaching strategies to use.

4. The employment specialist supports the employee's capacity to learn and grow.   The employment specialist uses age-appropriate strategies that facilitate the employee's self-confidence and the ability to acquire new employment skills.

Use People First Language

People first language is a simple concept that is used to reduce negative stereotypes about people with disabilities. The underlying rational behind people-first language is to recognize the person first and the disability second. For example, instead of saying "disabled student" you would say "student with a disability." In addition, support professionals should follow basic people first guidelines:

1. Always refer to the person first and only use the word disability if it relevant to the conversation. Do not identify a student as "that down's kid" when you can identify him by name.
2. Use the term disability instead of handicap. Handicap is an antiquated term that is considered offensive by many advocacy groups.
3. When you need to identify a disability, avoid using negative descriptors of a student's disability. For example, do not say "suffers from autism" or "afflicted with spina bifada."

Do not use terms like "normal" or "able-body" to describe people who do not have a disability. If you need to make comparisons say "students without disabilities."

Use Evidence-Based Practices

Employment Specialists should take time to learn about what evidence-based strategies promote improved competitive employment outcomes. The term "evidence-based" practice as become a term that is widely used in the field. An employment specialist should understand what constitutes something that is considered to be "evidence-based." A practice that is evidence based has the following characteristics:

- Evidence-based practices are based on robust research designs.
- Have a solid record of producing an outcome or result.
- Have gone through a systematic review that uses quality indicators to evaluate levels of evidence.

The National Technical Assistance Center on Transition has information and resources on evidence-based practices for young adults with disabilities such as their evidence-based practice matrix. The Rehabilitation Research & Training Center for Evidence-Based Practice also provides information about research on employment of people with disabilities.

An employment specialist should take be take professional develop courses that use research for the foundation of the training. Employment specialists should also be familiar with

specific research on promoting employment outcomes for people with disabilities by subscribing to journals on employment of people with disabilities. Examples of journal include:

- [The Journal of Vocational Rehabilitation](#).
- [The Journal of Rehabilitation.](#)
- [Research and Practice for Persons with Severe Disabilities](#)
- [Career Development and Transition for Exceptional Individuals](#)

Employment specialist can also learn about evidence-based practices by joining national advocacy groups and attending conferences including:

- [APSE](#)
- [TASH](#)

Section 5. Employment Related Legislation & Policy

Specific legislation and policy responded to the poor employment outcomes and unequal treatment of people with disabilities for people with dishabilles including the Rehabilitation Act of 1973, the Individuals with Disabilities Act of 1975, The Americans with Disabilities Act of 1990, the Fair Labor Standards act of 1938,

The Rehabilitation Act of 1973.

The Rehabilitation Act of 1973, as amended, is the major legislative source for programs and initiatives administered by the Rehabilitation Services Administration (RSA). The Act was a significant body of legislation for people with disabilities in that it stipulated that individuals with disabilities cannot be excluded from participation in, denied benefits, or subjected to discrimination in programs receiving federal funds. In addition, the Rehabilitation Act authorizes the formula grant programs of vocational rehabilitation, supported employment, independent living, and client assistance. The Act also includes a variety of provisions focused on rights, advocacy and protections for individuals with disabilities. For example, section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in all programs and activities conducted by recipients of federal financial assistance. The act states: "No otherwise qualified individual with a disability in the United States, as defined in section 705(20) of this title, shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance or under any program or activity conducted by any Executive agency or by the United States Postal Service."

Supported Employment. Supported employment is authorized under Title VI, Part B funds. Under this section, the Rehabilitation Act Title VI authorizes allotments, in addition to grants for vocational rehabilitation services under title I, to assist States in developing collaborative programs with appropriate entities to provide supported employment services for

individuals with the most significant disabilities to enable such individuals to achieve the employment outcome of supported employment. Table 1.3 present a timeline for supported employment legislation in the Rehabilitation Act.

Table 1.3.
Timeline for Supported Employment Legislation

Year	Definition	Changes
1986	The term "supported employment" means competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities— (I) for whom competitive employment has not traditionally occurred; or (II) for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and (ii) who, because of the nature and severity of their disability, need intensive supported employment services for the period, and any extension. (B) are based on a determination of the needs of an eligible individual, as specified in an individualized plan for employment; and (C) are provided by the designated State unit for a period of time not to extend beyond 18 months, unless under special circumstances the eligible individual and the rehabilitation counselor or coordinator involved jointly agree to extend the time in order to achieve the employment outcome identified in the individualized plan for employment.	Added Title VI, Part C supplementary formula grant program for states to develop and provide supported employment to people with severe disabilities.

Table 1.3. Continued

Timeline for Supported Employment Legislation

Year	Definition	Changes
2014	The term ''supported employment'' means competitive integrated employment, including customized employment, or employment in an integrated work setting in which individuals are working on a short-term basis toward competitive integrated employment, that is individualized and customized consistent with the strengths, abilities, interests, and informed choice of the individuals involved, for individuals with the most significant disabilities— (A)(i) for whom competitive integrated employment has not historically occurred; or (ii) for whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability; and (B) who, because of the nature and severity of their disability, need intensive supported employment services and extended services after the transition described in paragraph (13)(C), in order to perform the work involved.	Added a provision for customized employment. Extended time from 18 to 24 month …are provided by the designated State unit for a period of not more than 24 months, except that period may be extended, if necessary, in order to achieve the employment outcome identified in the individualized plan for employment.

Pre-employment Transition Services. The 2014 amendments to the Rehabilitation Act emphasized a much larger role of state rehabilitation agencies to have a much larger role in transition from school to adult life. These amendments stipulated that 15% of each state's public vocational rehabilitation funds must now be used for pre-employment transition services.   Pre-employment transition services include (a) job exploration counseling, (b) work-based-learning, (c) counseling on post-secondary education programs, (d) workplace readiness training, and (e) instruction in self-advocacy.

Only students with disabilities may receive pre-employment transition services. A student with a disability is defined as an individual with a disability who is not younger than the earliest age for the provision of transition services under the Individuals with Disabilities Education Act and is not older than 21 years of age;   (at least 14 and less the 21) or (II) is an individual with a disability, for purposes of section 504.

The Individuals with Disabilities Act

Part B of the Education of Handicapped Children Act (EAHCA, 1975) made a free appropriate public education (FAPE) available to students with disabilities who were previously excluded from public school. In 1990 Congress renamed the EAHCA to the Individuals with Disabilities Act (IDEA) and for the first time the statute addressed transition. In subsequent amendments, Congress amended IDEA (1997) and established a national priority to improve

post-school outcomes and stipulated that transition be an "outcome-oriented" process that is based upon student needs and preferences. The 2004 IDEA amendments attempted to improve results by changing the statutory language from an "outcome-oriented" to a "results-oriented" process focused on improving the academic and functional achievement of the child with a disability. The amendments defined transition services as a coordinated set of activities that are designed to facilitate movement of a child with a disability from school to post-school adult outcomes, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. In addition, the statute required transition services be based on the individual child's needs, taking into account the child's strengths and interests, and include instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, if appropriate, acquisition of daily living skills and functional vocational evaluation (20. U.S.C 1401 [34]). The amendments also established a clear time frame to implement transition planning by requiring IEP teams to address a student's transition needs in the first IEP in effect when the student is 16 years-old. The following components must be addressed in a student's transition plan.

- *Post-school goals.* Each student's IEP must include a statement of post-school goals to identify what the student envisions for himself or herself after graduation. This statement may include areas of adult life, such as employment, self-management, leisure activities, friendships, transportation, and living arrangements. The intent of this person-centered planning is to tailor transition services to the student's unique needs and preferences. The statement of present levels of educational performance must describe the student's strengths and needs in the context of the student's desired post-school vision. Furthermore, the goals must also be written to address the gap between the student's post-school goals and his or her present level of performance.
- *Statement of responsibility.* Responsibilities of related services personnel and interagency linkages with adult and community service agencies must be identified. This mandate is intended to encourage collaborative relationships among schools, vocational rehabilitation, and adult service agencies.
- *Statement of needed transition services.* The IEP must include a statement of needed transition services (SNTS) to provide specific details of the services and supplementary aids, services to be provided, and a statement of program modifications or supports for school personnel. The statement of needed transition services should be written in a manner that will help the student (a) advance toward attaining the annual goals, (b) be involved in and progress in the general curriculum and extracurricular and other nonacademic activities, and (c) be educated with other students with and without disabilities.
- *Age of majority.* Beginning at least one year before the student reaches the age of majority (age 18 in the state of Utah), the IEP must include a statement that the student has been told of any rights that will transfer to him or her at the age of majority.

- *Coordination.* Perhaps one of the greatest factors related to the poor post-school outcomes for graduates with disabilities is the way services by publicly funded service systems (namely special education, rehabilitation, and developmental disabilities) are provided in isolation. In fact, some would even argue that all three systems are not only failing to collaborate, but by working in isolation, they are individually failing to meet their own requirements. In an article by Certo et al (2003), the authors explain that the separation of the three systems has led to challenges in obtaining quality employment and integration into the community for individuals with significant support needs. The following failures were noted by the authors: First, special education programs have failed to meet their responsibility of facilitating job skill development and providing support to secure and maintain paid employment before graduation. Second, rehabilitation has failed to meet their responsibility of serving individuals with the most significant support needs and also by defining their services as 'time-limited' or temporary. Third, developmental disability services have failed to move away from a 'readiness' model that places people with disabilities largely in segregated work and living arrangements.

At the heart of transition services is the understanding that it takes a team effort to coordinate services in order to ensure that each student's post-school goals are realized. As mentioned previously, by the time a student is 16 years of age, IDEA mandates that annual IEPs begin to detail the responsibilities of related services personnel as well as the interagency linkages with adult and community service agencies. Furthermore, a representative of such agencies should be an active member of the student's IEP team

The Americans with Disabilities Act of 1990

The Americans with Disabilities Act extends mandate of Section 504 of the Rehabilitation Act so that private employers, businesses, and organizations who do not receive financial assistance from the Federal government cannot discriminate based on disabilities. In order to be protected by the ADA, one must have a disability or have a relationship or association with an individual with a disability. An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such impairment, or a person who is perceived by others as having such impairment. The ADA is divided into five titles. Table 1.4 provides a description of titles I-IV. Title V is a miscellaneous title.

Table 1.4.

Description of ADA Titles

Title	Description
Source: U.S. Department of Justice. (2005). A guide to disability rights law. Available at: http://www.usdoj.gov/crt/ada/cguide.htm#anchor62335	
Title I: Employment	Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others. For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant's disability before a job offer is made, and it requires that employers make reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship. Religious entities with 15 or more employees are covered under title I.
Title II: State and Local Government activities and Transportation	Title II covers all activities of State and local governments regardless of the government entity's size or receipt of Federal funding. Title II requires that State and local governments give people with disabilities an equal opportunity to benefit from all of their programs, services, and activities (e.g. public education, employment, transportation, recreation, health care, social services, courts, voting, and town meetings). The transportation provisions of title II cover public transportation services, such as city buses and public rail transit (e.g. subways, commuter rails, Amtrak). Public transportation authorities may not discriminate against people with disabilities in the provision of their services. They must comply with requirements for accessibility in newly purchased vehicles, make good faith efforts to purchase or lease accessible used buses, remanufacture buses in an accessible manner, and, unless it would result in an undue burden, provide paratransit where they operate fixed-route bus or rail systems. Paratransit is a service where individuals who are unable to use the regular transit system independently (because of a physical or mental impairment) are picked up and dropped off at their destinations

Table 1.4. Continues
Description of ADA Titles

Title	Description
Title III: Public Accommodations	Title III covers businesses and nonprofit service providers that are public accommodations, privately operated entities offering certain types of courses and examinations, privately operated transportation, and commercial facilities. Public accommodations are private entities who own, lease, lease to, or operate facilities such as restaurants, retail stores, hotels, movie theaters, private schools, convention centers, doctors' offices, homeless shelters, transportation depots, zoos, funeral homes, day care centers, and recreation facilities including sports stadiums and fitness clubs. Transportation services provided by private entities are also covered by title III. Public accommodations must comply with basic nondiscrimination requirements that prohibit exclusion, segregation, and unequal treatment. They also must comply with specific requirements related to architectural standards for new and altered buildings; reasonable modifications to policies, practices, and procedures; effective communication with people with hearing, vision, or speech disabilities; and other access requirements. Additionally, public accommodations must remove barriers in existing buildings where it is easy to do so without much difficulty or expense, given the public accommodation's resources.
Title IV: Telecommunications	Title IV addresses telephone and television access for people with hearing and speech disabilities. It requires common carriers (telephone companies) to establish interstate and intrastate telecommunications relay services (TRS) 24 hours a day, 7 days a week. TRS enables callers with hearing and speech disabilities who use telecommunications devices for the deaf (TDDs), which are also known as teletypewriters (TTYs), and callers who use voice telephones to communicate with each other through a third-party communications assistant. The Federal Communications Commission (FCC) has set minimum standards for TRS services. Title IV also requires closed captioning of Federally funded public service announcements.

What are Workplace Accommodations?

The Americans With Disabilities Act (ADA) defines workplace accommodations as any change in the environment or in the way work tasks are performed that enables an individual with a disability to enjoy equal opportunities to work. It is important to note that not all supported employees need workplace accommodations. Each request for an accommodation is made on an individual basis.   Specific workplace accommodations should be designed to

enhance the capacity of a worker to complete the essential functions of a job. Employers are obligated to provide reasonable accommodations as provision of Title I of the Americans with Disabilities Act (1990).

Under Title 1 of the ADA, an employer is obligated to provide reasonable accommodations to employees or applicants for employment unless such an accommodation would cause undue hardship to the employer. The obligation to accommodate is required whenever a disability of a qualified applicant or employee is "known" to the employer and upon request from an individual with a disability. An employer is not required to accommodate without a request unless the individual's known disability impairs his or her ability to know of, or effectively communicate a need for, accommodation that is obvious to the employer.

Under the ADA, Employers are not required to lower performance standards, create new positions, move or fire an employee without a disability to create a position for an employee with a disability, or make accommodations that cause "undue hardship" to the business.

> **Title I of the Americans with Disabilities Act**
>
> Title I requires employers with 15 or more employees to provide qualified individuals with disabilities an equal opportunity to benefit from the full range of employment-related opportunities available to others. For example, it prohibits discrimination in recruitment, hiring, promotions, training, pay, social activities, and other privileges of employment. It restricts questions that can be asked about an applicant's disability before a job offer is made, and it requires that employers make reasonable accommodation to the known physical or mental limitations of otherwise qualified individuals with disabilities, unless it results in undue hardship.

Determination of undue hardship is typically based on the following factors:

- The nature and cost of the accommodation needed.
- The financial resources of the business.
- The impact of the accommodation upon the operation of the business.
- The impact of the ability of other employees to perform their duties.

Assisting Job Seekers with Disclosure

An important component of the assessment process is to engage in conversations about disclosure with the job seeker. In regards to competitive integrated employment, qualified people with disabilities are protected from discrimination under Title I of the ADA and section 504 of the Rehabilitation Act. An individual with a disability needs to disclose his or her disability to an employer to receive a reasonable workplace accommodation.   According to the U.S. Equal Employment Opportunity Commission (EEOC, 2002), there are three categories of a reasonable accommodation:

1. Modifications or adjustments to a job application process that enable a qualified applicant with a disability to be considered for the position such qualified applicant desires;

2. Modifications or adjustments to the work environment, or to the manner or circumstances under which the position held or desired is customarily performed, that enable a qualified individual with a disability to perform the essential functions of that position
3. Modifications or adjustments that enable a covered entity's employee with a disability to enjoy equal benefits and privileges of employment as are enjoyed by its other similarly situated employees without disabilities.

In addition, the EEOC list a number of reasonable accommodations that an employer may have to provide in connection with modifications to the work environment or adjustments in how and when a job is performed, including:

- making existing facilities accessible;
- job restructuring;
- part-time or modified work schedules;
- acquiring or modifying equipment;
- changing tests, training materials, or policies;
- providing qualified readers or interpreters; and
- reassignment to a vacant position.

While this list is not all inclusive, an employment specialist should discuss with the job seeker the pros and cons to disclosure and the appropriate time for the job seeker to disclose if he she believes that a reasonable accommodation would be beneficial. The employment specialist should obtain a release of information from the job seeker before discussing disability and accommodations with the employer (see example below).

Release of Information

I give permission for the personnel of _____ to provide information to businesses and adult service providers concerning _____'s job performance, abilities, needs, and accommodations. Furthermore, I understand that it may become necessary for personnel to discuss sensitive information such as current disability, previous work history, and other employment related health concerns. I understand that this release is only in affect for businesses that provide an employment experience.

_____   _____

Client Signature   Date

_____   _____

Employment Specialist Signature   Date

An employment specialist and the job seeker should review the pros and cons or disclosure prior to talking with an employer. Table 1.5. provides a list of possible stages when one may disclose. The employment specialist should consider spending some time with the job seeker in filling out the Pros and Cons of disclosing during these stages.

Table 1.5
Pros and Cons of Disclosure

Stage	Pros	Cons
During the application process		
Before and interview		
During the interview		
After you have a job offer		
During the course of employment		
Never		

The Olmstead Decision

The Olmstead decision of 1999 was a landmark Supreme Court Case that examined segregated placements of people with disabilities (Olmstead v. L.C., 119 S.Ct. 2176. 1999). The case centered around two women with developmental disabilities and mental illness who were voluntarily admitted in the Georgia Regional Hospital, psychiatric unit. The two women requested that they be discharged for the hospital and be provided with community-based services. Hospital staff agreed that that the women could be placed in community-based settings. However, the State of Georgia was slow in developing community placements and the women were placed on a waiting list for services. As a result, the women sued and the suit was eventually brought before the Supreme Court. The Court ruled that under Title II of the American with Disabilities Act (ADA, 1990), the women had the right to receive care in the most integrated setting appropriate.

The Court held that the hospital constituted a discriminatory placement for the women and the state was violating the ADA. The court also noted that unjustified isolation of people with disabilities is a form of discrimination. The Courts decision has important implications for people with disabilities because it set forth a three-part test to determine if community placement is appropriate for people with disabilities:

- The State's treatment professional has determined that community placement is appropriate;
- The transfer from institutional care to a less restrictive setting is not opposed by the affected individual; and
- The placement can be reasonably accommodated, taking into account the resources to the State and the needs of others with mental disabilities (119 S. Ct. at 2181).

The Fair Labor Standards Act

The Fair Labor Standards act (FLSA) was enacted in 1938, was designed to protect working Americans from unjust working conditions and to guarantee equal pay for workers. The Act has a number of provisions that impact all working-aged individuals in the United States such as establishing a national minimum wage (currently $7.25 and hour), regulating working hours, and regulating child labor.

Table 1.6
Information about 64c08

Section 64c08: Students with Disabilities and Workers with Disabilities Who are Enrolled in Individual Rehabilitation Programs
https://www.dol.gov/sites/dolgov/files/WHD/legacy/files/FOH_Ch64.pdf

The U. S. Department of Labor and community-based rehabilitation organizations are committed to the continued development and implementation of individual vocational rehabilitation programs that will facilitate the transition of persons with disabilities into employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers, or other programs providing rehabilitation services to individuals with disabilities.

In an effort to promote vocational training for workers with disabilities, WH will not assert an employment relationship between the worker with a disability, the rehabilitation facility or school, and/or the business where the worker has been placed when all of the seven following criteria are met (note: the criteria are the same for both students and nonstudents enrolled in VR):

Table 1.6 Continued
Information about 64c08

1. Participants are individuals with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive ongoing support to perform in a work setting.
2. Participation is for vocational exploration, assessment or training in a community-based work site under the general supervision of rehabilitation organization personnel, or in the case of a student with a disability, public school personnel.
3. Community-based placements must be clearly defined components of individual rehabilitation programs developed and designed for the benefit of each individual.
   a) Each student with a disability shall have an Individualized Education Program (IEP) which lists the needed transition services established for the exploration, assessment, training, or cooperative vocational education components.
   b) Each participant in a community-based rehabilitation organization program must have an Individual Plan for Employment (IPE) which includes a statement of needed transition services established for exploration, assessment, or training components. In the past these plans were called Individualized Written Rehabilitation Plans (IWRP).

The activities of the individuals with disabilities (participants) at the community-based placement site do not result in an immediate advantage to the business. Factors that would indicate the business is advantaged by activities of the individual include:

- Displacement of regular employees.
- Vacant positions have been filled with participants rather than regular employees.
- Regular employees have been relieved of assigned duties.
- Participants are performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
- Participants are under continued and direct supervision of employees of the business rather than representatives of the rehabilitation facility or school.
- Placements are made to accommodate the labor needs of the business rather than according to the requirements of the individual's IEP or IPE.
- The IEP or IPE does not specifically limit the time spent by the participant at any one site, or in any clearly distinguishable job classification.

While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours spent in each activity, as a general rule, an employment

relationship is presumed not to exist when each of the three components does not exceed the following limitations:

- Vocational explorations - 5 hours per job experienced
- Vocational assessment - 90 hours per job experienced
- Vocational training - 120 hours per job experience

In order for the FLSA to apply to workers and employers, there must be an employee-employer relationship. Under the FSLA, when there is an employer-employee relationship, an employee is engaged in work that is subject to provisions outlined in the Act and the employment must be paid at least the Federal minimum wage. The Department of Labor, Wage and Hour Division's (WHD) Field Operations Handbook (FOH), which provides guidance about statutory provisions, defines an employer-employee relationship as a situation where there is an employer, an employee, and an act or condition of employment (FOH,10b00). The FOH defines an employer, as "any person acting directly or indirectly in the interest of an employer in relation to an employee" (p. 3) and it defines an employee as "any individual employed by an employer" (p. 22). There are times when a person with a disability engages in activities at a business to learn about strengths and interest and vocational training. In this case, the Department of Labor create specific guidelines that must be followed. Table 1.6 provides this information.

Social Security

The Social Security Administration has two programs that pay benefits to individuals who meet the definition of disability: SSDI Social Security Disability Insurance and SSI Supplemental Security Income. Social Security Disability Insurance (SSDI) provides benefits to individuals who have a disability or blind and who are "insured" by workers` contributions to the Social Security trust fund. These contributions are the Federal Insurance Contributions Act (FICA) social security tax paid on their earnings or those of their spouses or parents. Supplement Security Income (SSI) is not based on the individual's prior work or a family member's prior work and is financed by general funds of the U.S. Treasury--personal income taxes, corporation taxes and other taxes. Social Security taxes withheld under the Federal Insurance Contributions Act (FICA) do not fund the SSI program. SSI provides monthly benefits to people with limited income and resources who have a disability, who are blind, or age 65 or older. Both children and adults who are blind or who have a disability can get SSI benefits. Table 1.7 provides a comparison of the two programs.

Table 1.7.

Comparison of the SSDI and SSI Disability Programs

	SSDI	SSI
Source of Payment	Disability trust fund.	General tax revenues.
Minimum Initial	Must meet Social Security's disability criteria. Must be "insured"	Must meet Social Security's disability criteria.

Qualifications Requirements	due to contributions made to FICA based on your own earnings, or those of your spouse or your parents.	Must have limited income and resources.

Table 1.7. Continued
Comparison of the SSDI and SSI Disability Programs

	SSDI	SSI
Health Insurance Coverage Provided	Medicare. Consists of hospital insurance (Part A), supplementary medical insurance (Part B), and Medicare Advantage (Part C). Voluntary prescription drug benefits (Part D) are also included. Title XVIII of the Social Security Act authorizes Medicare	Medicaid. A jointly-funded, Federal- State health insurance program for persons with limited income and resources. It covers certain children, and some or all of the aged, blind, and disabled in a state who are eligible to receive federally-assisted income maintenance payments. Title XIX of the Social Security Act authorizes Medicaid. The law gives the states options regarding eligibility under Medicaid.
How Social Security figures monthly payment amount?	Social Security bases SSDI monthly payment amount on the worker's lifetime average earnings covered by Social Security. SSA may reduce the amount if an individual receives Workers' Compensation payments (including Black Lung payments) and/or public disability benefits, for example, certain state and civil service disability benefits. Other income or resources do not affect payment amounts. SSA usually adjusts the monthly payment amount each year to account for cost-of-living changes.	To determine payment amounts, Social Security uses the Federal Benefit Rate (FBR). For example, In 2021, the FBR is $794.00 for a qualified person and $1,191.00 for a qualified couple. SSA subtracts countable income from the FBR and then adds the individual's state supplement, if any. SSA does not count all of the income an individual has. The income amount left after SSA makes all the allowable deductions is "countable income".
(Continued) How Social Security figures monthly	SSA can also pay SSDI monthly benefits to dependents on your record, such as minor children	The sections on SSI employment supports explain some of the ways that SSA can exclude income. SSA usually adjusts the FBR each year to account for cost-of-living changes.

| payment |
| amount? |

Who is eligible for SSI? In order to receive SSI benefits, a recipient must have a disability, be blind, or be at least 65 years old and have "limited" income and resources. The SSI definition of disability for a child under 18 is an individual who has a medically determinable physical or mental impairment, which: results in marked and severe functional limitations; and can be expected to result in death; or has lasted or can be expected to last for a continuous period of not less than 12 months. An individual can be eligible as a child if he or she is a student, regularly attending an educational or vocational training institution in a course of study designed to prepare him or her for a paying job. The SSI definition of disability for an adult over age 18 is individual who has a medically determinable physical or mental impairment, which: results in the inability to engage in any substantial gainful activity; and can be expected to result in death; or has lasted or can be expected to last for a continuous period of not less than 12 months. Individuals who no longer meet the child eligibility guidelines must apply for SSI redetermination.

What types of benefits do recipients of SSI receive? The maximum SSI benefit is adjusted annually based on the cost of living allowances (COLA). The current maximum SSI benefit as of January 1, 2021 is $794.00 for an individual and $1,191.00 for a qualified couple. The value of an individual's resources can be a factor in determining eligibility for SSI benefits. Currently, individuals with a disability can have up to $2,000.00 dollars in countable resources and an eligible couple can have up to $3,000.00 dollars in countable resources. Countable resources include: cash, bank accounts, stocks, U.S. savings bonds, land, life insurance, personal property, vehicles, and anything that can be exchange for cash and used for food or shelter, deemed resources (portions of resources of parent, spouse, or sponsor).

SSI Work Incentives

The Social Security Administration developed a variety of work incentives designed to increase an individual's income to help cover certain expense related to work.   These work incentives include Student Earned Income Exclusion (SEIE), Plan to Achieve Self Support (PASS), Impairment Related Work Expense (IRWE), and Medicaid while Working 1619b.

Student Earned Income Exclusion. Social Security allows individuals under age 22 who regularly attend school to deduct up to $1,930.00 a month up to a yearly maximum of $7,770.00 yearly. Social Security defines "regularly attending school" as (1) an individual is enrolled in one or more course of study and attends class in a university or college for at least 8 hours a

week, (2) an individual is in grades 7-12 for at least 12 hours a week, or (3) an individual is in a training course to prepare for employment, for at least 12 hours a week.

Plan for Achieving Self-Support (PASS). A plan for achieving self-support allows an individual to set aside certain income and resources to reach an obtainable work goal. The PASS plan helps individuals maintain their SSI eligibility and increase their monthly benefit. When an individual has an approved PASS plan, Social Security neither counts allowable income that he or she sets aside to use for the PASS nor counts the allowable resources that are set aside. PASS plans can be used for any goods ore service that enable an individual to go to work, including supported employment.

Social Security has several basic requirements that must be met before a PASS will be approved. PASS plans must be written individualized plans with an obtainable work goal (a pass application is attached to the end of this chapter). The plan must include a time-line for reaching the goal and the individual must document how funds for the pass are set aside from other money or resources. It is recommended that the individual open a separate bank account of PASS funds. Finally, the PASS plan must be approved by the PASS cadre and be reviewed periodically to ensure that the PASS goal is being met. A copy of SSA-545-BK is included in the appendix at the end of this chapter. In addition, there are several web-based sites that provide detailed information about PASS plans. https://www.ssa.gov/disabilityresearch/wi/pass.htm

Impairment Related Work Expense (IRWE). Impairment related work expense is a work incentive designed to assist an individual with obtaining meaningful work. Under this provision, Social Security allows an individual to deduct the cost of certain impairment related items and services from gross earnings in order to use an IRWE, an individual must demonstrate that the item or service enables him or her to work. In addition, Social Security requires (1) the individual pays the cost for the item or service out of his or her pocket and is not reimbursed from any other source, (2) the cost for the item or service is reasonable, (3) the individual needs the item or service because of a disability, and (4) the individual paid the expense for the item or service during the month(s) that he or she is working. Visit https://www.ssa.gov/disabilityresearch/wi/detailedinfo.htm#IRWE

Medicaid Continuation for People who Work (1619b). Social Security developed a provision that allows individuals to continuing receiving Medicaid coverage while working. To qualify for 1619b, the individual has to be eligible for SSI cash payment for at least 1 month and need Medicaid coverage to continue to work. In addition, the individuals' gross income must be insufficient to replace SSI and Medicaid. An individual can continue receiving Medicaid benefits as long as his or her income does not go over the state threshold amount. Visit https://www.ssa.gov/disabilityresearch/wi/1619b.htm

Medicare

Medicare is a health insurance for people age 65 year or older and under age 65 with specific disabilities. In order for a person with a disability under age 65 to receive Medicare, he or she must have received Social Security Disability Benefits for 24 months or have End Stage Renal Disease or Amyotrophic Lateral Sclerosis (ALS). Medicare has difference parts (A) Hospital insurance, (B) Medical Insurance, and (D) Prescription Services. Part A helps cover impatient care in hospitals and may cover hospice and home health care. Part B helps cover doctors services and outpatient care. I may also cover some services such as physical and occupational therapists. Part D covers prescription drugs.

Medicaid

Medicaid is jointly funded, Federal and state health insurance program for individuals with low incomes. It covers children, elderly, people who are blind and or disabilities. According to Social Security, there are thirty-two states and the District of Columba who provide Medicaid eligibility for Supplemental Security Income (SSI) benefits.   This means that the SSI application is the Medicaid application and Medicaid eligibility begins in the same month as SSI eligibility. Some states (Alaska, Idaho, Kansas, Nebraska, Nevada, Oregon, Utah) use the same SSA criteria for Medicaid eligibility but these states require a separate application. There are other states (Connecticut, Hawaii, Illinois, Indiana, Minnesota, New Hampshire, North Dakota, Ohio, Oklahoma, and Virginia) that use their own different eligibility criteria than SSA (Social Security Administration, n.d.). According to SSA, to qualify for Medicaid, a recipient must (a) have been eligible for an SSI cash payment for at least one month, (b) have a disability, (c) meet all eligibility rules, including the resource test, (d) need Medicaid in order to work, and (e) have gross income that is insufficient to replace SSI, Medicaid, and any publicly funded attendant care.

Work Opportunity Tax Credit (WOTC)

The WOTC is a tax credit program that provides employers with an incentive to hire workers who face significant barriers to employment. The WOTC is a program designed for newly hired individuals and can be as much as $2,400 for adults, $1,200 for summer youth hires, and $9,000 for each long-term family assistance recipient hired over a two-year period. According to the U.S. Department of Labor over 633,000 WOTC certificates were issued in 2007. To qualify for the WOTC individuals must meet one of the requirements outlined below:

1. A member of a family that is receiving or recently received Temporary Assistance to Needy Families (TANF) for at least 18 consecutive months ending on the hiring date;
2. A member of a family that is receiving or recently received TANF benefits for any 9-month period during the 18-month period ending on the hiring date;
3. An 18-39-year-old member of a family that is receiving or recently received Food Stamps;

4. A veteran who is a member of a family that is receiving or recently received Food Stamps;
5. A Vocational Rehabilitation Referral who completed or is completing rehabilitative services from a State certified agency, an Employment Network, or the U.S. Department of Veterans Affairs;
6. An ex-felon who has been convicted of a felony and has a hiring date which is not more than one year after the last date on which he was so convicted or released from prison; A recipient of Supplemental Security Income (SSI) benefits.

To receive certification that a new employee qualifies the employer for the tax credit, the employer must complete both the ETA Form 9061 and the IRS Form 8850 (see appendix). These forms must be signed and mailed within 28 days of the start date.

Individualized Assessment and Employment /Career Planning

Section 1: Introduction to Employment Assessments

Supported employment is intended for all individuals with disabilities - particularly those with significant support needs. Therefore, an employment assessment is never used to determine whether someone can work; but instead comprehensive assessments are used to determine where an individual would like to work and what work experiences provide a meaningful fit. ES's should understand comprehensive employment assessments cannot be completed in isolation from the job seeker nor can it be done by a quick 'question and answer' sessions but rather ES's should observe the job seeker in applied environments and seek input from multiple sources to obtain a clearer picture of the true extent of their strengths and interests. The results from an employment assessment can be used to: (1) determine the level of career development in terms of career awareness, orientation, exploration, preparation, placement, or growth/maintenance; (2) identify abilities, interests, capabilities, strengths, needs, potentials, and behaviors within the areas of social, functional, academic, community, and employment areas; (3) to match an individual's interests and abilities with appropriate vocational training, community employment, or postsecondary training; (4) to recommend types of adaptive techniques and/or remedial strategies that will lead to improved career development and vocational preparation; and (5) to explore different work-related tasks or vocational activities and to determine how interests match abilities (NICHY, 1990). The following sections will review the best practices to assure that individualized assessment strategies are used to capture the strengths, interests, and needs of the job seeker.

Section 2: Traditional Vocational Assessments and Career Theories

Career development is a lifelong process where individuals learn not only about themselves but also about the world around them. None of us learn important work- and work-related skills in isolation we learn from early and current work experiences, interactions in home, recreational, and community environments. Each of these applied experiences help shape the understanding of how to contribute to the world in which we live. A number of major career theories have been developed over the years that attempt explain how and why people work. Each of these theories suggest that career development is contextual and there a number of variables that contribute to a person's work identity.

Frank Parsons. One of the earliest career theories was developed by Frank Parson in 1908. Parson theory provided the foundation for contemporary career theories that was based on three broad factors. First, to choose a career, individuals should have clear understanding about their traits, aptitudes, interests, ambitions, resources, limitations, and their causes. Second, individuals should have knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and prospects in different lines of work. Third,

individuals should use this information to make a choice about a vocation. Simply put, Parson worked off the assumption that a person should match strengths and interests to a specific job.

Donald Super. In the 1950's, career theorist began to explore the notion that career development was not a one-time-event but rather people develop a work identity over the lifespan. For example, Super (1957) was one of the first career theorist to suggest that career development occurs over the lifespan.

Table 2.1
Supers Life Stages and Developmental Periods

		Developmental Periods			
		Adolescence 14-25	**Early Adult 25-45**	**Middle Adult 45-65**	**Late Adult Over 65**
	Growth	Developing a realistic self-concept	Learning to relate to others	Accepting limitations	Developing non-occupational roles
	Exploration	Learning more about opportunities	Finding opportunity to work	Identifying new problems to work on	Finding a place to retire
Life Stages	**Establishment**	Getting started in a chosen career	Settling in on a career	Developing new skills	Doing things, one has always wanted to do
	Maintenance	Verifying current occupational choice	Making occupational position secure	Holding own against competition	Keeping up what is still enjoyed
	Decline	Given less to hobbies	Reducing sports participation	Focus on essential activities	Reducing work hours

The main concepts of Super's theory include: (a) life span: career development is a life-long process, (b) life space: life roles interact so that the same job holds different meaning for people living in different situations, (c) self-concept: An individual's self-concept is central to career development. Individual self-concepts evolve over the lifespan. Supers theory posits that are specific life stages and development process that help shape career development. Table 2.1 provides and description of the life stages and development stages.

John Holland. Holland (1959) develop a theory that requires an examination of both the person and environment. Holland suggested that people can generally be characterized into one of six personality types: Realistic, Investigative, Artistic, Social, Enterprising, Conventional (RIASEC) and that working environments that correspond to each of the RIASEC personality traits. Holland's theory assumes that people search for environments that align with their personality traits. A brief description of the each of the RIASEC personality and environments types is listed below (Nauta, 2013):

- **Realistic.** People who fit the realistic type are often practical, mechanical, determined. They like manual, mechanical, and physical task. Types of realistic careers include firefighters, builder, famer, landscaper.
- **Investigative.** People who fit the investigative type enjoy working with things and ideas and are often analytical, intellectual, independent, and reserved. They enjoy work with abstract ideas, solving problems, and collecting data. Types of careers include engineers, physician, computer systems analysist.
- **Artistic.** People who fit the artistic type like working with ideas and people. They are often complicated, original, impulsive, independent, expressive. Types of artistic careers include artist, musician, actor, and photographer.
- **Social.** People who fit the social type enjoy working with people and are considered to be cooperative, helpful, empathic, and kind. Types of artistic careers include a teacher, clergy, counselor, and nurse.
- **Enterprising.** People who are enterprising like working with data and people. They are considered to be persuasive, energetic, assertive, and sociable. Type of careers include managers, lawyers, and politicians.
- **Conventional.** People who fit the conventional personality type enjoy working with data and things and are considered careful, conservative, and responsible. Types of careers include accountants, bankers, and librarians.

Dawis and Lofquist. Dawis, England Lofquist (1964) developed the Theory of Work Adjustment (TWA). The TWA examines the correspondence between the individual and the environment. TWA uses terms like satisfaction and satisfactoriness. Satisfaction occurs when an employee is likes with the work he or she does and satisfactoriness occurs when the employer is satisfied with employee performance. The theory suggests that both the worker and the

environment have requirements that need to be satisfied and a work adjustment occurs when the person and the environment are responsive (satisfied and satisfactoriness) to each other. Figure 2.1 provides an illustration for work adjustment.

Each of these theories is important because they lay the foundation for how individuals choose and maintain work. Employment specialist should be familiar with the concepts of these theories and apply the to the assessment process. Specifically, the ES should be aware that career development is a life-long process and that needs and interests change over time. The ES should also utilize strategies to determine the strength, interest, and needs of the job seeker and match those to working environments. The ES should also develop specific supports to ensure that once a job seeker is placed on the job, the employee and employer is satisfied with work performance.

Figure 2.1. Diagram of Work Adjustment
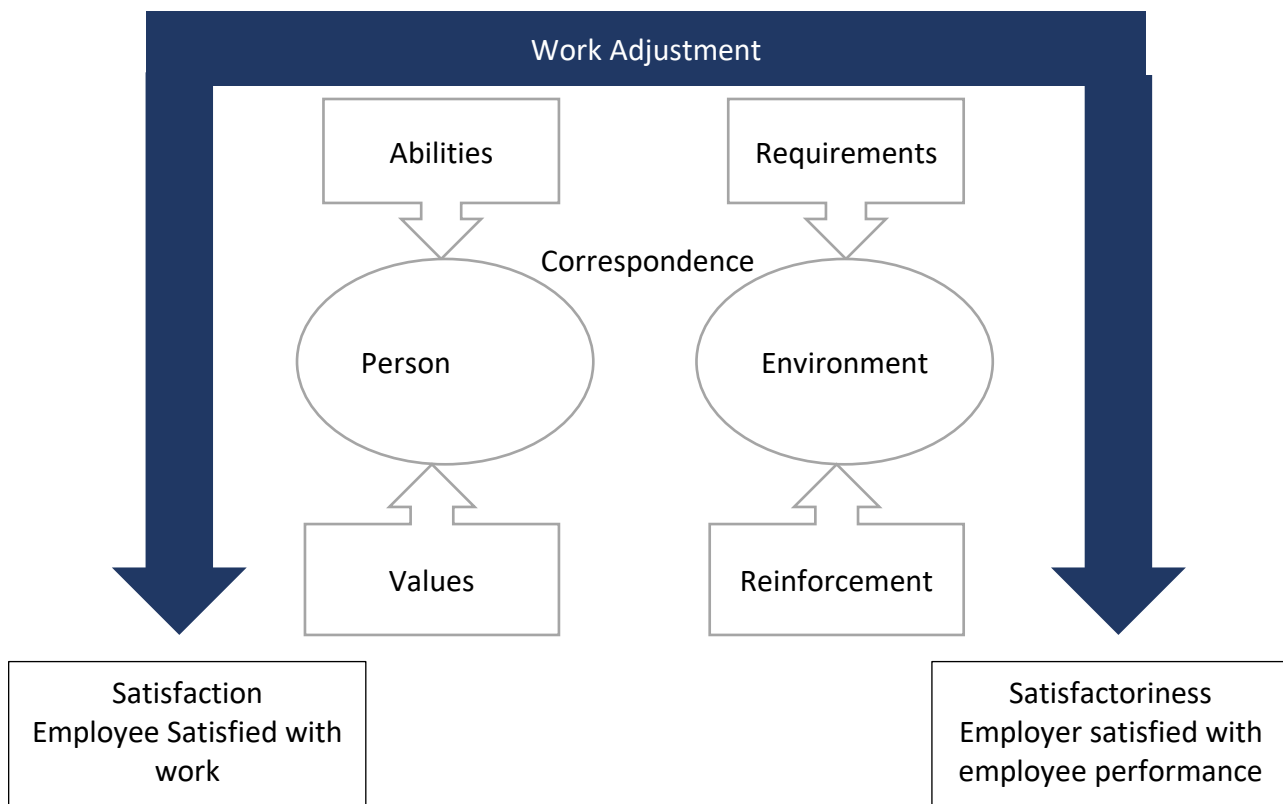
Section 3. Traditional Vocational Assessments

Vocational assessments are designed to help job seekers make realistic job training and career choices that are based on interests, aptitudes, and abilities. There are a number of traditional vocational assessments are used to determine vocational interests such as standardized tests, aptitude tests, and interest inventories.

Standardized Tests

Standardized tests such as intelligence test and adaptive scales measure cognitive abilities, learning ability, memory, concentration, and memory. Adaptive scales such as the Vineland adaptive behavior scales measure items such as receptive, expressive, and written language, daily living, social skills, motor skills, and maladaptive behaviors. While standardized test provides diagnostic information, they do not provide vocational specific information. Specifically, Grasso, et al (2004), suggest that standardized test lack external validity and often time underestimate a job seeker with disabilities actual abilities. Additionally, Grasso also reports that standardized tests do not provide critical information about an individual's home, community, and work history.

Aptitude Tests

Aptitude tests include a battery of test that measure specific skills and Ability. These tests are designed to measure a job seekers potential to master specific skills and tasks used in vocational settings. For example, the General Aptitude Test Battery (GATB) measure cognitive and mental ability such as general learning ability, verbal aptitude, special aptitude.

Interest Inventories

Interest inventories are designed to assess the interests of job seekers related to specific occupations. Interest inventories ask a job seeker questions related to work activities, leisure activities, job titles, and social activities to ascertain work interests. One of the most commonly used inventories is the Self-Directed Search (SDS). The Self-Directed Search uses Holland's RAISEC personality and work types to identify work interests.

Ecological Assessments

While traditional vocational assessment may have utility for job seekers with specific work identity or work history, they have limitations for people with without applied work experiences. ES who support people with more complex needs should not rely solely on traditional assessments and should use an ecological approach to learning about a person's strengths, interests, and needs as they relate to employment. Ecological assessments are strength-based in that they focus on what a person can do rather than on what a person can't do. The remaining sections of this module will focus on ecological approaches to learning about the vocational interests of the job seeker.

Section 4. The Assessment Process

As indicated in the discussion above about career theories, all individuals, including job seekers with disabilities, grow and develop through a variety of life experiences. Those experiences include but are not limited to work, educational opportunities, family circumstances, mentors, and the direct or indirect expectations established by society as a whole. As a job seeker

is given opportunities to develop their understanding of the world around them their desires and beliefs evolve. With this in mind the ES must not only allow the individual to grow and change, but should celebrate their capacity to make choice based on life experiences and information. Employment specialist should take a number of steps to learn about the job seekers strengths and interests as they relate to employment including encouraging active participation of the job seeker, interviewing with the job seeker and natural supports, reviewing the job seekers records, conducting observations in home, community, and applied work settings, and developing a positive career profile.

Engaging the Job Seeker

Upon beginning the assessment with the job seeker, a clear understanding and expectation of the job seekers involvement needs to be established. Success in work and maintenance of that job is much more likely when the individual exhibits self-determination. Wehmeyer (1992) defined self-determination as "...the attitudes and abilities required to act as the primary causal agent in one's life and to make choices regarding one's action free from undue external influence or interference" (p 305). Many job seekers are passive participants in the services that are provided being told what to do and when. Additionally, Wehmeyer & Field, (2007) provided the essential characteristics of self-determined behavior that employment specialists can utilize so they know when the job seeker is acting in a self-determined manner. The essential characteristics as well as a brief description of self-determined behavior is listed below.

- Person acted autonomously – The individual acts based on their preferences, interests, and abilities without external influence.
- Behaviors are self-regulated – The individual examines their environment and makes their own decisions about how to act based on what is required, what resources and skills are available, evaluates the consequences of their actions, and if needed modifies their behavior based on the results.

> **Component Elements of Self-Determined Behavior**
> - Choice making skills
> - Decision making skills
> - Problem-solving skills
> - Goal setting and attainment
> - Self-management skills
> - Self-advocacy skills
> - Leadership skills
> - Positive Perceptions of control
> - Self-awareness
> - Self-knowledge

- Person initiated and responded to events in an empowered manner – A belief that as an individual they can influence outcomes in their environment and they can anticipate what results will occur based on their behavior.

- Person acted in a self-realized manner – Based on life experiences and feedback from their environment the individual develops an accurate knowledge of self, strengths and weaknesses, to capitalize on their circumstances.

Interview the Job Seeker and Other Natural Supports

The ES should interview the job seeker and natural supports to get a clear picture of the job seeker strengths and interests related to employment. When interviewing the job seeker, the ES should ask questions related to strengths, interest, skills, motivation, and limitations. (see Figure 2.2) Skilled ES's do more than just ask simple questions such as "what do you like to do", they ask targeted questions and pay attention to the tone, facial expressions, posture, body language, and other environmental factors to understand what the individual truly is thinking and feeling in regards to employment. Oftentimes an individual forgets to discuss specific skills and interests because they are not prepared or used to direct questions about them. Conducting the interview in the job seekers home could potentially reveal details based on the way their space is decorated, the pictures on the wall, or what devices and hobbies they engage in. The ES should also interview natural

Figure 2.2. Understanding the Job Seeker

supports who are familiar with the job seeker including parents or guardians, siblings, teachers, friends, support staff, and former employers (see Figure 2.3). These individuals can provide valuable information about the job seeker's motivations, desires, interests, and abilities that an individual has demonstrated in a multitude of environments. For example, by investing the time to call the supervisor where the job seeker worked before the ES can learn about the strengths, challenges, and limitations of the individual in a directly applied work environment. Along the same lines a brief call to a former teacher(s) could result in providing information in regards to school projects, temperament in the classroom and the ability of the job seeker to receive correction and guidance in the school setting. This information will set the ES to be better prepared to provide effective instruction, appropriate motivation, and guidance throughout the employment process. This information, in turn, can help the ES get a more comprehensive picture that will guide much of the assessment process. In essence the ES gains a greater *depth* of knowledge of the individual through direct personal interviews and then a greater *breadth* of

knowledge by exploring the individual from the perspective of others who know them in a variety of situations and environments.

Review the Job Seekers Individual Records. Reflect on your own life experiences. If someone asked you to tell them all about yourself would there be details that were forgotten or not expressed very clearly? Are there people in your life that know you so well and are not afraid to communicate the truth, whether that be positive or negative? Every human being should be respected for their complexity and dynamic nature.
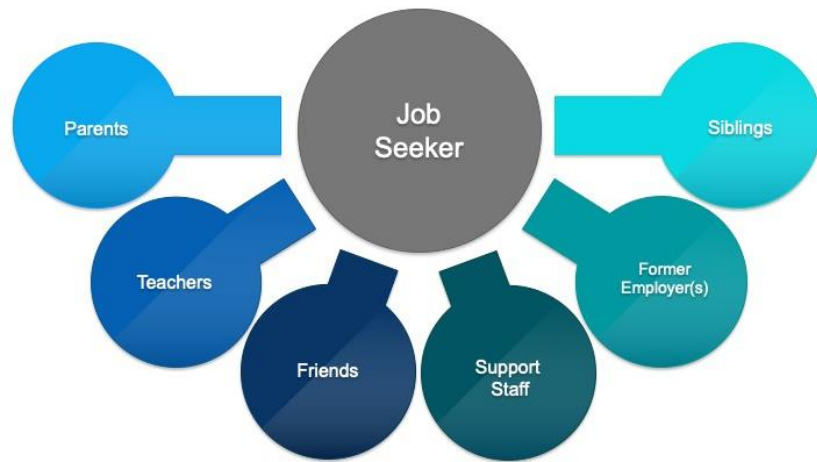

Figure 2.3 Interview Natural Supports

The search for applied experiences in a work setting are ultimately the greatest indicator for work behavior and aptitude. An employment specialist should therefore spend time researching the work history of the job seeker. If the job seeker has no prior work history, the ES can explore the school and volunteer experiences that the job seeker has participated. The ES must research the applied experiences of the job seeker by speaking with former employers, coworkers, and others who know what took place on the job site. A valuable source of information is school and other disability related service files. This includes but is not exclusive to individualized education plans (IEP) and individuals support plans (ISP), and other related files.

Previous Work History
Important information to gather:
- Job responsibilities
- Length of time at that job site
- Reason for leaving
- Favorite parts of the job
- Most difficult parts of the job
- Relationships with coworkers
- Accommodations, if needed
- Best day on the job, why?
- Worst day on the job, why?

Conducting Observations of Daily Routines

After completing the interviews and reviews of employment related records, it is imperative that the employment specialist confirm that the information collected is accurate. Based on the responses from the job seeker and others, the employment specialist must observe the job seeker performing the daily routines of the individual being assessed. Consider observing the individual performing their usual tasks in the following environments: (a) home, (b) school, (c) day programs, (d) religious based activities, (e) community clubs, (f) volunteer experiences. During these observations, the employment specialist should observe and document what tasks are done, the client motivations to complete daily tasks, and interpersonal interactions.

Conduct Situational Assessments

In order to have a true picture of a job seekers' employment skills, needs, and abilities, it may be necessary to conduct multiple community-based assessments in a variety of environments. A situational assessment is a systematic observation that can be used to collect data on job seekers' interests, abilities, social/interpersonal skills, and accommodations/needs in employment sites. Additionally, the demands of the environment can be varied while recording behaviors such as interest, actual skill level, use of materials, and social interactions. Situational assessments can be a valid and reliable source of data if the sites are systematically developed (e.g., uniform tasks a student will do, amount of time, supervision responsibilities) and if practitioners systematically record behaviors during the assessment process ((Clark, n.d). The data collected then can be used in planning decisions concerning further situational assessment sites and accommodations needed in specific situations. An example situational assessment form has been included below in Figure 2.4. It is important to note that situational assessments are not meant to be a long-term solution to employment; rather, it is used as a process to examine environments to determine a good fit for the job seeker. Therefore, this work experience may be paid or unpaid.

Figure 2.4 example of a Situational Assessment form.

SITUATIONAL ASSESSMENT FORM	
Client Name:	Date:
Employment Specialist:	Hours:
Location of the Assessment:	Position Being Assessed:
Description of the Work Site	
How Does the Site Align with the Job Seeker Interests and Abilities?	

Potential Transport and Community Supports Needed for the Site

WORK SITE EVALUATION

1. Physical Ability (Lifting, Standing, Walking, Bending) Observations & Takeaways:
2. Endurance (Sustained Work, Needed Frequent Breaks) Observations & Takeaways:
3. Speed of Work (Worked at Required Speed, Worked Below Required Speed) Observations & Takeaways:
4. Independent Work Ability (No Prompts, A Few Prompts, Frequent Prompting)

Observations & Takeaways:
5. Appearance & Work Attire (Hygiene, Appropriate Dress, Clean) Observations & Takeaways:
6. Communication (Spoke Clearly, used a Communication Device, did not Speak Clearly) Observations & Takeaways:
7. Social Interactions (Polite, Initiates Appropriately, No Social Interaction with Others) Observations & Takeaways:
8. Behavior During Breaks Observations & Takeaways:

9. Chaining Tasks Together (Performed tasks in correct sequence, performed some tasks in correct sequence, Unable to perform tasks in correct sequence.)
Observations & Takeaways:

10. Motivation (Proactive in working, Waits for Direction, Avoids Completing Tasks)
Observations & Takeaways:

11. Interest in the Work Environment/Job (Interests for Individual, Disinterested Aspects of the Job.)
Observations & Takeaways:

12. Handling Correction or Criticism (Accepted Correction and Improved, accepted but no Change, Ignored or Resisted Correction)
Observations & Takeaways:

<u>SUMMARY</u>

Strengths and Abilities Demonstrated During the Site Assessment

Limitations and Needs that were Identified or Confirmed During the Site Assessment
Based on the Situational Assessment What Supports Are Needed for Placement and Job Coaching?

Conduct Informational Interviews

One of the best sources for gathering information about an occupation or an industry is to talk to people already working in the field. This process is called informational interviewing and the purpose is to gather information about specific jobs. Informational interviewing can help individuals explore and clarify their career goals, discover employment opportunities that are not advertised, expand networks, build confidence for job interviews, and identify if the demands of a job fit their abilities and interests. Informational Interviews are focused on gathering information about the job site to understand the tasks and environment not on generating a job offer. This allows for the employer and job seeker to gain mutual understanding on the specific workplace requirements and fit and develop a relationship of trust. The Careeronestop website provides a general outline of how this takes place. (1) Find Contacts – Utilize the job seekers personal network as well as the employment specialists' network to identify work opportunities that relate to the individual's interests, skills, and needs. (2) Make Contact – Call the contact and (3) Hold a Meeting – Schedule a meeting/tour of the company where you spend time learning about the business. During the meeting the employment specialist will want to utilize a variety of well thought out questions that will demonstrate genuine interest and understanding of business. Some interview questions that can enhance the experience may include:

1. On a typical day in this position, what do you do?
2. What training or education is required for this type of work?
3. What personal qualities or abilities are important to being successful in this job?

4. What part of this job do you find most satisfying? Most challenging?
5. How did you get your job?
6. What opportunities for advancement are there in this field?
7. What is the salary ranges for this position?
8. How do you see jobs in this field changing in the future?
9. Is there a demand for people in this occupation?

Conduct Job Tours

Another assessment activity that has been beneficial to job seekers is touring various worksites. Job touring allows the individual to gain exposure to various jobs and industries before beginning actual training at the worksite. These tours can help the job seekers answer questions about multiple fields they are interested in and narrow their prospective job interests without wasting excessive amounts of time in worksites that are not a proper fit. For example, a job seeker may not be able to identify their specific preferences for a job. Job tours could provide opportunities to narrow the focus by observing workers immersed in a variety of unrelated fields such as office work, landscaping, customer service, retail, etc. For job seeker who have already identified a preference for a specific type of job, touring could be used to present ideas how that specific job preference can translate into multiple employment opportunities. For example, if a job seeker has indicated that they would enjoy working with animals, job tours may include a veterinarian's office, an animal shelter, and a retail store that supplies pet products.

Conduct Job Shadows

Once a few distinct vocational preferences and interests have been identified, it is beneficial for a job seeker to see what the actual requirements of the job include. Job shadowing allows the job seeker to follow along and watch workers immersed in the demands of their jobs. The length of this arrangement may be a day, a week, or even longer but should be determined prior to beginning the shadowing experience so that the student will receive maximum benefit. It is important for the supported employment specialist to partner with local community businesses to provide this experience. The businesses receive the benefit of introducing the future workforce to career opportunities in their industries; and job seeker learns about the workplace environment and job requirements as well as what the employer expects from their workers.

Develop a Vocational Profile

Developing a career employment profile for an individual is like putting together a puzzle. There are different ways to approach the assessment puzzle and assembling the puzzle is a unique and individualized process. It is impossible see all the pieces of an individualized puzzle without taking the time effort and effort to observe a job seeker engage in various applied assessment activities. Relying on preconceived ideas, files, and stereotypes can ultimately create an incomplete image of the job seeker which may result in poor placements, poorly designed

accommodations, and ultimately a failed work experience. The profile should incorporate a wide array of formal and informal measures previously discussed.

A vocational profile allows an ES to incorporate information gathered during the assessment process into one document that can easily be shared with all persons responsible for supporting the work experiences of an individual. This profile may include information such as the individual's background or relevant history, preferences and interests, present levels of performance, vocational skills and abilities, and needed supports and accommodations.

Figure 2.5 example of a vocational profile form.

PERSONAL PROFILE		
Client Name:		**Date of Birth:**
Address:		**Phone Number:**
Agency Conducting Assessment:		**Employment Specialist:**

Job Seeker Network
List names and relationship of individuals

Name	Relationship	Comments about the Job Seeker

Additional Comments

Previous Work History

Employer/Business:	Position:
Supervisor Name:	Dates Employed:
Work Responsibilities	
Reason for Leaving	

Employer/Business:	Position:
Supervisor Name:	Dates Employed:
Work Responsibilities	
Reason for Leaving	

Employer/Business:	Position:
Supervisor Name:	Dates Employed:
Work Responsibilities	

Reason for Leaving	

Criminal History

☐ Yes   ☐ No

Additional Information:

Individuals cultural and social background

Family Role, Religious Participation, Native Spoken Language, Additional Personal Factors that should be considered for employment.

Educational History:

What were the job seekers favorite classes in school? What awards did they receive? Who were their favorite teachers and why?

Daily Routines & Environments

What responsibilities do they have in the home? What chores do they complete? Which do they prefer and how well are they completed?

Non-Work Needs

Money management/banking, social and recreational needs, getting up and ready for work, scheduling appointments.

Preferred Learning Methods and Communication

Individuals expressed preferred ways of receiving instruction (videos, reading, modeling, verbal)

Preferred Working Environments

Expressed Work Interests

Jobs, Careers, Work Tasks, Work Environments

Observed Work Skills

Preferred Work Schedule

☐Sunday ☐Monday ☐Tuesday ☐Wednesday ☐Thursday ☐Friday ☐Saturday

☐A.M ☐P.M ☐Both ☐Graveyard

Additional Comments on Preferred Work Schedule

Summary

Local Businesses that Match Individual

Accommodations and Supports Needed for Successful Employment

Supports and Services to Successful Employment

Self-Employment Opportunities

Upon completion of the personal career profile an employment specialist may still not be sure about what types of career or job opportunities may fit the job seeker. It may be in the best interest of all parties involved to explore the possibility of self-employment, especially if the job seeker specializes in a skill set such as photography, writing, graphic design, construction, agriculture and child care which the U.S. [Bureau of Labor and Statistics](#) has defined as occupations with a high concentration of self-employment. Self-Employment falls under the definition of Competitive Integrated Employment in the Workforce Innovation and Opportunity Act of 2014. In order for the self-employment to be considered a placement it must:

> "yield 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." (The Workforce Innovative and Opportunity Act of 2014).

When exploring self-employment as being an appropriate fit for an individual the employment team must be diligent in understanding the challenges faced with starting one's own business. Yamamoto (2015) provides three factors that contribute to the success or failure of self-employment for individuals with disabilities. These factors include:

- *Individual characteristics* – Personal traits like motivation and expectations as well as demographic variable such as gender and ethnicity
- *Accountability systems* – the individuals' responsibilities and obligations that coincide with Vocational Rehabilitation & agency requirements as well as economic and market conditions
- *Level of supports* – financial assistance that is impacted by business capital, medical health insurance, and disability related services.

In addition to accounting with these factors consulting with the job seekers local Vocational Rehabilitation office, as well as the local careeronestop offices, one will be able to obtain additional guidance in regards to what type of employment opportunities may be a good fit.

Community Research and Job Development

Section 1: Introduction

Community research and job development are essential components of an employment specialists' (ES) job. An ES should take steps to create a positive presence in the community and develop meaningful employment relationships. There are a number of strategies ESs use to effectively research community business and job develop. The following section will provide information about how to (a) market for community employment, (b) engage community businesses, (d) assist job seekers with job development strategies, (e) assist job seekers with the job search process, and (f) job match and negotiate with employers.

Section 2: Marketing for Community Employment

Marketing is defined as a "processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large" (American Marketing Association, 2007). This definition highlights that fact that marking is designed to let people know your agency exists and to let people know what your agency provides. Owens-Johnson and Hanley-Maxwell (1999) conducted a survey of employers to determine how supported employment service providers should deliver their marketing message. Employers prefer receiving information from trade associations, general mailings, job services, local chamber of commerce, and publications. In addition, employers least preferred method of contact was cold-calls, and introductory calls. As result, service providers should concentrate their marketing efforts on establishing relationships with existing business organizations. Employment specialists must, therefore, possess an array of skills and possess knowledge related to marketing and engaging with community employers. Marketing is an ongoing process that evolves over time and it is not an avenue for obtaining quick job placements for the job seeker. Marketing is a dynamic process that involves building trust and long-lasting partnerships with community businesses. Remember, agencies need to build capacity as an employment agency and not a human service agency so that employers view supported employment as a valuable resource. Therefore, agency marketing messages should be exclusively employment-focused.

Marketing tools
The first step to effective marketing is to determine what messaging an agency uses for community employment. Many organizations use print material to describe the supported employment services they provide. When developing print material, you need to examine agency specific marketing material ensure that all material is uses language that reflects a person first paradigm and uses images that highlight the skills, abilities, and interests of job seekers in community integrated employment settings. Because you are informing employers about supported employment, it is extremely important that your print material describes the employment services your agency provides and does not describe other programs such as

residential and day services, and workshops. There are number of marketing tools an ES can use such as employment brochures, fact sheets, and social media. Printed marketing materials do not have to be expensive and can be easily created using desktop publishing software such as Photoshop and Word. Dileo & Langton (1993) recommend that printed employment material such as employment brochures contain the following design elements:

1. Use of headers and sub-headers to highlight the services you offer to employers.
2. Use positive images of the services you provide.
3. Include testimonials from employers with whom you are currently working.
4. Include contact information (address, phone, email).
5. Avoid using human service jargon and phrases.

Fact sheets are an another inexpensive medium that you can use to introduce prospective employers to supported employment. Cover letters can also be used to contact employers by mail. When writing a cover letter, one must make sure that they are concise and that they clearly outline the purpose of sending the letter. Finally, every employment specialist should have a business card that they can leave with employers.

Market Engagement

As part of an agencies' marketing plan, and ES should participate in community business organizations such as career centers and local chamber of commerce events. Career one-stop centers provide and array of career exploration and career training supports. This may include free internet and computers, copy machines, and computers with word processing. The local ones stop may also assist with career counseling, job search assistant, and employment plan development. The ES should be familiar with the local One-stop centers so that appropriate contacts can be made. In addition, the ES should be familiar with the local Chamber of Commerce. Chambers provide a valuable source of business contacts and resources about community businesses. Most chamber of commerce's web-pages list business member names, addresses and contact information. Once the contact is located, your agency can develop a market survey to determine local labor needs. Surveys can be tailored to the needs of the local business community. Example questions include:

1. What type of business do you operate?
2. What products or services to you offer?
3. What is your average turnover rate for entry-level employees?
4. Do you have entry-level positions open at this time?
5. Are you satisfied with the currently labor pool?
6. What are the most important qualities you look for in hiring new employees?
7. Does your business need training related to disability advocacy, legislation, or laws?

Developing effective marketing does not have to be a complex task. Every business needs to have a marketing plan because it is impossible to succeed without one. In order to market effectively, agencies need to be committed to developing employment programs that build on the philosophy that everyone can work. Agencies need to position themselves as being a leader in providing integrated employment supports for people with moderate to severe disabilities. In addition, agencies need to be committed to marketing their services.

Section 3. Engaging Community Employers

There are number of variables that influence the way an employment specialist will engage community employers such as the job seeker characteristics, the community size, the caseload, the company resources, and the funding agency requirements. Nevertheless, all employment specialist should be proficient at examining the trends, wages, expectations, and responsibilities of a variety of work positions. With a general understanding of the needs of the employer, an employment specialist is better prepared to engage in meaningful dialogue with employers in local communities about hiring a job seeker. Employment specialists can use both formal and networking strategies to learn about businesses.

Formal Occupational Information

There are a number of online webpages that employment specialist can used to obtain information For example, Careeronestop.org, a Department of Labor sponsored site, provides users with easy access to not only the national trends and general job descriptions but also provides state job postings and resources. Careeronestop also has an "explore careers" tab that lets users develop an occupational profile for a variety of occupations. For example, if an employment specialist would like to obtain information about the food industry, he or she can type a keyword such as "chef" in the search bar. Once this information is submitted, the site navigates to a page dedicated to Chefs and Head Cooks. The page lists information about the occupation "Direct and may participate in the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods. May

Figure 3.1. Projected employment for chef.   Retrieved from *https://www.careeronestop.org/toolkit/carees/occupations/Occupation-profile.aspx?keyword=Chefs%20and%20Head%20Cooks&onetcode=35101100&location=84098*

plan and price menu items, order supplies, and keep records and accounts" and provides a video description for chefs. The page also provides economic projection data (see figure 3.1) and education and experience requirements (see figure 3.2). Finally, the profile page provides information about knowledges, and skills, abilities. Under the knowledge, chefs are required to know about:

Figure 3.2. Education and experience for chef. Retrieved from

- **Food Production -** Knowledge of techniques and products (both plant and animal) for consumption, including storage/handling techniques.
- **Production and Processing -** Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- **Customer and Personal Service -** Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- **Education and Training -** Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- **Administration and Management -** Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- **Mathematics -** Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.

Under skills, chefs are required to have the following skills:

- **Monitoring -** Keeping track of how well people and/or groups are doing in order to make improvements.
- **Coordination -** Changing what is done based on other people's actions.
- **Speaking -** Talking to others.
- **Social Perceptiveness -** Understanding people's reactions.
- **Management of Personnel Resources -** Selecting and managing the best workers for a job.
- **Time Management -** Managing your time and the time of other people.
- **Critical Thinking -** Thinking about the pros and cons of different ways to solve a problem.

- **Active Listening -** Listening to others, not interrupting, and asking good questions.
- **Judgment and Decision Making -** Thinking about the pros and cons of different options and picking the best one.
- **Service Orientation -** Looking for ways to help people.
- **Active Learning -** Figuring out how to use new ideas or things.

Chefs are required to have the following abilities:

- **Problem Sensitivity** - Noticing when problems happen.
- **Oral Comprehension** - Listening and understanding what people say.
- **Oral Expression** - Communicating by speaking.
- **Deductive Reasoning** - Using rules to solve problems.
- **Information Ordering** - Ordering or arranging things.
- **Speech Clarity** - Speaking clearly.
- **Speech Recognition** - Recognizing spoken words.
- **Inductive Reasoning** - Making general rules or coming up with answers from lots of detailed information.

Figure 3.3. Related Occupations.   Retrieved from
https://www.careeronestop.org/toolkit/careers/occupations/Occupation-profile.aspx?keyword=Chefs%20and%20Head%20Cooks&onetcode=35101100&location=84098

Finally, the profile provides information and links to related occupations see figure 3.3. There are a number of other online resource that provide data and projections on specific occupations, wages, and working demographic related information.   These include:

U.S. Bureau of Labor Statistics, Occupational Outlook Handbook.
O*Net Online

Organizing Information on Business and Contacts

An employment specialist should develop a system for organizing business information. A simple occupational analysis form can be easily developed to record and track information from secondary information obtained from online resources (table 3.1).

Table 3.1.

Example Occupational Analysis

Occupational Analysis - Chef	
Description	**Local Contacts/Job Opportunities**
Direct and may participate in the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, or other foods. May plan and price menu items, order supplies, and keep records and accounts. - Check quality of foods or supplies. - Estimate supplies, ingredients, or staff requirements for food preparation activities. - Train food preparation or food service personnel. - Coordinate activities of food service staff. - Inspect facilities, equipment or supplies to ensure conformance to standards. - Order materials, supplies, or equipment. - Coordinate timing of food production activities. - Create new recipes or food presentations. - Manage food service operations or parts of operations. - Determine prices for menu items. - Cook foods. High School diploma or equivalent 5 or more years work experience National Median yearly income $48,460 Utah Median hourly income $18.35	**Sous Chef, Marriott Hotel, Park City Utah Job Number 20019260** *Education:* High school diploma or GED; 4 years' experience in the culinary, food and beverage, or related professional area. *Core Work Activities* - Manages kitchen shift operations and ensures compliance with all Food & Beverage policies, standards and procedures. - Estimates daily production needs on a weekly basis and communicates production needs to kitchen personnel daily. - Assists Executive Chef with all kitchen operations and preparation. - Prepares and cooks foods of all types, either on a regular basis or for special guests or functions. - Develops, designs, or creates new applications, ideas, relationships, systems, or products, including artistic contributions. - Assists in determining how food should be presented and creates decorative food displays. - Maintains purchasing, receiving and food storage standards. - Ensures compliance with food handling and sanitation standards.

Developing Relationships with Businesses

While a formal occupational analysis provides valuable information about the labor market, it does not always provide targeted employer information that is based on the job seekers' needs, interests, and personal networks. As a result, an ES should be comfortable with directly engaging with community business. Many ESs, however, do not take time to build meaningful relationships and networks and rely on traditional forms or job development: cold calls, want ads, and job-banks (Migliore, et al. 2011). While traditional method of job development may yield results, it can often be frustrating to the both the job seeker and the job

developer. The frustration stems from the fact that labor markets are saturated and developers are often competing with numerous other applicants for one job. To improve business relationships, ESs should create a network of individual businesses to contact during the job search. Networks will help reduce the "cold-calls" and will improve the odds of finding a job the meets the needs and interests of the job seeker. The importance of networking and building business relationships is reinforced in a focus group study by Riesen and Morgan (2018). The authors conducted focus groups with employers to determine barriers and facilitators to employment for people with significant disabilities. A number of the facilitators to employment process is when employment specialists takes time to understand business needs and when the ES engages in networking. In regard to business needs, the employers in the focus group suggested that ESs should "come and spend multiple days working in all different aspects of the business and meeting with me so that they had a real true understanding of all the different layers and departments. We could actually brainstorm and come up with perhaps some creative employment areas." (p. 38). All of the employers in the focus group reinforced the importance of ES spending time and truly understand employer needs and expectations. Employers also indicated that the success of a job seeker with a disability will improve if ES take the time to build a meaningful relationship with an employer. Employers indicated that the ES should be able to clearly articulate their role in supporting the job seeker and working with the employer. One employer stated:

> "We actually had a provider come and speak to us and that person didn't understand their business as well. They were here for a particular candidate but when the team asked questions, they were not capable of answering." (p. 39)

This aforementioned statement underscores the importance of the ES clearly understand the what his or her role is in the employment process and being able to articulate their role to employers. Before and ES engages with employers, he or she should understand their roles and responsibilities and have a certain level of business acumen.

Preparing to Meet with Employers
Before you make initial contact with potential employers, you need to gather information about the business.   Employers will be more receptive to talking to you if you know something about the business and you can describe how a supported employee can help meet those needs. After you have researched the business, you should make direct contact with the employee who makes direct hiring decisions. You can find information about local business on by contact your local Chamber of Commerce or looking on their web-page.   Meeting with employers can either be informational or placement oriented. Regardless of the type of meeting ESs should be prepared to present themselves in a professional manner. The tips below will help you with establishing positive relationships:

- *Establish a reason for the contact with the employer.* Prepare taking points before contacting employers. That is, the ES should tell the employer about the agency, what ES does, and why the ES is interested in speaking to the employer.
- *Be on time.* First impressions mean everything. If an ES is late to the first meeting with an employer, the employer will most likely develop a negative first impression of the ES and the agency he or she represent.
- *Look professional.* Once again, first impressions are important during the job development process. The ES should always present him or herself in the most professional manner.
- *Take a business card and marketing material.* Leave the employer a business card and a fact sheet that explains what the ES and the agency can do for the business. The ES should tell the employer that they may contact them anytime with any questions about employing people with disabilities.
- *Do your homework – know something about the company.* Before you meet with an employer, spend some time researching the business. This information will be useful when trying to determine the employment needs of a business.
- *Talk about what you do in terms of employment and business and avoid jargon.* When you meet with employment tell them what you can do for their business and their bottom line. Avoiding using human service jargon – employers do not know what an IPP or an SEIE is.
- *Make sure you are talking to the correct hiring manager.* Because your time is often limited, make sure you are talking to the person at the business that makes hiring decisions.
- *Be honest; do not promise more things than you can provide.* Honesty is one of the most important components of job development. For example, if you can only provide 2 hours of support a week, do not tell the employer that you will be there all the time. Be up front and tell the employer you will be their 2 hours a week and that you will develop the necessary supports for a successful placement.

Providing Disability Related Information to Businesses

During the prevocational activities the employer will likely have questions in regards to disability, inclusive hiring, and accommodations in the workplace. The ES will be viewed as the expert in this regard and must be prepared with accurate and clear information that will increase the employer's awareness. If the ES is not prepared the employer could walk away from the discussion feeling uneasy, apprehensive, or even suspicious about working not only with an employment program but anyone who has a disability. Employers need their concerns to be heard and understood, once a mutual understanding exists and trust is being formed then the employer will be more open to discussing the benefits and opportunities. By utilizing the resources below ESs will be better prepared to address the concerns and questions that

businesses have as well as provide additional leave behind marketing materials that establish expertise in the field of disability and business.

- Askearn.org - Funded by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) and provides resources for employers on how to recruit, hire, retain, and advance qualified workers who have disabilities. Those resources include newsletters, webinars, job postings for job seekers among other things.

Addressing Employer Concerns

ESs are often concerned about the employer asking questions about a person's disability during the interview. Most employers understand that they cannot ask about a person's disability unless the individual with a disability is asking for a reasonable accommodation. If the employee asks about working with a person with a disability, you need to stick to relevant information and focus on the individual's strengths and abilities.

In addition, supported ES need to be prepared to address employer concerns about working and hiring people with disabilities. Most employer concerns are due to lack of information and inexperience working with people with disabilities. View employer concerns as an opportunity to articulate how beneficial your partnership can be. To resolve employer concerns, you need to (a) listen carefully to the concern, (b) restate the concern and ask the employer if that is correct, (c) Acknowledge and validate the concern, (d) do not take it personally or become defensive, and (e) consider from where the concern is coming. It is also important to practice your response to these concerns, so that you will be able to appropriately address potential concerns.

Job Matching Considerations

ESs should also be prepared to obtain information about the essential functions of the job. Descriptive information should be collected about the business including the type of business, the number of individuals employed, operation hours, days the individual would be required to work, and specific job responsibilities. An interview form will help you determine specific employer needs and can also be used in a job development bank. A job development bank helps you organize the employment contacts that you have made so you can effectively follow-up.

If the purpose of the interview is to obtain a placement for the supported employee then have the job seeker meet the employer for an interview. The job seeker should take an active role in the process by filling out an application, touring the company, interviewing with the employer, and presenting his or her resume. Caution, however, should be used in distributing job resumes. Job resumes should only be submitted if they are professionally written and are required for the job. Do not distribute resumes if it stigmatizes the supported employee.

ESs should be prepared to developed a comprehensive employment plan for the supported employee that meets the needs of the employer. Presenting an employment proposal requires you to maintain professionalism clearly articulate to employers how the job candidate and your agency can help the employer with his or her employment needs. The proposal allows you to highlight the job candidate's skills, the tasks to be completed, and the how you will help the person with a disability complete the essential functions of the job.

In order to maintain professionalism and to eliminate any ambiguity, your proposal should be in writing. Presenting a formal written proposal adds credibility to you and your agency and allows you to outline employer expectations and employee expectation (see figure 3.4). This proposal should focus of the strengths of the individual and not his or her weakness. It is important to remember that an employment proposal is not a guarantee of employment. Some employers may not be in a position to hire someone at the time you present the proposal. Do not get discouraged if the employer elects to not hire the job candidate. If they choose to not hire your job candidate, you still have an established relationship with the employer that is built upon mutual respect and professionalism. Perhaps they may contact you later when their employment needs change.

Don Smith
Manager
Home Depot
6543 South 2700 East
Salt Lake City, Utah 84090

Dear Mr. Smith:

It was a pleasure meeting you on Monday. I particularly enjoyed having the opportunity to see the internal operations of your store. As I indicated during our meeting, my agency assists individuals with disabilities in obtaining employment in community businesses. Without real employment opportunities, provided by companies like yours, many individuals with disabilities would never be afforded the opportunity to work in community settings.

This correspondence outlines the complete employment proposal you requested, including the benefits to Home Depot, the proposed job duties, the proposed employee, the proposed hours and wages, and the proposed implementation time-line.

BENEFITS

As you indicated in our meeting, several of your employees spend several hours a day watering plants, sweeping, stacking bags of landscaping material, and repotting plants. Because, these employees also have numerous other assigned duties at your store, our proposal will enhance customer service by assigning duties that take current staff away from customers to a

supported employee. In addition, XYZ provides a no-cost employment consultant who will provide training assistance and ongoing support to ensure a successful job match.

PROPOSED JOB DUTIES
1. Water plants in the home and garden department.
2. Sweep and perform general clean-up in the home and garden department.
3. Reshelf returns and restack landscaping material.
4. Assist with parking lot clean-up, including cart return.

PROPOSED EMPLOYEE

James McMurtry is recommended for the carved position because of his job-training experience and his eagerness to work in a home and garden setting. James has participated in a variety of job training programs, including J& S Nursery, K-Mart, and Tea Light Landscaping. James is a meticulous worker, when provide with appropriate support performs a job.

PROPOSED HOURS AND WAGES

We propose a four hour a day, five days a week position at Home Depot. The proposed hours are from 10am-2pm, Tuesday through Saturday. We propose an $8.25 hourly wage.

PROPOSED IMPLEMENTATION SCHEDULE

August 1, 2020	Meet James and conduct an interview.
August 8, 2020	James attends orientation meeting and training.
August 10, 2020	A Job analysis is conducted by ES and a corresponding training plan is developed.
September 10, 2020	Thirty-day review conducted - Meet with employment consultant for review
October 1, 2020	ES fades on-site support. Phone contact and 2 monthly on-site visits will be conducted.

Sincerely,
[Your Name]

Figure 3.4 Example Proposal

Workplace and Related Supports

Introduction

The goal of supported and customized employment is to increase independence, productivity, and integration in competitive integrated employment settings. ESs play an important role in helping persons with disabilities achieve meaningful employment. ESs should understand how to effectively build and maintain collaborative relationships with employers and other professionals, develop natural supports, conduct a job analysis, and teach for the acquisition and maintenance of employment skills.

Section 1. Build and Maintain Collaborative Relationships

Build Relationships with Colleagues and Related Service Providers

By the time the employee received a job offer and started working, he or she has probably been supported by a number of professionals within and outside the ES agency. It is critical that the ES maintain a coordinated system of support by maintaining professionalism with colleagues and related service providers. Below are examples of creating a professional coordinated system of supports.

1. An ES reviews the employee's vocational profile to determine the most effective teaching strategies.
2. An ES corresponds with family members or group home to alert if there may be any triggering events that may impact work performance.
3. The ES corresponds with family members to identify any transportation barriers.
4. The ES determines the most effective mode of communication (Phone, Email)

An ES should also take steps to maintain professional relationships with related service providers such as a rehabilitation counselor or support coordinator. The ES should practice professional communication in both written and verbal communication. The ES should also ensure that all paperwork and reports are accurately filled out and are completed by the required deadlines.

Maintaining Relationships with the Employer

Maintaining a professional relationship with an employer is a critical component of the role of an ES. When professionalism is breached in an employment environment, the employee with a disability is at risk of losing his or her job and the relationship with the employer may be tarnished.   The ES should identify and establish the most effective method of communication with the employer and respond quickly to address specific concerns. An ES should always respond to emails or calls from employers before the end of a business day and respond immediately in the case of an emergency.

An ES should also solicit feedback for the employer about the performance of the employee (Table 4.1). Soliciting feedback is critical, as employment theory suggests, that if employers are not satisfied with worker performance then the employee will not maintain that

job. For example, the Theory of Work Adjustment by Dawis and Lofquist (1964) works off the assumption that successful employment occurs when the employee is satisfied or reinforced by the work he or she performs, and the employer has satisfactoriness with the work or output of the employee. There are two options if the employer is not satisfied with employer performance, (a) the employer can address these concerns and the employee can adjust performance, or (b) the employer does not address these concerns and the employee is terminated. As such, the ES should develop strategies to measure how satisfied the employer is with the employee and address specific concerns an employer may have.

Table 4.1
Employee Performance Review.

Employee Performance Review Form			
Employee Name: _____ Date: _____ Employee Job Title: _____ Supervisor Name: _____			
Areas of Evaluation	**Below Company Standards**	**Meeting Company Standards**	**Exceeding Company Standards**
Job Knowledge:	☐	☐	☐
Quality of Work	☐	☐	☐
Productivity:	☐	☐	☐
Dependability:	☐	☐	☐
Attendance:	☐	☐	☐
Relations with Others:	☐	☐	☐
Commitment to Safety:	☐	☐	☐
Overall Job Performance:	☐	☐	☐

Section 2. Identifying and Utilizing Natural Supports in the Workplace

Developing and utilizing natural workplace supports is not unique to people with disabilities. In fact, we all rely on supervisors and coworkers to provide support in our employment setting. Immediate supervisors provide direction on the tasks that need to be completed and general information about the requirements of the job. Coworkers can provide additional support by clarifying specific tasks, modeling appropriate responses, and creating an enjoyable work atmosphere. These relationships are essential to our success in the workplace and can also influence our experiences in social and community settings. For these reasons, it is important that people with disabilities experience the same working conditions and benefits that are enjoyed by workers without disabilities. In fact, researchers found that supported employees were more integrated into the workplace when ESs focused on supporting the employee to: follow a typical work schedule, interact with co-

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Seven Reasons Why Natural Supports in Work Settings are Important

1. Employees with disabilities often remain socially isolated from other employees.
2. The presence of a ES can impede the development of naturally occurring relationships.
3. Coworkers direct questions and suggestions to the ES rather than to the employee.
4. ES support replaces the typical training offered to employees by the company.
5. ESs are expected to solve all of the problems.
6. Employment of people with disabilities is viewed as a "service" or "program".
7. The supported employee does not mainstream into the workplace culture. Jobs are often out of sight (e.g. kitchen, store room, etc.).

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workers, and participate in social activities during work and outside of work times (McHugh, Storey, & Certo, 2002). Unfortunately, too often, ESs teach the essential function of a job to an employee and assume the primary responsibility of providing continuous training and support. This process has compounded issues of social isolation for people with disabilities in the workplace, because ESs have unintentionally become a physical barrier to the natural lines of communication and support among coworkers.

What are Natural Supports?

Natural supports refer to the "existing social supports in the work environment that are available either informally (from co-workers and peers on the job) or formally (from supervisors and company sponsored employment programs)" (Fabian, Edelman, & Leedy, 1993). Natural supports do not develop simply by fading or minimizing the presence of the ES; they must be strategically developed by clearly defining the roles and responsibilities of the ES and the employer.

One of the roles of an ES, therefore, is to develop and help facilitate relationships in the employment setting that allows full integration of the employee. The employer takes on the same role with the supported employee as they would any other employee; one of training, support,

and supervision. The ES acts as a consultant when issues arise, offering suggestions and helping to support the employer, co-workers, and employee in learning to work together.

What Strategies Facilitate Natural Supports?

Individuals who receive natural supports in the process of job acquisition, training, and support have experienced better outcomes including higher wages, benefits, and levels of workplace integration (Mank, Cioffi, and Yovanoff, 1998). Determining which supports are needed to ensure success in the workplace is a crucial responsibility of the ES. Trach and Mayal (1997) describe six types of natural supports that can be implemented in a workplace to ensure success: organizational, physical, social, training, service, and community.

Organizational support. There are many routines within a work environment that may fall outside of the trained skill set for a particular job requirement but are nonetheless essential to successful employment. Organizational support allows for the employee to receive assistance in preparing and organizing activities in the workplace. This may include activities such as understanding a schedule, completing tasks in order, and finding the location of materials needed for the job.

Physical support. Consideration of the design and function of physical objects and equipment in a setting is an important step to ensuring success of the supported employee in the workplace. Are isles wide enough for a wheelchair to pass through? If an item is out of reach for the employee, is it possible to use a step ladder or reaching tool? Will the lighting, or lack thereof, be an issue for the employee? Consideration of the employee's individual needs, paired with the physical environment of the workplace, can begin during job development and continue as issues arise.

Social support. Ongoing interaction with co-workers, employers, and others in the workplace is arguably the single greatest indicator of job longevity. When employees like the people with whom they work with, they are more likely to exhibit desirable workplace behaviors (e.g. accepting feedback, arriving on-time, helping one another, etc.). Unfortunately, this can also be one of the most difficult support systems for individuals with disabilities to establish. ESs must consider the ongoing routines of others (i.e. carpools, lunch breaks, work functions, etc.) to ensure that the supported employee is included in these activities.

Training support. Many ESs quickly discover the difference between working with a supported employee to obtain a job—and helping them to keep it. There are several pitfalls that can be avoided if programs are carefully planned and individual needs are considered. Developing self-management and mentor programs can provide essential support to the employee. Self-management issues (i.e. appropriate workplace behavior, proper hygiene, and successful transitioning between tasks) are essential for successful, long-term employment. If

the supported employee does not already possess these basic skills, additional training will be necessary so as not to jeopardize continued employment. Furthermore, it is important that this training is embedded within the ongoing routines of the workplace instead of in a separate environment.

An additional source of support can be provided by a mentor. Mentors provide needed assistance by serving as a positive role-model, providing insight, giving feedback, and welcoming questions. ESs can train co-workers to serve as mentors to the supported employee. It may be best to begin by selecting the co-worker(s) who already have a positive outlook regarding the employment of the person with disabilities. Once the mentor is selected and has accepted the position, the ES can instruct them on the particular issues of support that are needed for the employee. For example, a mentor could check to make sure the employee is properly dressed and neatly groomed before beginning work. If the employee is not, the mentor could provide specific feedback about what needs to be corrected and then the employee could address it before starting work (e.g. combing hair, putting on their nametag, straightening their shirt, etc.)

Service support. Accessing professional and non-professional disability-related services is a crucial part of achieving quality education, community living, and employment for people with disabilities. However, these services can be hard to access and individuals with disabilities may not even know they exist or understand what services they provide. Because of these issues, it is imperative that the ES be knowledgeable about various programs (e.g. PASS plans, SSI, volunteer organizations, etc.) in order to help the employee, make decisions about potential supports and how to access them. ESs must keep up-to-date on this information by continuing to receive additional training provided by local and state agencies and independently seeking out information from reputable sources (i.e. professional organizations, institutions of higher education, and disability advocacy groups).

Community support. Regardless of whether you live in a rural or urban area, the community has a support system that is available to all individuals. For individuals living in urban areas, the community may offer services such as public transportation systems, YMCA programs, and formal disability-specific advocacy groups. For individuals living in more rural locations, community support systems may include fewer formal programs like Rotary clubs, church groups, and 'tight-knit' community relationships. The bottom line is this: although the types of support may vary from community to community, each will have a unique way to support the citizens within it. An ES needs to carefully consider what the particular community has to offer and make sure the individual with whom they work with has access to these types of supports.

Checklist for Examining Workplace Culture and Creating Natural Supports

One of the primary roles of the ES is to facilitate the development of natural supports. While the ES should not expect supervisors and coworkers to automatically assume the role, the

ES can help guide this process. The following checklist can help an ES facilitate natural supports in the workplace.

_____ New employee is introduced in the most positive, typical, and valued way.
- Unless there is great discomfort expressed by the employer or supported employee, this should be done by the employer. Assigning and evaluating work should be done by the employer from the start.

_____ Supported employee is oriented and trained as much as possible in the same way and by the same people as other new employees.
- Often times the training will be shared and negotiated with the employer and ES. Work together to come up with ways the promote the value and social inclusion of the supported employee and the eventual transfer of workplace training to the employer and coworkers.

_____ Plan and strategize ways to reduce direct ES involvement in training and supervision.
- Develop a relationship with the employer and clarify what the role of a ES is. Observe the coworker/supervisors training style with other employees.

_____ Orientation and training include pre-work, break time, and post-work activities and interactions, if necessary.
- Supervisors and coworkers are great resources and involving them early on can help prevent the supported employee or their coworkers/supervisors from becoming unnecessarily dependent on the ES. Make observations of the work culture overtime and look for common themes.

_____ New employee is socially interacting with co-workers regularly.
- Reinforce positive interactions between the supported employee and their coworkers, seek out common interests and experiences shared by the supported employee and their coworkers. Look at the customs around mealtime, break periods, etc.

_____ The ES, employer/supervisor, and supported employee have opportunities to modify training methods.
- When necessary, work together to come up with ways to adjust training methods that best fit the way that the supported employee learns best. Assist with some basic training skills and suggestions and information about the supported employees preferred learning style.

_____ Supported employee's performance is evaluated the same as any other employee.

- The ES should not do an evaluation for the employer. ESs should be familiar with what the procedures are, and provide a supportive role in implementation if requested by the employer.

  _____ Supported employee is socially interacting with co-workers in typical ways before and after work, and during breaks.
- Consider the supported employee's personality, are they shy or outgoing? Model appropriate workplace social interactions and help the supported employee connect with other coworkers over common interests. Reinforce positive interactions between the supported employee and coworkers and provide practical advice.

  _____ Co-worker supports are greater, or will become greater, than those provided by the ES.
- Identify common workplace areas, machinery used, or tasks that are shared, and what coworkers share these commonalities. How can they be better utilized by the supported employee?

  _____ Transportation is being provided by co-workers or sources other than the ES.
- Is there an opportunity for a supported employee to carpool with a coworker? Identify who works similar shifts or who lives in the same area.

  _____ Supported employee is included in employer initiated social events such as picnics, retirement and holiday events, sports leagues, etc.
- ESs may not be aware of some of the formal social and other activities that go on at a certain workplace. A supported employee should be included in these activities if they choose to attend.

  _____ Supported employee is invited to outside social events by co-workers, such as after work get-togethers, birthdays, parties, etc.
- Are there birthday parties and other celebrations? Where do people "hang out" during and after work? Are there holiday parties? Gift exchanges?

Section 3. Conducting a Job Analysis

Job Analysis is the process of identifying the specific working conditions that the job seeker would encounter in that position. This includes outlining, in writing, the general requirements of the job in a way that is logical and revisable. By clearly documenting the job duties the ES is better prepared to make a quality match and provide workplace supports.

Learn About Specific Job Duties and Requirements

There are a number of steps to learning about the specific duties and requirements for a job. An ES should understand each of these steps and be proficient at clearly communicating with the employer, clearly communicating with the employee, and clearly documenting the essential functions of the job. Each of the steps for a comprehensive job analysis are listed below and discussed in the following sections.

Step 1: Determine Requirements. The first step to learning about the specific duties and requirements of a job is to determine the employer requirements and expectations for the position. An ES should ask the employer to clearly specify the policies, procedures, and requirements for work. In addition, the ES should ask the employer to review dress code policy, break policy, late policy, vacation and time-off policy, unwritten rules and expectations, and other items that my impact employment.

Step 2: Conduct a Workplace Tour. The second step is to conduct a workplace tour. During this tour, the ES observes the general work that is being performed at the employment setting. The ES should also work with the direct supervisor or line supervisor to obtain specific information relevant for the job. During the process, the ES should identify a number of routines that the individual will be engaged in during a typical work shift. Callahan & Mast suggest that work involves a number of routines: core routine, job related routines, and episodic routines. Core routines are jobs routines that have cycles that naturally occur throughout the workday; these are routines most frequently performed by the employee. Episodic routines are tasks that are required for the job and have cycles that occur infrequently; these may occur a couple of times per shift, once a day, or weekly. Job related routines are routines and skills that are not explicitly required by the employer for a job but are necessary for successful performance of a job.

Step 3: Document Routines. The third step is to document the routines as well as other important information related to the success of the employee. Specifically, information regarding the demand of the job should be clearly documented. This may include the physical demands, such as lifting and standing, academic demands, such as reading, writing, or arithmetic, or information regarding tools, clothing, and safety equipment. Finally, the ES should identify specific accommodations the employee may need.

Job Analysis Form

Information obtained from a job analysis should be documented to ensure that an ES develops the appropriate supports and strategies for the person with a disability. The job analysis form should contain the following information:

1. Business contact information.
2. Work Schedule (if known).
3. Job description.
4. Information about the core, episodic, and job-related routines.
5. Information about tools and other material required for the job.

6. General comments and concerns.

Table 4.2
Sample Job Analysis Form

Sample Job Analysis Form						
Name of Employee:	Mary Jane Jacobson					
Business:	Salt Lake County Recreation					
Supervisor:	John Jameson		Phone: 801-585-3322	Email: jameson@slcounty.org		
Position:	Recreation Center Cleaning Crew **Written Job Description ____Yes ____ No** **If Yes, attach to this form**					
Proposed Schedule						
Day	M	T	W	TH	F	S	SU
Time	9:00 - 1:00	9:00 - 1:00	9:00 - 1:00	9:00 - 1:00	9:00 - 1:00		

Job Description:
Mary's primary responsibilities include cleaning the women's locker room, cleaning the upstairs women's restroom, laundering rags, cleaning main entryway, and disinfecting exercise equipment.

Core Routines	Tools/Material	Comments/Concerns
Stock Cleaning Cart Stock cleaning cart located in cleaning supply closet. Fill mop bucket, add cleaner tablet to mop water, assemble mop, place Windex, and Betco disinfectant of cart, place one roll of paper towel and 5 clean rags on second shelf of cart, and attach broom and pan to cart.	Cleaning cart, cleaners, rags, paper towel, mop bucket, broom, dustpan.	Check that cleaning bottles have cleaner.
Laundering Rags Roll dirty rag cart to laundry room. Put on gloves. Place dirty rags in washer. Place one cup of laundry detergent in washer, place on cup of booster in washer. Close door and start. Change laundry. Place laundered rags in dryer. Clean lint trap. (repeat washing cycle of more rags). Turn on dryer.	Gloves, laundry detergent, and booster	Discriminate between detergent and booster.

Table 4.2 Continued
Sample Job Analysis Form.

Clean Women's Locker Room & Women's Bathrooms Clean and disinfect toilets, sinks, counter tops, baby changing table. Fill empty toilet paper holders, remove hair from shower drain, disinfect shower floor, sweep stalls and floors, Mop stalls and floors, Clean mirrors. Remove trash.	Full cleaning cart	Discriminate between toilet and counter rags. Thoroughly clean and mop each stall
Disinfect Exercise Equipment. Clean equipment that is not in use. Spray Betco disinfectant on cleaning rag and wipe down each machine	Cleaning rag, Betco	Discriminate between toilet and counter rags.
Episodic Routines	**Tools/Material**	**Comments/Concerns**
Refill Cleaning Bottles Stocking Cleaning Shelf, TP, and Paper towels	Bulk Cleaning Supplies TP & Paper Towels	Putting wrong cleaning supply in bottle
Job Related Routines	**Tools/Material**	**Comments/Concerns**
Clock in/ Clock out	ID Badge/Time clock	Forgets to clock out

Section 4. Developing a Task Analysis

Develop a Task Analysis

A Task Analysis (TA) is developed after the ES reviews the job analysis and observes the employee completing the required core, episodic, and job-related routines. Such observations are important as they help the ES understand where the supported employee may need assistance acquiring new skills embedded in the required routines. At that point, the ES should develop a task analysis (TA) to identify where assistance is needed.

A TA is a process of breaking a task down into smaller teachable steps. TA's are used when a supported employee is having a difficult time completing a specific job task or routine. TA's are useful as one can identify smaller discrete skills that are a part of a larger sequence and teach these skills to the supported employee. That is, the ES identifies and isolates where the employee is having problems and develops a program to teach the skill. The most effective

method for developing a comprehensive task analysis is to personally complete each step of the task. In addition, the ES should develop a clear operational definition of the routine that the individual is expected to perform. Specifically, the ES needs to describe what the individual is

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Consideration for Writing a Task Analysis
1. Complete the task yourself.
2. Develop steps that are observable and measurable.
3. Sequence steps from the first to the last.
4. Identify speed requirements.
5. Identify tools need to complete the task.

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supposed to do and the description must be observable and measurable. The description should have a clear beginning and ending point with each step sequenced from the first step to the last. One also needs to identify speed requirements to complete the routine. Most employment activities or routines require the individual to perform a specific task in a timely manner. The rate in which an individual performs a specific routine is commonly referred to as "fluency." To build fluency in a particular routine, the ES has to know how fluent an individual is on a particular routine. Finally, the ES needs to identify quality requirements. Most employment routines or activities have specific quality criteria; if the employee performs work that does not meet quality standards, then he/she must improve his overall quality.

Develop Training Objectives

Developing training objectives are a critical step in teaching an employee to acquire a new skill. Each objective should be operationalized in terms that are both observable and measurable. The objective should include the conditions where the skill will be performed, the tools needed to complete the task, and should include the criteria you will use to evaluate performance objectives. Descriptions should be written so two independent observers who watch the employee perform the target skill would generally agree that the target skill occurred or did not occur. If the description is written using ambiguous non-descript terms, then it will be difficult to teach the skill and collect meaningful performance data. Consider the following example of an objective that is neither observable nor measurable: "Bill will clean the men's and women's restroom." The problem with this example is the term "clean" can mean a variety of things such as cleaning the sinks, toilets, or windows. The purpose of writing an objective is to

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Example Training Objectives for Making Pizza
Observable and Measurable objective: Given a deep-dish pizza pan, 4-ounce ladle, and a 6-ounce cheese cup, Jerry will independently make a pepperoni deep-dish pizza with 100% accuracy for five consecutive trials according to the steps outlined in the task analysis.
Setting: Restaurant Kitchen.
Materials: Deep-dish pan, pizza dough, 6-ouunce cup, sauce, 4-ounce ladle, cheese, pepperoni.

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highlight a specific task that the employee needs to complete. While cleaning the restroom is a part of an overall job description, Bill only needs instruction on correctly mopping the floors. Therefore, a more appropriate objective is: "Given a mop and bucket, Bill will mop the men's and women's restroom with 100% accuracy according to the steps outlined in the TA for three consecutive trials. Table 4.3 is an example of a TA with an observable and measurable training objective.

Table 4.3
Complete TA for pizza making.

TA Deep-Dish Pizza		
Observable and Measurable objective: Given a deep-dish pizza pan, 4-ounce ladle, and a 6-ounce cheese cup, Jerry will independently make a peperoni deep-dish pizza with 100% accuracy for 5 consecutive trials according to the steps outlined in the task analysis. **Setting:** Restaurant Kitchen. **Materials**: Deep-dish pan, pizza dough, 6-ouunce cup, sauce, ladle, cheese, pepperoni.		
Step	**Quality and Speed**	**Comments**
Place square deep-dish on prep station.	Each pizza should take approximately 1 minute to make	
Punch dough down into pan with two fingers.		Punch dough too hard
Ladle pizza sauce on each deep-dish section.		
Spread sauce evenly on each of the sections with bottom of the ladle.		Sauce uneven
Fill 6-ounce cheese cup with cheese.		
Evenly spread cheese on each pizza section		Cheese uneven
Place 4 pepperonis on section 1, 2, 3, & 4		

Teach the Acquisition of New Skills

ESs should be familiar with an array of instructional strategies that can be used to teach the acquisition and maintenance of employment tasks including response prompting and fading and compensatory strategies. The use of a particular strategy is based on the individual needs and learning style of the individual with a disability.

Response Prompting and Fading?

When teaching an individual with a disability a work task or work-related routine, ESs often need to deliver specific prompts to elicit a response. Researchers refer to these prompts as response prompts. Response prompts are teacher behaviors that are presented to increase the probability of correct responses (Wolery, Bailey, & Sugai 1988). Table 4.4 provide a definition

of the types of most common prompts. According to Wolery, Bailey, and Sugai (1988), there are six primary guidelines for using response prompts. In order to maximize the effectiveness of an instructional program and increase the effectiveness of the response prompt it is recommended that these guidelines be followed:

- Select the least intrusive but effective prompt: The instructor should use the least intrusive prompt that effectively elicits the correct target behavior from the student. That is, the instructor should allow the student to perform the target behavior as independently as possible.

> **Key Terms**
> 1. *Non-controlling prompt. A prompt that may or may not elicit a response.*
> 2. *Controlling prompt.* A prompt that reliably and consistently elicits a correct response.
> 3. *Transfer of stimulus control.* When a behavior evoked by one stimulus (instructor prompt) comes under control of a different stimulus (natural cues).

- Combine prompts if necessary: If necessary, instructors can combine or blend prompts to increase instructional effectiveness. For example, the instructor can blend a model prompt with a direct verbal prompt.
- Select natural prompts and those related to the behavior: Instructors should use prompts that reflect natural behaviors. That is, prompts should resemble behaviors that are used naturally in environments.
- Prompt only when the individual is attending: Response prompts are designed to assist an individual in performing a specific target behavior, therefore it is important that the individual is attending to the task at hand. If the individual is not attending, then he or she will not learn the target behavior.
- Provide prompts in a supportive, instructive manner: The purpose of response prompting is not to punish or adversely affect individual behavior.   Therefore, prompts should never be used in a corrective manner, rather, they should be used to facilitate learning of a target behavior.
- Fade prompts as soon as possible: In order for an individual to perform a target behavior independently, instructors must systematically fade the prompts. Researchers call this transfer of stimulus control. That is, you do not want the individual's behavior to be contingent upon an instructor's prompts, rather you want natural cues/stimulus to prompt the individuals to perform the target task/behavior.

Table 4.4

Types of Response Prompts.

Response Prompt	Operational Description
Indirect Verbal Prompt	An indirect verbal prompt is an indirect verbal statement that cues a learner about an expected response. For example: "What do you need to do now?" or "What is next?"
Direct Verbal Prompts	A direct verbal prompt explicitly cues the learner about the expected response. For example, "Place the Windex on the cart", or "Spray the Windex on the mirror."
Model Prompts	When using a model, the ES models and demonstrates how to perform the expected response.
Partial Physical Assistance	Partial physical assistance is brief physical contact with the employee to elicit a response. For example, the ES might tap the employee on the elbow to cue him/her to grab a mop.
Full Physical Assistance	Full physical assistance is full contact with the employee to assist the employee with completing the expected response. For example, the ES places his hand over the employee's hand to grasp a mop.

Response prompts are designed to make learning more positive and increase the efficiency of instruction by eliminating an individual's errors. Research suggests that the system of least-to-most prompts is effective in employment settings. (McDonnel & Hardman, 2010; Morgan & Riesen, 2015; Riesen & Jameson, 2018).

Least-to-most prompting strategy

The system of least-to-most prompts allows the individual with a disability to respond at the level of prompt they need to complete the target behavior. This procedure requires that at least three levels of prompts be used (Wolery, Ault, &. Doyle, 1992). For example, the first level is an opportunity for the individual to respond without a prompt and the second and subsequent levels are prompts that are arranged from least to most. According to Wolery, et al. specific steps should be followed when implementing least-to-most prompting strategy.

1. Select the types of prompts to be used in the hierarchy. Utilizes prompts on the hierarchy. A minimum of three levels of prompts should be used. The first level is the opportunity to respond with a prompt and the second and subsequent levels are prompts arranged from the least intrusive to the most intrusive.
2. Sequence the selected prompts from least to most assistance. Begin with the least amount of assistance and conclude with the controlling prompt (the prompt that reliability elicits the correct response).

3. Determine the length of the response interval. Allow a sufficient amount of time for the individual to respond before providing the next level of prompt.
4. Determine the consequences to be used for each response. Provide appropriate feedback for correct and incorrect responses.
5. Implement and adjust the program based on data patterns. Collect data on individual performance.

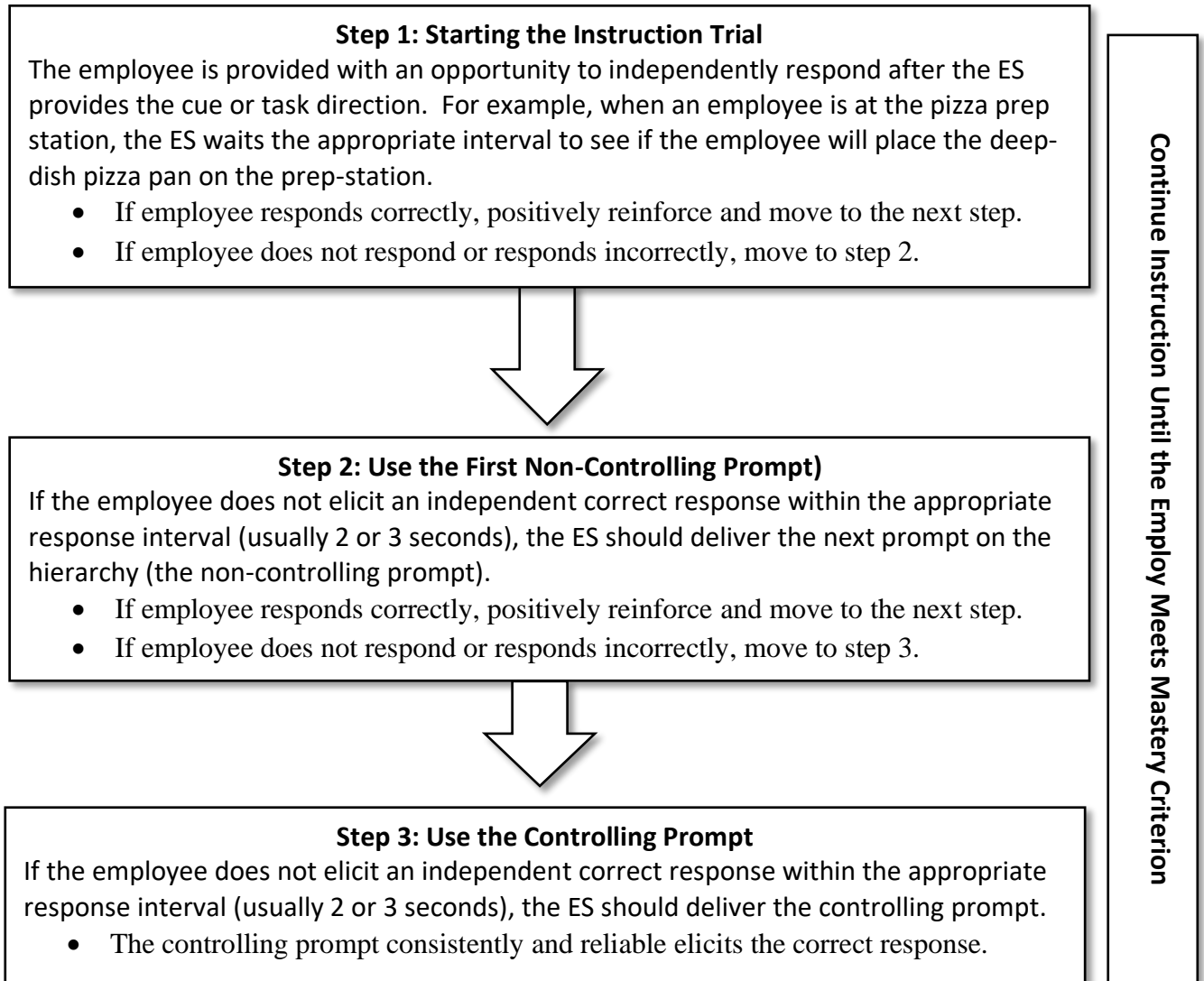Figure 4.1 how to use a system of least prompts for making a deep-dish pizza.

Step 1: Starting the Instruction Trial
The employee is provided with an opportunity to independently respond after the ES provides the cue or task direction. For example, when an employee is at the pizza prep station, the ES waits the appropriate interval to see if the employee will place the deep-dish pizza pan on the prep-station.
- If employee responds correctly, positively reinforce and move to the next step.
- If employee does not respond or responds incorrectly, move to step 2.

Step 2: Use the First Non-Controlling Prompt)
If the employee does not elicit an independent correct response within the appropriate response interval (usually 2 or 3 seconds), the ES should deliver the next prompt on the hierarchy (the non-controlling prompt).
- If employee responds correctly, positively reinforce and move to the next step.
- If employee does not respond or responds incorrectly, move to step 3.

Step 3: Use the Controlling Prompt
If the employee does not elicit an independent correct response within the appropriate response interval (usually 2 or 3 seconds), the ES should deliver the controlling prompt.
- The controlling prompt consistently and reliable elicits the correct response.

Continue Instruction Until the Employ Meets Mastery Criterion

Figure 4.1. Steps for the System of Least Prompts.

Data Collection

Collecting meaningful instructional data can help ESs determine how fast an employee is acquiring and new task. An ES, therefore, should develop easy to use data collection sheet that can be converted to display data graphically. Table 4.5 is an example of a least-to-most data collection sheet for making a deep-dish pizza. As, you can see, data is collected for each step of the task analysis and the ES collects both baseline and instructional data. Baseline data is used to provide a baseline for employee performance on the task and determine the controlling prompt. The ES documents the type of prompt needed to elicit the correct response for both baseline and instructional data.

Table 4.5
Instructional Data for Least-to-Most Program

Instructional Data for Making a Pan Pizza Using a Least-to-Most Strategy								
Steps	Baseline		Instructional Trial					
			1	2	3	4	5	6
Place square deep-dish on prep station.	V	V	I	I	I	I	I	I
Punch dough down into pan with two fingers.	M	V	V	I	V	V	I	I
Ladle pizza sauce on each deep-dish section.	M	IV	IV	I	I	I	I	I
Spread sauce evenly on each of the sections with bottom of the ladle.	M	IV	I	V	V	I	I	I
Fill 6-ounce chees cup with cheese.	M	V	I	I	I	I	I	I
Evenly spread cheese on each pizza section.	M	V	I	I	I	I	I	I

Table 4.5 Continued

Instructional Data for Least-to-Most Program

Instructional Data for Making a Pan Pizza Using a Least-to-Most Strategy								
Place 4 pepperonis on section 1, 2, 3, & 4.	M	V	I	I	I	I	I	I
Percent of unprompted correct responses	0	0	.71	.85	.71	.85	100	100

Information documented on the data sheet can be easily transferred and graphed to allow for a visual inspection of the data. This information allows the ES to see if the employee is acquiring the new task. Figure 4.2 is an example of graphed data. As you can see from the data, the employee is rapidly acquiring the task of making a deep-dish pizza. It took approximately four instructional trials to learn to make a pizza independently.
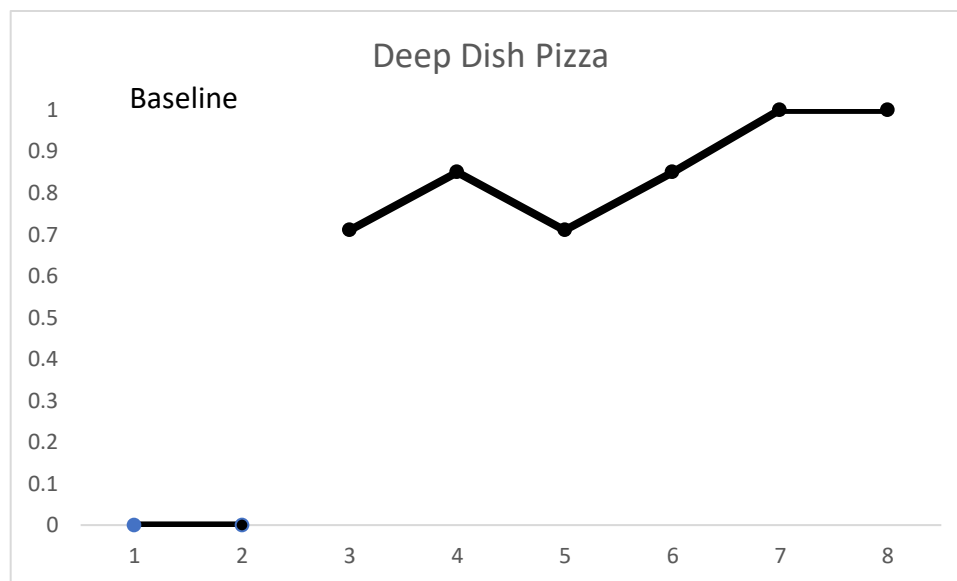

Figure 4.2. Example of Graphed Data.

Compensatory Strategies

Comprehensive instructional programs can be enhanced by teaching an individual to independently recognize external cues or reminders to complete a task. In this case, you can develop compensatory strategies to enhance an individual's ability to perform a job without being dependent on an ES. There are a variety of strategies that you can employ including picture books, memory cards, and written check-off lists. Each of these strategies must be

individualized and care must be taken when designing the materials so that they do not stigmatize the supported employee.

- Graphic Representation. Pictures can be used to assist an individual with remembering his or her work schedule. You can use a variety of media to include in a picture book such as clipart, digital photography, or smart phones. Regardless of the material used, the pictures should be concise, the book should be age-appropriate, and it should be durable. For example, if you are teaching a person how to water plants at a garden shop, the picture book should follow a specific sequence with easy to follow pictures.
- Check-off Lists. Another effective compensatory strategy is to use written daily check off schedules. These schedules should be developed for each task or routine in which the individual needs some self-assistance.

Fading Support

The instruction strategies and supports used at a job are designed to maximize independence at the job. When an employee demonstrates that he has learned to perform all job tasks correctly, the ES should begin the process of fading. Fading should be incremental and should be based on a schedule.   At first, the ES may start to fade support from the immediate area as soon as the employee demonstrates mastery of a specific task or routine. For example, if the employee met the criteria for making a pan-pizza, the ES could fade support by leaving the prep station but remain at the restaurant.   Gradually, as the employee masters all of the essential functions of a job, the ES would fade and leave the restaurant. During this process, the ES should clearly review fading procedures with the employee and employer and provide immediate contact information.

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