

**OREGON EMPLOYMENT FIRST
COMMUNITY OF PRACTICE:
INNOVATIVE SOLUTIONS OUT ON THE
STREETS!
JUNE 24TH, 2016**



Washington Initiative for
Supported Employment
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COP WEBINAR PARTICIPANTS

- **Michael Steigmeier, Community Services Incorporated**
- **Amber Robles, Living Opportunities**
- **Lisa Comstock, Living Opportunities**
- **Robin Delamora, Collaborative Employment Innovations**
- **Emily Harris, WISE**

INTRODUCTION

Who am I?

- Michael Stegemeier

Where do I work?

- Community Services Inc.
- Hillsboro, Oregon

What do I do?

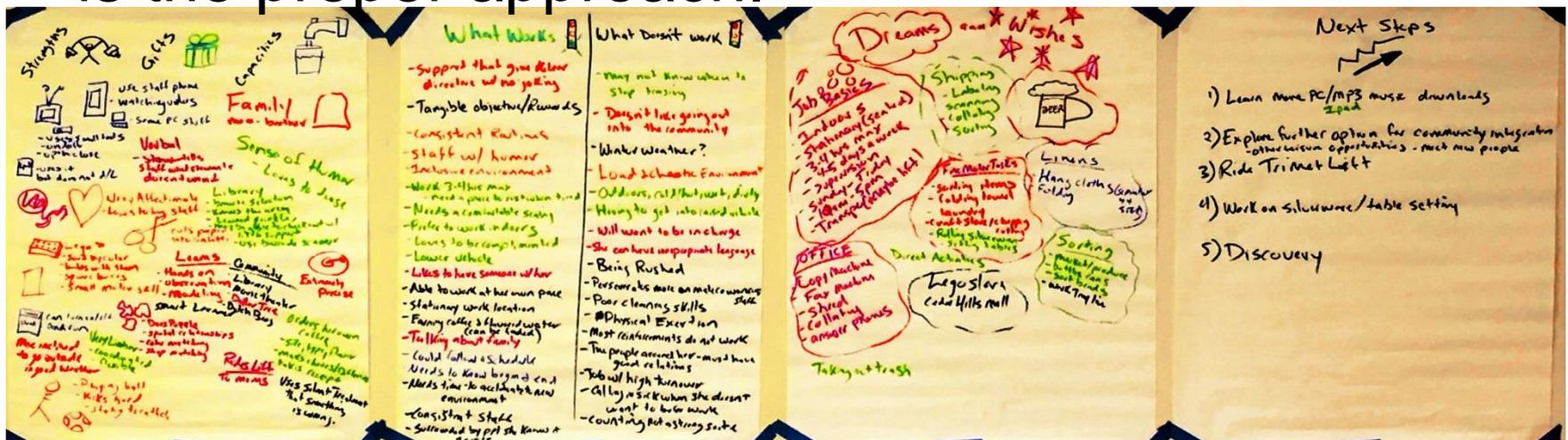
- Answer that question in a different way every day.
- Serving individuals with IDD residentially since 2000, crash coursed into community employment starting October 2015.
- Employment Specialist – job developer/job coach

OUR STORY

- **CSI has served individuals with IDD in a vocational sheltered workshop since 1991.**
- **Majority of individuals served came to CSI from Fairview Training Center closure.**
- **CSI committed to transitioning to community based employment in 2015, became part of transition grant and permanently closed our sheltered workshop January 1st 2016.**
- **CSI chose to continue serving all 30 individuals in the program through either Day Support or path to Employment Programs.**
- **Sudden change in program model immediately lead to fears and concerns on the part of the individuals served and their family members.**

OUR SOLUTION

- Who has heard of or participated in Person Centered Planning?
- As an organization we decided PCP would be the basis of all of our services both to be compliant in HCBS and because we philosophically believe it is the proper approach.



VOCATIONAL PERSON CENTERED PLANNING

- **Not the traditional style of PCP (only takes an hour)**
 - We utilize a paired down PCP version focused on identifying job skills and reasonable accommodations.
 - Credit Debra McLean for mentorship in this style of PCP.
- **Like other PCPs, there is a strong focus on the positive.**

CRITICAL ELEMENTS

The Person

- Beginning with the belief that they are capable of being employed in the community.

The Team

- Having as many voices and memories as possible reveals many hidden talents.

The Facilitator

- Moves conversation along and highlights vocational skills.



THE PERSON CENTERED PLAN

Strengths, Gifts and Capacities

- Natural talents and skills, hobbies, life skills, and how much the supported person is capable of.

What Works, What Doesn't Work

- Identification of ideal work environments and a proactive look at possible accommodations.

Dreams and Possibilities

- There is no idea not worth considering, consolidate prior work into basic job description.

Next Steps

- Initial moves in the right direction.

STRENGTHS, GIFTS, CAPACITIES

Strengths 

- use staff phone
- watching videos
- some PC stuff
- use staff phone
- watching videos
- some PC stuff
- uses it but does not d/L
- uses it but does not d/L

Gifts 

Verbal

- slow talks
- staff what she wants
- doesn't want

Capacity 

Family 

mom - brother

Sense of Humor

- Loves to tease

Very Affectionate 

- Loves to hug staff

Library

- browse selection
- knows the area
- toward books
- will be able to check out w/ little support
- use barcode scanner

Lego 

- sort by color
- builds with them
- square boxes
- small motor skill

Leans

- hands on
- observation
- modeling
- smart learner

Community

- Library
- movie theater
- Dollar Tree
- Dutch Bros

Extremely Precise 

Orders his own coffee

- site, type of flavor
- makes choices/Dutch Bros
- takes receipt

Uses silent treatment that something is wrong.

Very Liable

- Does Puzzle
- spatial relationships
- color matching
- shape matching
- coordinating
- flexible

Rides Lift to moms

can turn off and run

More inclined to go outside in good weather

- Playing ball
- Kicks hard
- staying together

STRENGTHS / GIFTS / CAPACITIES



Very smart, fast learner



Great communicator



Good memory



Resourceful



Good gross and fine motor skills

Deductive reasoner



Accurate and Systematic at performing tasks



Focused/Stays on task until complete



Likes to stay busy, looks for more to do



Outgoing personality

Goal oriented



Very motivated

EMPLOYEE TRIFECTA



Memorizes schedule and events



Good painter

Interested in history and military



Can learn visually, via auditory instruction and through trial and error



Follows directions



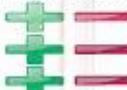
Can follow a task list



Seeks assistance when in need



Basic math skills



Basic reading skills



Reads a clock



Can use a calendar



Knows alphabetic order



Uses a keyboard and mouse



Can type dictation



Uses Ipad/touchscreen devices



SHIRAZ 10.03.20

Matches shapes, colors, letters and numbers



Can learn to use most basic machines



Can fold, hang, and organize clothing and linens



WHAT WORKS, WHAT DOESN'T WORK

What Works



- Support that give clear directive w/ no joking
- Tangible objective/Rewards
- Consistent Routines
- Staff w/ humor
- Inclusive environment
- Work 3-4 hrs max
 - need a place to rest when tired
- Needs a comfortable setting
- Prefers to work indoors
- Loves to be complimented
- Lower vehicle
- Likes to have someone w/ her
- Able to work at her own pace
- Stationary work location
- Eating coffee & flavored water (can be heated)
- Talking about family
- Could follow a schedule
- Needs to know begin & end
- Needs time to acclimatize to new environment
- Consistent Staff
 - Surrounded by ppl she knows & trusts

What Doesn't work



- may not know when to stop teasing
- Doesn't like going out into the community
- Winter weather?
- Loud & chaotic Environment
- Outdoors, cold/hot, wet, dirty
- Having to get into raised vehicle
- Will want to be in charge
- She can have inappropriate language
- Being Rushed
- Perseverates more on male coworkers ^{Staff}
- Poor cleaning skills
- Physical Exertion
- Most reinforcements do not work
- The people around her - must have good relations
- Job w/ high turnover
- Calling in sick when she doesn't want to be at work
- Counting not a strong suite

What Works?



- ❖ Being outdoors



- ❖ Loud environments



- ❖ Eating what he likes



- ❖ Staff that are energetic and can keep up



- ❖ Staff with a sense of humor



- ❖ Staff that are willing to go and do



What Doesn't Work?



- ❖ Dull, boring staff



- ❖ Sitting for long periods of time



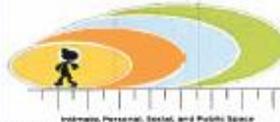
- ❖ Having to be quiet boring...



- ❖ Consistency

CONSISTENCY IS

- ❖ Personal space



- ❖ Having something to fidget with



- ❖ Open environments that allow Aaron to move



- ❖ Cues to use the restroom



- ❖ Opportunities to visit family and friends



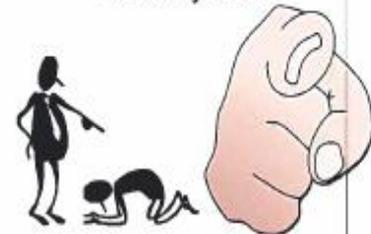
- ❖ Having a set routine and schedule to follow



- ❖ Restrictive environments



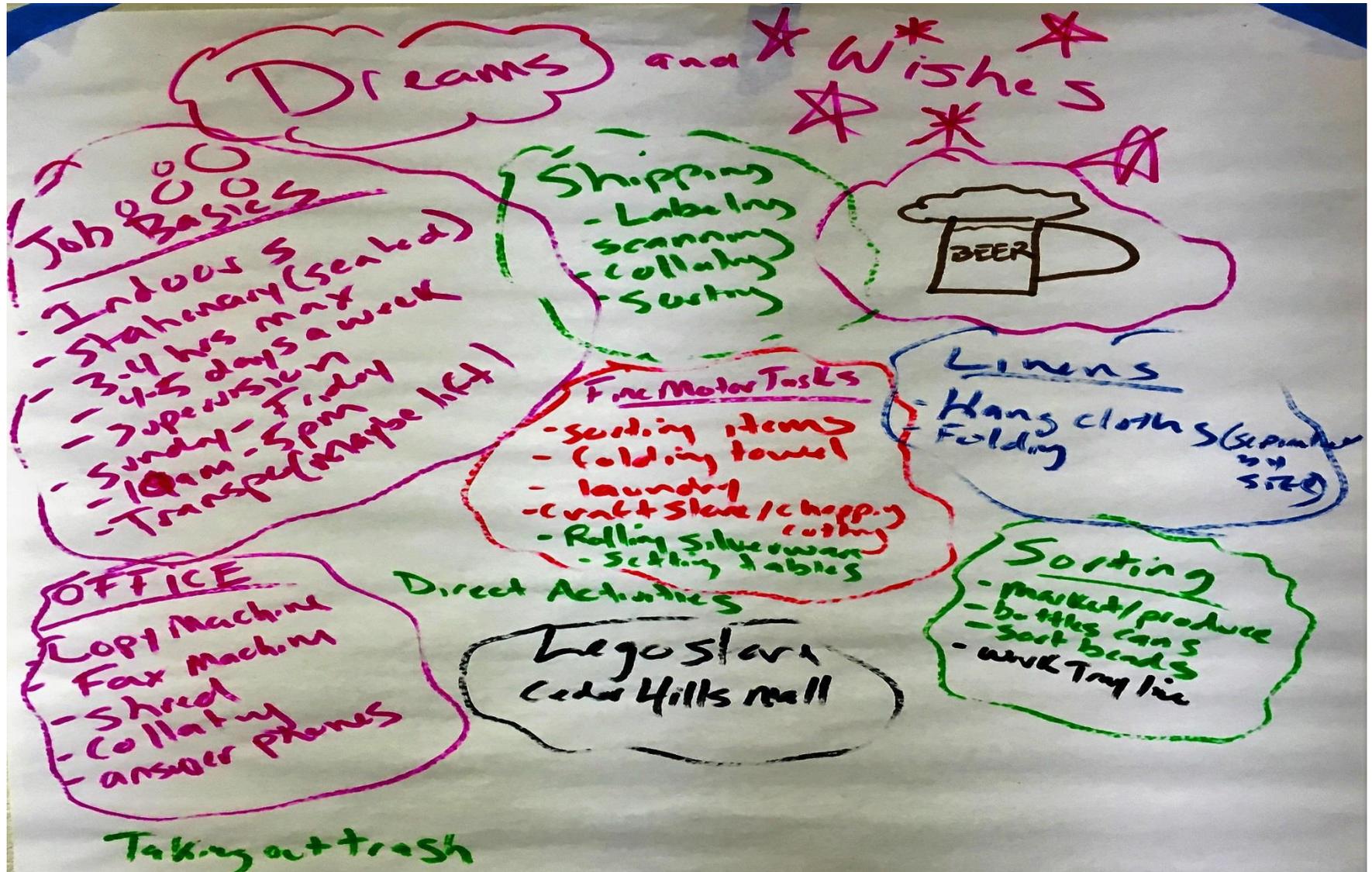
- ❖ Bossy staff



- ❖ Overheating due to outside temperature or from wearing too many layers of clothing



DREAMS AND POSSIBILITIES





Career Desires

- Wants to work for pay
- Would work full or part time
 - Prefers morning shift (7am – 4pm)
- Prefers indoor environment
- Prefers a calm, quiet, and social workplace where she can get up and move
 - Needs dependable transportation

Library

- Volunteer
- Book returns and shelving
- Activities with kids
 - Office work
 - Recycling

Retail

- Laundry services
- Shoe Stores
- Janitorial
- Fitness Center
- Gift Shops – card shops - Hallmark
- Flower Shops – Fred Meyer

Helping People

- Store Greeter
- Information desk
- Medical office
- Assisted living facility – activities
- Camp counselor

Office

- Assistant
- Janitorial
- Dictation
- Document retrieval/disposal

Military

- Surplus Center
- Recruiting office
- Museum

***DREAMS &
POSSIBILITIES***

NEXT STEPS

Next Steps



- 1) Learn more PC/mp3 music downloads
Ipad
- 2) Explore further options for community integration
- other leisure opportunities - meet new people
- 3) Ride Trimet Light
- 4) Work on silverware/table setting
- 5) Discovery

NEXT STEPS



WHAT?	WHO?	WHEN?
<ul style="list-style-type: none"> • Repair touchscreen device or acquire new one <ul style="list-style-type: none"> ○ Learn to download programs and applications ○ Learn to use electronic schedule 	Home	6 months
<ul style="list-style-type: none"> • Learn to use basic office machines: fax, copy, phone, computer, internet 	Voc	3 months
<ul style="list-style-type: none"> • Find a long term, consistent mental health provider 	Home	6 months
<ul style="list-style-type: none"> • Develop systems for scheduling and planning 	Voc	3 months
<ul style="list-style-type: none"> • Volunteer at library 	Voc	3 months
<ul style="list-style-type: none"> • Learn to swim 	Home	1 Year
<ul style="list-style-type: none"> • Explore more military interests, social groups, and community activities 	Voc	6 months
<ul style="list-style-type: none"> • Learn photography 	Voc	6 months

OUR RESULTS

- **Sets up a positive team environment centered around the idea that the supported person *can* find meaningful work.**
- **Reveals hidden talents and skills.**
- **Creates vocational language for resumes and when speaking to employers.**
- **Gives direction by creating job or skill set themes to pursue**
- **Gives direction and insights for Discovery.**
- **Indicates skills worth honing or additional skills needed to achieve dreamed of outcomes.**
- **Alleviates fears and concerns of the individual, the individuals family and the team that supports the individual.**

DISCOVERING STRENGTHS, TALENTS AND CAPACITIES

- Look at current activities, chores daily routines (in and out of the home)
- Hobbies- What does a person love do for fun?
- Have they had a paid or volunteer job in the past that taught them information about themselves?
- Collections- what does a person collect, and what questions should you ask?
- Communication- How does a person communicate, if a person experiences issues with communication who else should be in the conversation?
- Use of transportation- how does a person currently get around?
- Previous volunteer or paid work experience, and past educational skills.

TIPS FOR GATHERING INFORMATION DURING A PERSON CENTERED PLAN

- Be an amplifier – from every scrap of positive information, dig deeper, ask questions, find out what is meant at the core of the comment
- Finding/uncovering skills – dig deep!
- Getting ideas – be comfortable with silence – the best ideas come out last!
- Use open-ended questions, e.g. “Do you like cars?” is a Y/N question; “What is it about cars that most interests you...” is an open-ended question

INTRODUCTION

Who are we?

- Amber Robles and Lisa Comstock

Where do we work?

- Living Opportunities, Southern Oregon

What do we do...

THREE GENERATIONS (7MINUTES)

<https://www.youtube.com/watch?v=K0IzdrLVrc8>

OVERVIEW OF OUR ASSESSMENT/DISCOVERY PROCESS

- **Slideshow presentation to make choices of job sites for 'try outs'**
- **Schedule out those job site visits, 4-6 experiences**
- **Job coach takes notes at each site/ each visit**
- **Job coach can observe skills at home and in the community**
- **Job coach writes a report**

How to identify skills and abilities that translate to work tasks. What types of activities help people prepare for work: assessment, observations at home

FOOD PREPARATION (examples)

- **Uses a napkin to wipe face**
- **Uses a spoon/fork/knife to cut**
- **Pour drink from pitcher**
- **Mix a drink (coffee, hot chocolate)**
- **Unwrap food items**
- **Use the microwave**

SNACK AND CLEANUP

- **Open containers**
- **Unwrap food**
- **Pour a drink**
- **Stir**
- **Spread**
- **Cut**
- **Peel**
- **Use utensils**
- **Set a place setting**
- **Follow a recipe**
- **Put away food**
- **Clear the table**
- **Rinse or wash dishes**
- **Dry dishes**
- **Sort silverware**
- **Put away dishes**
- **Clean floor**



SELF CARE

- **Wash hands**
- **Put on coat**
- **Fasten clothes (zipper, buttons & snaps)**
- **Fold towels**
- **Shave**
- **Put clothes on hangers**
- **Use the washer**
- **Use the dryer**
- **Sort clothes by color**
- **Brush hair**
- **Brush teeth**
- **Dressing/Undressing**



ACADEMICS AND READING

- **1:1 Correspondence**
- **Count**
- **Match sets to numerals**
- **Time**
- **Money**
- **Simple addition**
- **Measure**
- **Calculator**
- **Match words**
- **Match words to pictures or items**
- **Menu**
- **Sight word recognition**
- **Telephone book**
- **Dictionary**
- **Recognize own name**

OFFICE

- **Writing**
- **Fold paper**
- **Stuff into envelope**
- **Staple**
- **Use a three hole punch**
- **Collate paper**
- **Stamp/Ink pad**
- **Address labels**
- **Uses scissors**
- **Taping**
- **Calculator**
- **Telephone book**
- **Typing/keyboarding skills**
- **File by color, number or letter**

T



Assessment Job Try Out Choices

Site	Yes?	No?	Comments
LOPP Office	<input type="checkbox"/>	<input type="checkbox"/>	_____
The Studio	<input type="checkbox"/>	<input type="checkbox"/>	_____
Retail	<input type="checkbox"/>	<input type="checkbox"/>	_____
Ashland Springs Hotel	<input type="checkbox"/>	<input type="checkbox"/>	_____
Kids Unlimited	<input type="checkbox"/>	<input type="checkbox"/>	_____
Chamber of Commerce	<input type="checkbox"/>	<input type="checkbox"/>	_____
Grange Co-Op	<input type="checkbox"/>	<input type="checkbox"/>	retail, plants, yard
Pet Country	<input type="checkbox"/>	<input type="checkbox"/>	_____
Head Start	<input type="checkbox"/>	<input type="checkbox"/>	_____
ICW	<input type="checkbox"/>	<input type="checkbox"/>	_____
Janitorial	<input type="checkbox"/>	<input type="checkbox"/>	_____
Claytons	<input type="checkbox"/>	<input type="checkbox"/>	_____
Pro Tool	<input type="checkbox"/>	<input type="checkbox"/>	_____
Stewart Meadows	<input type="checkbox"/>	<input type="checkbox"/>	_____
Valley Immediate	<input type="checkbox"/>	<input type="checkbox"/>	_____
Yerba Prima	<input type="checkbox"/>	<input type="checkbox"/>	_____
Walgreens	<input type="checkbox"/>	<input type="checkbox"/>	_____
Yard Crew	<input type="checkbox"/>	<input type="checkbox"/>	_____
Comnet	<input type="checkbox"/>	<input type="checkbox"/>	_____
RCC	<input type="checkbox"/>	<input type="checkbox"/>	_____
Providence	<input type="checkbox"/>	<input type="checkbox"/>	_____
BlackStone	<input type="checkbox"/>	<input type="checkbox"/>	_____
LOPP Recycle	<input type="checkbox"/>	<input type="checkbox"/>	_____
Jiffy Lube	<input type="checkbox"/>	<input type="checkbox"/>	_____
Irex	<input type="checkbox"/>	<input type="checkbox"/>	_____
Aramark	<input type="checkbox"/>	<input type="checkbox"/>	_____
Moda	<input type="checkbox"/>	<input type="checkbox"/>	_____
Subaru	<input type="checkbox"/>	<input type="checkbox"/>	_____
Restaurant	<input type="checkbox"/>	<input type="checkbox"/>	_____

Additional Job Interests not present on list:

Job Assessment Site Situational Evaluation

DATE:

Company and worksite:

Job Tasks:

Physical Environment:

Did the individual seem to enjoy the work?:

Learning Style:

Social Interaction Style:

Communication Style:

Specific Strengths/Abilities:

Physical Barriers:

Possible Cognitive Barriers:

Level of Comprehension:

Adaptability:

Cooperation:

Frustration Level:

Ability to understand directions (with his or her own learning style):

Ability to remember sequential tasks:

Timeliness:

Appropriately dressed/groomed for the job:

Vocational Strengths:

Anecdotal Information:

Estimation of production level compared to standard employer expected production level:

VISUAL STRUCTURE

Job Assessment with Amber [Compa

REFERENCES

MAILINGS

REVIEW

VIEW

JOB ASSESSMENT WITH AMBER

Work at Living Opps Office

Task #1 Stuffing Envelopes



Task #2 Undo Folders



Task #3 Filing



Finished

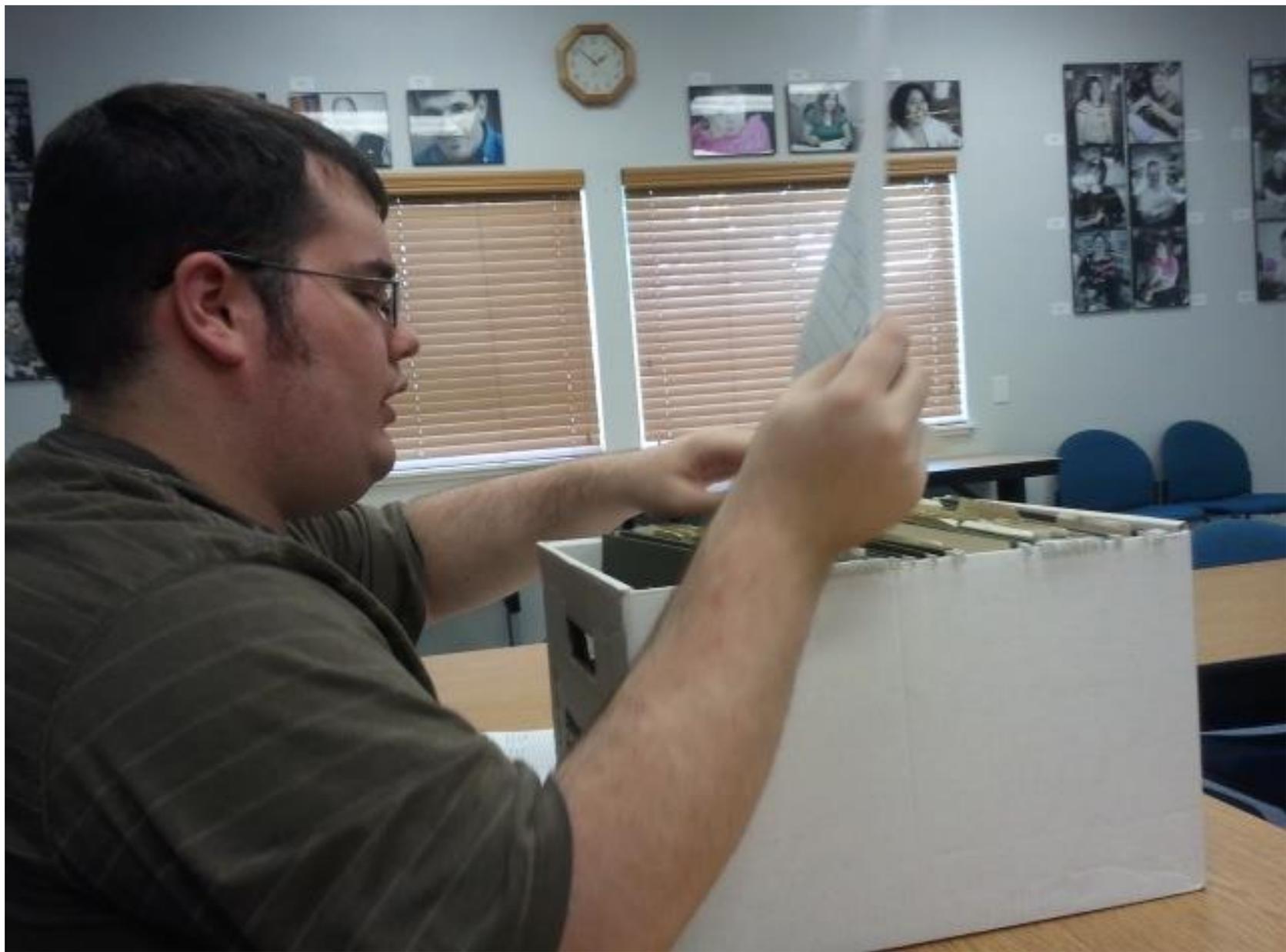
Go Home to Jarrod's House

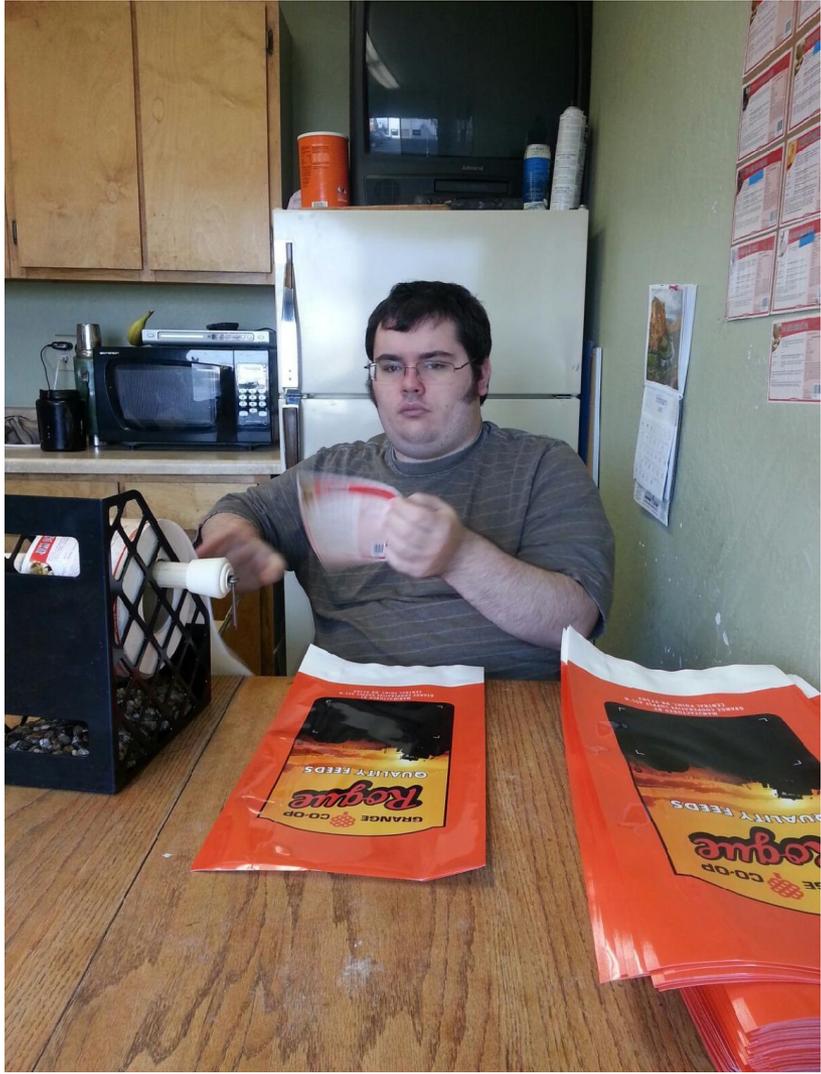
LINK TO VIDEO APPS THAT WE USE:

[HTTPS://DRIVE.GOOGLE.COM/OPEN?ID=0B6NMN3SVUZJRVU04Q21WNKPPRTG](https://drive.google.com/open?id=0B6NMN3SVUZJRVU04Q21WNKPPRTG)

EXAMPLE APP: "VIDEO SCHEDULER"











MEASURE OF SUCCESS

VOCATIONAL INFORMATION AND SUPPORT NEEDS

- **What times of the day/routine/schedule works well for the person?**
- **What types of people/environment do they enjoy?**
- **How many hours a day would they like to work?**
- **How do they best communicate?**
- **What is their learning style?**
- **What accommodations or assistive technology benefit them?**

VOCATIONAL INFORMATION (CONTINUED)

- **What resources does the person have access to in terms of transportation?**
- **What physical considerations should be taken into account when looking for work?**
- **What Medical Protocols, Behavioral Supports, and/or Legal Considerations are needed to keep the person safe?**
- **What is the level of staffing support needed to address ADL/supervision requirements for the person, and how to incorporate any individual considerations for delivery of supports.**

INTRODUCTION

Who am I?

- Robin Delamora

Where do I work?

- Collaborative Employment Innovations, Corvallis, Oregon

What do I do...



The Business Case

Hiring a qualified person with a disability brings greater benefits beyond just filling an open job. There's a solid business case, too.

REASON #1

RETURN ON INVESTMENT

Businesses that employ people with disabilities turn social issues into business opportunities. These opportunities translate into lower costs, higher revenues and increased profits.

INCREASE REVENUES	REDUCE COSTS	ENHANCE SHAREHOLDER VALUE
<ul style="list-style-type: none"> • Access new markets. • Improve productivity through innovative and effective ways of doing business. 	<ul style="list-style-type: none"> • Reduce hiring and training costs. • Increase retention. • Reduce costs associated with conflict and litigation. 	<ul style="list-style-type: none"> • Capitalize on opportunities to meet business goals

REASON #2

Rectangular Snip

MARKETING

Customers with disabilities and their families, friends and associates represent a trillion dollar market segment. They, like other market segments, purchase products and services from companies that best meet their needs. A large number of Americans also say they prefer to patronize businesses that hire people with disabilities. Increase your opportunity to gain a lasting customer base.

CAPITALIZE ON NEW MARKET OPPORTUNITIES	DEVELOP NEW PRODUCTS AND SERVICES
<ul style="list-style-type: none"> • Mirror the market to attract a wider customer base. • Increase your market share. 	<ul style="list-style-type: none"> • Respond to marketplace needs. • Lead your market. • Increase profitability.

REASON #3

INNOVATION

Innovation is key to your business' success. Employees with disabilities bring unique experiences and understanding that transform a workplace and enhance products and services. As part of your team, employees with disabilities help build your business and can lead your company into the future.

WORKPLACE INNOVATION	PRODUCT & SERVICE INNOVATION	DEFINE THE FUTURE
<ul style="list-style-type: none"> • Create more efficient and effective business processes. • Develop and implement management strategies to attract and retain qualified talent. • Use technology in new ways to increase productivity. 	<ul style="list-style-type: none"> • Stimulate new product and service development through disability-inclusive diverse teams. • Customize products and services to increase profitability. 	<ul style="list-style-type: none"> • Foster the development of next-generation products and services.



ELIZABETH PICCIUTO

GREATER GOOD

Hiring People with Disabilities Isn't Just the Right Thing to Do—It's Good for Business

<http://www.thedailybeast.com/articles/2014/10/27/hiring-people-with-disabilities-isn-t-just-the-right-thing-to-do-it-s-good-for-business.htm>

HOW BELIEVING IN YOUR PRODUCTS IMPACTS SALES SUCCESS...





DESPICABLEMEMINIONS.ORG

**MY HIDDEN TALENT
IS HIDDEN SO
PERFECTLY THAT I HAVEN'T
FOUND IT YET.**

Pleasantly Persistent: 5 Rules for Effectively Following Up

By [Elliott Bell](#)

<https://www.themuse.com/advice/pleasantly-persistent-5-rules-for-effectively-following-up>

Rule 1: Be Overly Polite and Humble

Rule 2: Persistent Doesn't Mean Every Day

Rule 3: Directly Ask if You Should Stop Reaching Out

Rule 4: Stand Out in a Good Way

Rule 5: Change it Up

Remember: If someone does ask you to stop following up, stop following up. But until you hear that, it's your responsibility to keep trying.

LET ME TELL YOU A STORY...

Emily,

What has success looked like for you?

QUESTIONS?