

WELCOME

Seamless Transition from High School to Integrated Community Employment

May-June 2017

Thank you for joining us!

The purpose of this educational series is to increase inclusive employment opportunities for students prior to exiting school programs. The number one determinant for success in competitive employment for youth with I/DD transitioning into adulthood is a history of individualized, paid work experiences that are reflective of real world job expectations, including longer shifts and regular interaction with persons outside the disability community. All who complete this educational series will meet the core competencies for an Employment Professional through the Office of Developmental Disabilities Services. Attendees will also leave with a comprehensive understanding of supported employment in Oregon and an up-to-date toolkit for priming youth who experience I/DD for meaningful, fully integrated employment.

Class Schedule

MAY 11 - BUILDING INDEPENDENCE AND EXPECTING MORE

Brook Yetter, Vocational Rehabilitation
Marie Gwilliam, MV Advancements

MAY 18 - JOB DEVELOPMENT 101

Virginia Bansen, McMinnville School District
Joyce Nikula, MV Advancements

MAY 24 - STRENGTHS, CAPACITIES AND GIFTS: A STREAMLINED DISCOVERY PROCESS

Debra McClean, WISE
Joyce Nikula, MV Advancements

JUNE 1 - JOB COACHING: 101, FADING, LONG-TERM SUPPORTS AND TOOLS FOR INDEPENDENCE

Virginia Bansen, McMinnville School District
Joyce Nikula, MV Advancements

JUNE 8 - JOB DEVELOPMENT: HITTING THE PAVEMENT

Debra McClean, WISE
Virginia Bansen, McMinnville School District

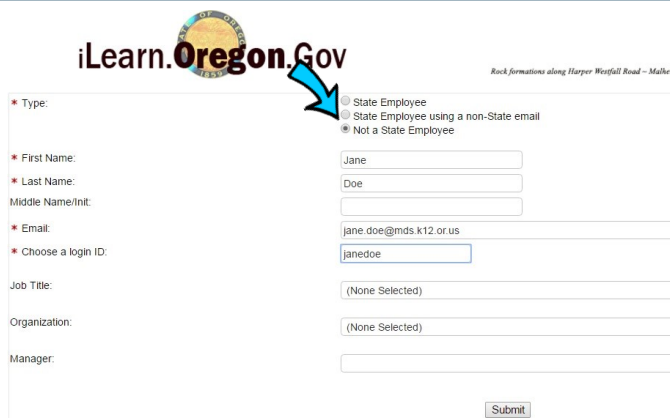
“There is more to us than we know. If we can be made to see it, perhaps for the rest of our lives we will be unwilling to settle for less”

– Kurt Hahn

Get Registered with iLearn Oregon



On the iLearn Oregon home page (ilearn.oregon.gov), select **Create Account**, located in the upper right hand corner.



iLearn.Oregon.Gov

Rock formations along Harper Westfall Road - Malheur

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 Not a State Employee

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Middle Name/Init:

* Email:

* Choose a login ID:

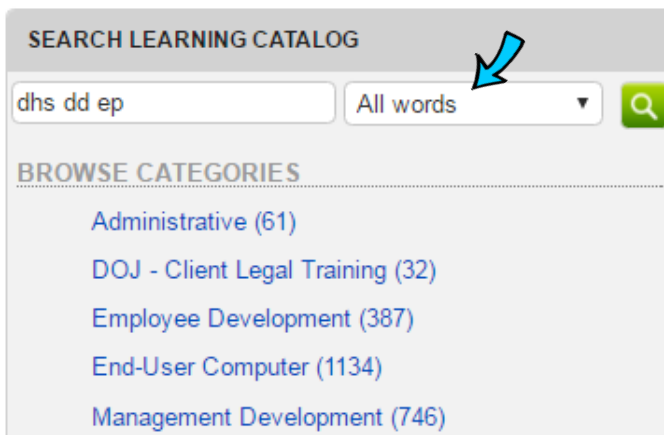
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Organization:

Manager:

To create your account, select **Not a State Employee**, and fill in all boxes marked with an asterisk. From the **Organization** dropdown menu, select **Other, Non-state employees**. Leave Job Title and Manager blank.

After clicking Submit, a confirmation window will appear. Check your email to confirm your account. Once you have confirmed, you will receive two additional emails (one with your login ID and another with your temporary password). Login and update to your preferred password.



Once you have logged in, use the search feature located on the right side of your home page using the terms “**dhs dd ep**.” From the drop down menu by the magnifying glass, select the “**All words**” option.



Your search results should contain 12 learning modules, beginning with **DHS-DD-EP-101**.



Try everything.

MV ADVANCEMENTS

Enhancing Lives.

ABOUT EMPLOYMENT FIRST

“Employment is a key to full citizenship for Oregonians with intellectual and developmental disabilities (I/DD). Employment establishes community connections that allow people to become contributing and valued members of their communities. As with all other citizens, for individuals with I/DD, employment has many positive impacts; these impacts include increasing self-worth, building relationships, and access to community resources.”

“Employment First is both a philosophy and an Oregon state policy. As a philosophy, Employment First is based on the presumption that working age adults and youth with I/DD can work in jobs fully integrated in the community. Integrated employment includes typical workplace settings where there are regular opportunities for meaningful interaction with co-workers with or without disabilities, and the general public.”

“THERE IS MORE TO US THAN WE KNOW. IF WE CAN BE MADE TO SEE IT, PERHAPS FOR THE REST OF OUR LIVES WE WILL BE UNWILLING TO SETTLE FOR LESS.” - kurt hahn

The Pacific Northwest has been a principal region in the charge toward Employment First outcomes, with Oregon formally adopting the policy in 2008. Indeed, the Initiative continues to gain momentum as more Oregonians experience the contributions that people with disabilities bring to the workforce.

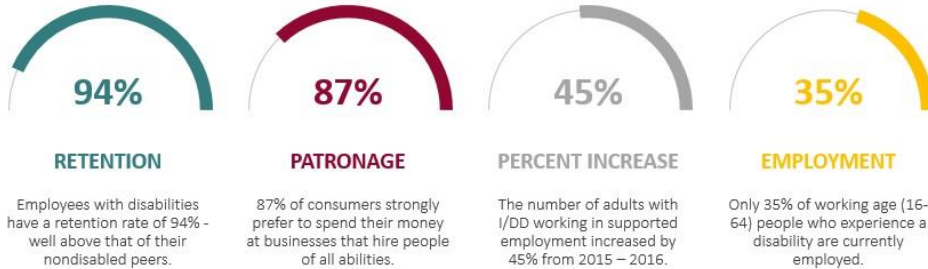
There are now more than 30 local Employment First teams in the state, with local providers, staff, educators, families, self-advocates and others collaborating and problem-solving to increase community job opportunities.

EMPLOYMENT FIRST. (n.d.). Retrieved May 9, 2017, from <http://www.oregon.gov/DHS/EMPLOYMENT/EMPLOYMENT-FIRST/Pages/about.aspx>

KEY PRINCIPLES

- EVERYONE CAN WORK AND THERE IS A JOB FOR EVERYONE. OUR JOB IS TO BE CREATIVE AND TENACIOUS IN PROVIDING SUPPORT.
- NOT WORKING SHOULD BE THE EXCEPTION. ALL INDIVIDUALS, SCHOOLS, FAMILIES AND BUSINESSES MUST RAISE THEIR EXPECTATIONS.
- EMPLOYMENT IS A WIN/WIN FOR EVERYBODY
- COMMUNITIES EMBRACE PEOPLE WHO CONTRIBUTE.
- EVERYONE HAS SOMETHING TO CONTRIBUTE AND NEEDS TO CONTRIBUTE.
- PEOPLE WILL BE HIRED BECAUSE OF THEIR ABILITY NOT BECAUSE THEY HAVE A DISABILITY.
- PEOPLE ARE HEALTHIER, SAFER AND HAPPIEST WITH MEANINGFUL WORK.
- TRUE EMPLOYMENT IS NOT A SOCIAL SERVICE.

we start by raising expectations.



Special Education Contact

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 Director of Special Services
 Newberg

Lee Ann Ries 503.565.4032
 Student Services Director
 McMinnville

PARENT RESOURCES

- State of Oregon- Office of Developmental Disabilities Services (ODDS)
- Employment First
- Vocational Rehabilitation
- Newberg SAIL Transitions (Support and Advocacy for Independence in Life)
- Swindells Resource Center
- OHSU- Institute on Development and Disability
- OTAC- Oregon Training and Consultation

- National Fragile X Foundation
- FACT Oregon
- Special Olympics of Oregon
- Autism Speaks
- Autism Society
- AAIDD- American Association on Intellectual and Developmental Disabilities
- CTD- Center of Technology and Disability

PLAN AHEAD



EMPLOYMENT PATH SERVICES

Employment Path Services provide learning and work experiences, including volunteer opportunities and informal interviews, with the goal of developing general employment skills that can be used in future integrated job settings.

JOB DEVELOPMENT

In Job Development, a preferred service provider identifies opportunities in the workplace where an individual's skillset can be matched with an employer's needs, including assistance with the application and interview process, and worksite visits.

DISCOVERY

Discovery is a service designed to help uncover transferrable skills and strengths that have already developed naturally based on the individual's interests. This may include home visits, community inclusion activities, and job shadowing.

JOB COACHING

Once an integrated job is obtained, ongoing supports like Job Coaching are available to assist in learning new tasks, fostering supportive relationships with coworkers, and becoming familiar with the rules and culture of the business.

LET'S WORK TOGETHER!

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www.mvadvancements.org



BUILDING INDEPENDENCE AND EXPECTING MORE

Homework:

iLearn Oregon modules 101, 108, 109, 111

Review handouts:

Work Incentives Network (WIN) Fact Sheets

A History of Supported Employment in Oregon

Employment First

A History of Supported Employment in Oregon

Time line of changes within employment in Oregon

The **1973** Rehabilitation Act was signed into law by President Nixon; it replaced the earlier Vocational Rehabilitation Act 1973, placing a stronger emphasis on providing rehabilitation services to people with severe disabilities.

Mid-1980s through Mid-1990s

Oregon, with its community partners, engaged in efforts to implement and promote integrated supported employment opportunities for adults with I/DD served in community settings. Oregon was considered a national leader in the supported employment service movement at that time.

1990 - The American with Disabilities Act (ADA) becomes law.

1999 – Olmstead Act

On June 22, 1999, the United States Supreme Court held in *Olmstead v. L.C.* that unjustified segregation of persons with disabilities constitutes discrimination in violation of title II of the Americans with Disabilities Act. The Court held that public entities must provide community-based services to persons with disabilities when (1) such services are appropriate; (2) the affected persons do not oppose community-based treatment; and (3) community-based services can be reasonably accommodated, taking into account the resources available to the public entity and the needs of others who are receiving disability services from the entity.

2000 – Staley Settlement Agreement

The Staley lawsuit settlement agreement was also implemented in 2000. This settlement, among other requirements, established Support Services for adults with I/DD, many of whom had been on wait lists for services.

2000 – Closure of Fairview Training Center

The year 2000 marked, after several years of efforts to downsize, the closure of the Fairview Training Center. This was the last of Oregon's large institution serving people with I/DD to be closed.

2001 – Brokerages formed - People living independently (with family or on their own in the community) received very little by way of services and this resulted in a lawsuit brought by concerned families (Staley v. Kitzhaber.) As a result of the 2000 Staley Agreement, a new way of providing services was born. Enter the brokerage system.

In 2005, Oregon advocates also established the State Employment Task Force to influence and support the effort to promote employment services for individuals with I/DD.

In 2006, the Office of Developmental Disability Services (ODDS) began work on the adoption of an Employment First agenda. Through the national Supported Employment Leadership Network (SELN), the ODDS along with 17 other state Developmental Disabilities (DD) agencies across the country, engaged in a joint effort to refocus on the improvement of work opportunities for consumers.

2008 - Adoption of Oregon Employment First Policy.

Why Employment First initiative and policy?

Employment is recognized as the key to full citizenship for Oregonians with I/DD. A job provides a structured day; a paycheck that can be used for purchasing goods and services; an identity as a contributing member of the community; and an increase in personal self-esteem. As stated in the Oregon's Employment First publications and website, "A job is the key."

2010 - 2012

From April 2010 through April 2012, DHS, through VR and ODDS, focused on outreach to promote the policy and build local and state capacity for Employment First implementation.

September 2010: Statewide Employment First Summit.

2011: Developed local Employment First Leadership Teams.

From April 2012 to present, DHS, through VR and ODDS with allied agencies and partners, initiated activities directed to continue implementing the Employment First initiative. These activities included but aren't limited to:

April 2012: Oregon was one of three states awarded a contract from the U.S. Department of Labor, Office of Disability Employment Policy (ODEP) to help implement its Employment First Initiative. This contract is also referred to as the Employment First State Leadership Mentoring Project (EFSLMP). Each state received funding to assist with the development and implementation of their strategic plan and have access to onsite, customized technical assistance from national Subject Matter Experts (SMEs) to help them achieve their goals.

May 2012: ODDS issued a Request for Proposals (RFP) for Technical Assistance and Training. The Washington Initiative for Supported Employment (WISE) was awarded the contract that commenced June 1, 2012, and, with a contract extension, is partnering with Oregon Technical Assistance Organization (OTAC) to provide state of the art technical assistance and training for DHS/ODDS.

January 25, 2012: (Lane vs Brown) Eight individuals with intellectual and developmental disabilities (I/DD) and an organization, United Cerebral Palsy of Oregon and Southwest Washington, (collectively, "Plaintiffs") filed a class action Complaint on behalf of themselves and others similarly situated. The law suit was filed in the United States District Court for the District of Oregon. The law suit alleged that Oregon unnecessarily segregates individuals with I/DD in sheltered workshops, in violation of the rights of these individuals under the Americans with Disabilities Act and the Rehabilitation Act. On August 6, 2012, the Court certified a class comprised of: "all individuals in Oregon with intellectual or developmental disabilities who are in, or who have been referred to, sheltered workshops" and "who are qualified for supported employment services." On March 27, 2013, the United States moved to intervene in the matter as Plaintiff Intervenor, and the Court granted this request on May 20, 2013. After negotiations overseen by United States Magistrate Judge John V. Acosta, the Parties reached the comprehensive Proposed Agreement. The Proposed Agreement will resolve the litigation and provide relief to individuals with I/DD, including the plaintiff class.

April 2013: Executive Order 13-04. The strategies and planned actions are targeted to increase and improve the delivery of employment services to individuals with I/DD with the goal of increasing integrated employment.

July 1, 2014: The "No Vocational Assessments in Sheltered Workshop Settings Policy" Issued - The EO states that by July 1, ODDS and VR "shall no longer purchase or fund vocational assessments for individuals (I/DD) that occur in sheltered workshop settings."

February 2015: Executive Order 15-01. Competitive integrated employment.

Under the Proposed Agreement Oregon will continue to expand the availability of supported employment services that allow individuals with I/DD the opportunity to work in integrated employment settings, and it is intended to correspondingly decrease the State's support of sheltered workshops for people with I/DD in Oregon.

July 1, 2015: ODDS and VR will no longer purchase or fund sheltered workshop placements for: Transition-age youth with I/DD, as in the Executive Order; any working age adult with I/DD who is newly eligible for ODDS or VR services; and any working age adult with I/DD who is already utilizing ODDS or VR services who is not already working in a sheltered workshop.

What are the Plans?

Individual Education Plan (IEP)

- *Identifies a student's education goals and accommodations*
- *Created by a student and their team for use in school*

Individual Support Plan (ISP)

- *Support plan that addresses a person's needs*
- *ISP team, including the individual, create ISP*

Career Development Plan (CDP)

- *Part of the ISP*
- *Addresses a person's specific employment goals*

Individual Plan for Employment (IPE)

- *Plan / RC creates to identify needs and goals for community job placement*

Work Incentives Network

Student Earned Income Exclusion (SEIE)

2017 Fact Sheet

<p>How does SEIE help?</p>	<p>If you are under age 22 and regularly attending school, SSA does not count up to \$1,790 of earned income per month when they figure your SSI payment amount.</p> <p>SSA applies the student earned income exclusion before the general income exclusion or the earned income exclusions when calculating the SSI check amount.</p> <p>The maximum yearly exclusion is \$7,200. These amounts are for the year 2017; they are adjusted each year based on the cost-of-living.</p>
<p>What is the definition of “regularly attending school”?</p>	<p>“Regularly attending school” means that you take one or more courses of study and attend classes:</p> <ul style="list-style-type: none"> • In a college or university for at least 8 hours a week; or • In grades 7-12 for at least 12 hours a week; or • In a training course to prepare for employment for at least 12 hours a week (15 hours a week if the course involves shop practice); or • For less time than indicated above for reasons beyond the student’s control, such as illness. <p>If you are home taught, you may be considered “regularly attending school” if:</p> <ul style="list-style-type: none"> • You are instructed in grades 7-12 for at least 12 hours a week; and • The instruction is in accordance with a home school law of the State or other jurisdiction in which you reside. <p>If you are home taught because of a disability, you may be considered “regularly attending school” by:</p> <ul style="list-style-type: none"> • Studying a course or courses given by a school (grades 7-12), college, university or government agency; and • Having a home visitor or tutor who directs the study.

7 Work Incentives Network MYTHS and FACTS

MYTH #1: The various benefit program work rules determine how much I can work and earn

FACT: While the work rules for the benefit programs are complicated, they have *many work incentives* that can be used to support you in reaching your work goal:

- Determine what kind of job you want, how much you want to work, and how much you plan to make per hour; then
- Learn about the work incentives that assure you will financially get ahead!

MYTH #2: I will lose my SSDI if I work

FACT: Since SSDI is an all or nothing benefit (you either get the whole check or none of it if you earn above Substantial Gainful Activity-SGA), SSA created work incentives that allow you to:

- Keep the SSDI cash benefit even if earnings are above SGA (Trial Work Period, Impairment Related Work Expenses, or Subsidy);
If your earnings won't replace the SSDI benefit, then you can create a plan to make sure work incentives will allow you to maintain the benefit.
- Keep the SSDI eligibility status even if earnings cause check to stop (Extended Period of Eligibility).

If earnings will at least replace the SSDI benefit, you may only be concerned with maintaining eligibility status, so you know the SSDI can be easily restarted if the earning drop or stop.

MYTH #3: I get SSI and have heard I will have less money if I go to work

FACT: There are work incentives that make sure *you always financially get ahead when you receive SSI and you work!*

- SSI is financial needs-based, so it does get reduced when you have other money, such as wages. BUT, SSI doesn't look at all your earnings when reducing the SSI check, which is why you always end up with MORE MONEY when you WORK:

They exclude the first \$65 of your earnings (they will exclude another \$20 of your earnings if you have no other income). Then they divide that remaining amount in half.

Example: You get \$735 of SSI and plan to earn \$1000/month

- $\$1000 - \$20 - \$65 / 2 = \457.50 (amount SSI will be reduced)
- $\$735 - \$457.50 = \$277.50$ (new SSI amount)
- $\$1000 + \$277.50 = \$1,277.50$ (Total Income- SSI and wages)

Additional deductions may apply that reduce countable income further ~ Impairment Related Work Expenses, Blind Work Expense, Student Earned Income Exclusion, and a Plan to Achieving Self Support (PASS)

7 Work Incentives Network MYTHS and FACTS

MYTH #4: I have to keep \$1 of SSI or I'll lose my SSI and Medicaid/OHP+

FACT: If earnings cause your SSI to go to \$0 you can **keep SSI eligibility status and Medicaid (OHP+)**! A special work incentive called 1619b allows this to happen. Being in 1619b is the best of all worlds:

- You still have SSI eligibility status (SSI is easily restarted if your earnings drop),
- You still have Medicaid,
- You have more money than when you weren't working, AND
- You don't have to worry about the SSI check readjustments

To use 1619b; earnings must have caused the SSI check to go to \$0, you must still have a disability, your resources must still be below \$2,000, you must need the Medicaid/OHP+, and your annual income must be below the annual threshold (at least **\$34,591 for 2017**).

MYTH #5: I don't have SSI, but somehow I have Medicaid/OHP+, I've heard I'll lose it if I work.

FACT: There are several ways a person can get Medicaid/OHP+, each way has its own income and resource rules. If by working you go over income for your current way into Medicaid, **you can use Employed Persons with Disabilities (EPD) to keep Medicaid!**

- With EPD, you can earn at least ***\$5,035/month (2016)** and still keep Medicaid!

MYTH #6: There are no resources to help me reach my goal of self-sufficiency

FACT: There are work incentives that will match funds you set aside to pay for expenses related to an employment goal!

- Plan to Achieving Self Support (PASS) gives you SSI to cover your living expense while you use your SSDI or wages to pay for work-related expenses
- Individual Development Accounts (IDA) are matched savings program. If you save up \$1,000, you can get up to a \$3,000 match
- ABLE Accounts (for those whose disability occurred before age 26) allow you to save up to \$14,000 per year that will not count toward the resource limit.

MYTH #7: If I work I'll end up with an overpayment

FACT: There are strategies to prevent overpayments

- Report regularly
- Get a receipt from the Social Security Administration (SSA) to document reported wages
- Create a benefits binder to keep your earning and benefit paperwork organized
- Work with your employment team members to identify strategies that will work for you in reporting income and understanding SSA letters!

***This document will be updated when the Federal Poverty Level is announced. The 2016 rate is in effect until the new rate is announced.**

Additional information can be found at <http://www.oregon.gov/dhs/employment/VR/WIN/Pages/Index.aspx>.

**Work Incentives Network
2015 SUPPLEMENTAL SECURITY INCOME (SSI)
AND MEDICAID (OHP+):**

WAGES/NESE

SSI

TOTAL

Earnings = \$0.00



SSI = \$733.00



Total = \$733.00

Earnings = \$585



SSI = \$483.00



Total = \$1,068.00

Earnings = \$1,551.00 (BEP)



1619b Status
SSI status and OHP+
Begins at "Break-even
Point" (BEP)

SSI = \$0.00



Total = \$1,551.00

Earnings = \$2,758* or TBD
(\$33,098/year) (2015)



1619b Status
SSI status and OHP+
Typically stops past
earnings threshold, but
can be "personalized"

SSI = \$0



Total = TBD

Net Earnings from Self-Employment (NESE) Sales – IRS Deductible Expenses x 0.9235/12=NESE

*The monthly amount is an estimate depending upon when you entered 1619b. The amount could be higher if you entered 1619b in the middle of the year. Please contact a benefits and work incentives counselor if you are nearing this number.

The Work Incentives Network (WIN) helps people achieve their employment goals by supporting informed choices about employment and benefits. Additional information can be found at <http://www.oregon.gov/dhs/vr/win/Pages/Win.aspx>

JOB DEVELOPMENT 101

Homework:

iLearn Oregon modules 103, 104, 112

Review all section handouts

Complete a Job Site Analysis

Role Playing exercise

Referral Action plan activity

APPENDIX G: Minimum qualifications for job developers and job coaches

All Employment Service Contractors are required to have one year documented experience working with individuals with disabilities or one year of human service related experience such as economical disadvantages, employment, abuse and neglect, substance abuse, aging, disabilities, prevention, health, cultural competencies, or housing.

All Job Placement Contractors are required to complete DHS VR EOPII training within 12 months of being approved as a contractor.

Job Placement Contractors (Job Development)

1. To be approved as a Contractor of standard Track 1 job placement services, applicants must document at least one of the following:
 - a. Completion of one of the following: Vocational Rehabilitation (VR) Employment Outcomes Professionals II Training (EOPII); IPS approval; Association of People Supporting Employment First (APSE) training, Association of Community Rehabilitation Educators (ACRE) training, or Certified Employment Support Professional (CESP) certification; or a Department approved competency-based employment training; or
 - b. Background/education in sales, marketing or job development; or
 - c. Six months prior experience working as a job developer.
2. Additionally, contractors providing Supported and Customized job placement services under Tracks 2 & 3 are required to either:

- a. Be qualified under the Individual Placement and Support (IPS) model; which means a Qualified Mental Health Associate (QMHA) or delivering services under the direct supervision of a QMHP and meeting the following minimum qualifications as authorized by the Local Mental Health Authority (LMHA) or designee: bachelor's degree in a behavioral sciences field; or a combination of at least three years relevant work, education, training or experience; or
- b. As outlined in Executive Order 15-01, demonstrate job developer core competencies via completion of a DHS approved, competency-based training within one year of contract execution, including those competencies pertaining to:

Skills assessment	Job matching
Job customization	Job carving
Community building	Mapping and networking
Analyzing labor trends	Identifying patterns in job markets
Mentoring job seekers	Identifying incentives for business

- 3. Complete at least one Department of Human Services (DHS) approved training course per year to maintain competencies.

Job Coaching

To be approved as a contractor of job coaching services, applicants must document at least one of the following:

- a. Completion of one of the following: DHS VR EOPII; IPS approval; APSE, ACRE or CESP certification; or a DHS approved competency-based employment training; or

- b. Bachelors level degree in Rehabilitation Counseling or Special Education; or
- c. Six months prior experience as a job coach;
- d. Minimum one year experience working in a specific employment field that includes supervisory and/or training duties; or
- e. Instructional assistant qualified by public school or an ESD.

As outlined in Executive Order 15-01, all job coaches must demonstrate the Core Competencies of a job coach via completion of a DHS approved core competency-based training within 12 months of execution of the contract, including skills to:

- Recognize and adapt supports to individual learning styles and needs;
- Conduct task design and accommodations;
- Train instructional and schedule procedures;
- Collaborate with employee, employer, co-workers and support team;

Note: Exceptions can be granted upon request after review by DHS VR Administration.



JOB SITE ANALYSIS

Company: _____ Date: _____

Address: _____

Telephone: _____ Employment Specialist: _____

Job Title: _____ Pay: _____

Hours of Business: _____

Fringe Benefits: _____

Hiring/Firing Persons and Titles: _____

Immediate Supervisor: _____

How Will Change in Supervisor Effect Employee? _____

Significant Co-Workers: _____

Describe the physical environment: _____

Atmosphere: _____

Sketch a layout:

Sensory Elements

Sounds: _____

Smells: _____

Visual: _____

Tactile: _____

Chances of Future Tasks Being Assigned Beyond Current Job Duties: _____

Physical Demands (Modifications/Adaptive Devices Needed): _____

Critical Skills Needed for Job: _____

Working Conditions: _____

Major Job Functions/tasks: _____

Skills/Equipment:

Interactions with public/co-workers: _____

Use of Specialized Tools/Equipment for Job: _____

Accessibility of Bathroom _____

Breakroom _____

Entrance into Building: _____

Timeclock, Vending Machines, Telephone Skills Needed? _____

Questions for Employer: _____

Role Play!

Study the pages following. Take turns fielding common employer objections with a partner.

Example

Objection: We don't have time to train because we are so busy.

Empathy: I understand how you might feel serving the line of customers and getting all the tasks done.

Feature & Benefit: One thing we do is assist with training, which will take the pressure off your staff, so the ultimate benefit would be saving time.

Agreement: And your time is so valuable, wouldn't you agree?

Role Play #1

Objection: _____

Empathy statement: _____

Feature & Benefit: _____

Gain agreement: _____

Role Play #2

Objection: _____

Empathy statement: _____

Feature & Benefit: _____

Gain agreement: _____

Role Play #3

Objection: _____

Empathy statement: _____

Feature & Benefit: _____

Gain agreement: _____

Role Play #4

Objection: _____

Empathy statement: _____

Feature & Benefit: _____

Gain agreement: _____

Common Questions

I can't offer full time job-does this mean I can't hire someone?

No not at all. Many people with developmental disabilities are interested in working part time. In fact, part time employment may be the best way for an employee to training and master the skills they need for your business.

How will this affect my other employees?

Many co-workers tell us that working alongside a person with a developmental disability has enhanced their teamwork and their works culture. If your employees are uncertain about the concept initially, it's usually because they have no idea what to expect. We can help you address this issue in several ways. An employment consultant representing AtWork! Can visit your business and individually meet with staff to help answer any questions or address concerns that may exist. We can also provide diversity and /or co-worker trainings that are tailored to your specific business needs. As a business needs and personnel are always changing, we are there to help you meet these challenges.

What about accommodating special needs?

If you think about it, you are accommodating the individual needs of employees all the time. This may range from providing hand rests for staff using computers, to flex time programs, to providing task lists, to simply helping a co-worker with physical tasks that they are not strong enough to do. Most of the time, making accommodations for someone is simple and does not cost your business anything at all. If necessary, there are grants available for workplace modifications or assistive technologies. Ask us for more information.

Will I have Support?

Absolutely! If you decide to hire someone with a developmental disability, a job coach is available to help you, or your staff to train the person. As your new employee learns the skills they need to do the job, the job coach fades out of the picture. If you need help teaching your employee new skills later on, a phone call is all it takes to bring the job coach back to the worksite. Whether it's two weeks, two months or two years later, this resource is always there for you.

What about liability?

As a responsible employer, you are already providing a healthy and safe workplace, and your business has Workers Compensation and general insurance coverage. Hiring someone with a developmental disability does not increase your liability. AtWork! promotes open and honest communication between employers and employees. If there is a medical condition or anything else that could affect health and safety on the job, then you need to know about it, just as you would with any other employee.

What about wages?

The minimum wage is Washington is \$9.19/hour. Employees with developmental disabilities earn minimum wage or above depending on the assigned job duties and the employer's pay scale.
How will this benefit my business?

Many employers are finding it hard to find reliable, long-term, entry-level employees. People with developmental disabilities are a labor source that is vastly underutilized by most industries and businesses. Many employers tell us that hiring someone with a developmental disability is not only great for the business community, but cost-effective towards their bottom line.

Common Objectives & The Breakdown

- We don't use staffing agencies
- We already have a person with a disability working here
- We had a bad experience before
- They would need to volunteer first
- We are not hiring right now
- We are cutting hours
- The economy is bad
- We have limited space
- We need our employees to be high producers
- We are re-structuring
- You will have to talk to HR
- I've never done this before
- We don't have extra staff for supervision
- All employees need to be cross trained
- I'm concerned about the legal risks
- I'm not the decision maker
- We don't hire people with disabilities
- All employees must be on the floor
- We don't have the money right now
- You have to apply online
- I'm unsure how it will work
- My other employees might be uncomfortable
- Our employees need a driver's license

<u>Objection</u>	<u>Feature</u>	<u>Benefit</u>
Need responsible employees	Pre-screened employees	Qualified employees
Couldn't do the job	On the job support	Capable employee
No extra person to do this	Job coach	Free up staff
Afraid candidate won't last long	93.6% retention rate	Less turn-over
Doesn't have the money	No cost service	No extra cost
Not hiring	Restructure duties	More efficient staff
No time to train	On the job support	Assist in training
Bad economy	Community involvement	Public awareness
Don't use agencies	Established business	Provides peace of mind
Doesn't have enough customers	Diversified staff	Broader customer base
Bad experience	Continual follow-up	Solve sudden issues promptly
Cutting back hours	Part-time employees	Flexible employee
Need to be high producers	Job efficiency/Restructure	Everyone will produce more

Once you understand your prospect's real concern, you are ready to move forward. Don't be shy. You have his/her attention so don't let go of everything you have accomplished so far!

HANDLING OBJECTIONS - DO'S

- ➡ Do respond confidently to any objection
- ➡ Hear the prospect out, listen fully
- ➡ Always be moving forward
- ➡ Do show empathy
- ➡ Do be prepared
- ➡ Anticipate objections

HANDLING OBJECTIONS – DONT'S

- ➡ Don't fumble and mumble
- ➡ Never argue
- ➡ Never attack the prospect
- ➡ Never insult the prospect
- ➡ Never avoid the issue
- ➡ Never make the prospect feel wrong
- ➡ Don't dwell too long on an objection
- ➡ Never guess an answer

The following is a list of employer needs, suggested by various job developers, based on their experience. While every employer doesn't have a need, it is important for the job developer to recognize the potential needs based on upfront research, observation and conversation.

Common Needs of Employers

- Reliable employees
- Community involvement
- Pre-screened employees
- Employee Retention
- Flexible work force
- Clean place of business
- Innovation
- Motivated employees
- Customer Retention
- Recognition
- Happy employees/more smiles
- Good atmosphere
- Save money
- Make money
- Increased efficiency
- Growth
- Employee team work
- Quality workers
- Part-time employees
- Diverse work force
- Less time spent training
- Safety
- Less stress
- Tax break opportunity

EXERCISE 3 – GATHERING INFORMATION EXAMPLE QUESTIONS

1. Would you consider your workforce diversified?
Yes? What do you like best about having a diverse workforce?
No? What has stopped you from having a diverse workforce so far?
2. How much time do you spend on entry-level training?
3. Do you have a dedicated training staff?
4. In your business, do you feel that some of your staff carries workloads other than their job responsibilities originally were hired for?
5. Is it important for you to be involved in your community? (Why or why not?)
6. What do you like best about your employees?
7. What do you like least about your employees?
8. If you could change one thing about your business, what would it be?
9. Do you have any other locations?
10. If we could show you an increase in your production, would that be helpful?
11. Are you the ultimate decision maker?
12. Can you tell me about your employee retention rate?
13. What does it mean to you that a person has a flexible work schedule?
14. Did you know that 87% of the public agree that they prefer to give their business to companies that hire people with disabilities?
15. Who do you see as your major competition and why?
16. What are your competitive advantages?

Some questions that may lead to job restructuring or creation

1. Are there tasks that many employees do, which could be done by one individual?
2. Are there tasks that take people away from critical tasks or their "real" jobs?
3. Are there tasks that the employer would like employees to do better or more quickly?
4. Are there tasks not getting done, because no one has the time?
5. Are there times (during the day, week, or year) where extra help is needed?
6. Are there jobs that are filled with students, high school students, or temporary workers? Would you like someone to fill those needs on a more stable basis?
7. Does the employer have the employees working overtime?
8. If the employer asked the employees what they wished they had help with, what would they say?
9. Are there services that the employer has wanted to offer, but never had the resources?
10. What is the biggest challenge the business faces in its day-to-day operations?
11. What are the areas for growth or potential growth for the business?
12. Are there services the business would like to offer that they are not presently?



-Hoff, Gandolfo, Gold and Jordan, Demystifying Job Development, Training Resource Network, 2000.

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[The Work Site Home](#)



You are here: [The Work Site Home](#) > [Employers](#) > Myths and Facts About People with Disabilities

Myths and Facts About People with Disabilities

You are now leaving the Social Security Administration's Office of Employment Support Programs Web Site and entering an external web site. SSA cannot attest to the accuracy of information provided by linked sites or to its accessibility. Linking to a web site does not constitute an endorsement by SSA or any of its employees or the sponsors of the site.

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Myths are roadblocks that interfere with the ability of persons with disabilities to have equality in employment. These roadblocks usually result from a lack of experience and interaction with persons with disabilities. This lack of familiarity has nourished negative attitudes concerning employment of persons with disabilities. Listed below are some common myths and the facts that tell the real story.

MYTH: Hiring employees with disabilities increases workers compensation insurance rates.

FACT: Insurance rates are based solely on the relative hazards of the operation and the organization's accident experience, not on whether workers have disabilities.

MYTH: Employees with disabilities have a higher absentee rate than employees without disabilities.

FACT: Studies by firms such as DuPont show that employees with disabilities are not absent any more than employees without disabilities.

MYTH: Persons with disabilities are inspirational, courageous, and brave for being able to overcome their disability.

FACT: Persons with disabilities are simply carrying

[The Work Site
Questions & Help](#)

[The Work Site Search](#)

[Resources Toolkit](#)

[Social Security
Office Locator](#)

on normal activities of living when they drive to work, go grocery shopping, pay their bills, or compete in athletic events.

MYTH: Persons with disabilities need to be protected from failing.

FACT: Persons with disabilities have a right to participate in the full range of human experiences including success and failure. Employers should have the same expectations of, and work requirements for, all employees.

MYTH: Persons with disabilities are unable to meet performance standards, thus making them a bad employment risk.

FACT: In 1990, DuPont conducted a survey of 811 employees with disabilities and found 90% rated average or better in job performance compared to 95% for employees without disabilities. A similar 1981 DuPont study which involved 2,745 employees with disabilities found that 92% of employees with disabilities rated average or better in job performance compared to 90% of employees without disabilities. The 1981 study results were comparable to DuPont's 1973 job performance study.

MYTH: Persons with disabilities have problems getting to work.

FACT: Persons with disabilities are capable of supplying their own transportation by choosing to walk, use a car pool, drive, take public transportation, or a cab. Their modes of transportation to work are as varied as those of other employees.

MYTH: Persons who are deaf make ideal employees in noisy work environments.

FACT: Loud noises of a certain vibratory nature can cause further harm to the auditory system. Persons who are deaf should be hired for all jobs that they have the skills and talents to perform. No person

with a disability should be prejudged regarding employment opportunities.

MYTH: Considerable expense is necessary to accommodate workers with disabilities.

FACT: Most workers with disabilities require no special accommodations and the cost for those who do is minimal or much lower than many employers believe. Studies by the President's Committee's Job Accommodation Network have shown that 15% of accommodations cost nothing, 51% cost between \$1 and \$500, 12% cost between \$501 and \$1,000, and 22% cost more than \$1,000.

MYTH: Employees with disabilities are more likely to have accidents on the job than employees without disabilities.

FACT: In the 1990 DuPont study, the safety records of both groups were identical. October, 1994

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Highline Community College Community & Employment Services Business Information Request

Date: _____

Business Name: _____

Hiring Manager Name: _____

Address: _____
(street) (city) (state) (zip)

Telephone Number: _____ FAX Number: _____

Email address: _____

Web address: _____

- 1. Is there anything that you need to get done that is difficult to do because of time constraints?**
- 2. What do you want your customer's first impression to be?**
- 3. What has been your biggest challenge starting your business in this new development?**
- 4. Are there any unmet needs that seem to be neglected by your current employees?**
- 5. Where do you see the vision of your business heading?** (Gets them interested about what they are passionate about and see big picture.)
- 6. How do you currently recruit employees?**
- 7. Have you ever heard of supportive employment?** (I know people don't speak human services talk, but it would be nice to survey just how many people do)
- 8. What do you feel is the best quality of an employee?**

COMPANY NAME: _____

DATE: _____

CONTACT: _____

QUESTIONS TO ASK OF EMPLOYERS

In your opinion, what are some unique qualities your company possesses (what seems to distinguish your company from its competitors, mission, what do you value)?	
Trends in the field? Where will the growth be- what will change? Skills today vs. skills needed tomorrow?	
Can you give me a general idea of the range of jobs that exist here (or within the organization)?	
What about secondary job duties for staff? (i.e., those little things that need to get done, but people don't always have the time to do)	
How do you recruit employees? What attributes/basic skills are needed to be successful in this company/field?	
What is the typical hiring process?	
Do you have any recurring human resource challenges?	
Do you any additional unmet needs or log jams in the organization?	

GENERAL OBSERVATIONS

(THESE ARE NOT QUESTIONS TO ASK – BUT OBSERVATIONS TO MAKE)

What is the company site “culture” and how would you describe the environment (the feel of the place)?

[Observe carefully:] Are there miscellaneous tasks that could be possibly compiled into a new position?

If this company has other site operations within the area, would they be willing to help set up a site visit there? (Warehouse, distributing center, etc.)

Keys to Listening Effectiveness

1. Prepare in advance. Review everything you will need during the call: rate cards, notes from a prior call, etc. Have these items available when you meet with or call the prospect.
2. Limit distractions for you and the prospect. When meeting at the prospect's place of business, suggest meeting in his/her office or in a quiet area, away from interruptions.
3. Increase your attention span. React in your own mind to everything the speaker says.
4. Think like the prospect. Put yourself in the other person's position to better understand that person's point of view.
5. Limit your own talking. Limit your speaking time during the sales call to 20%.
6. Listen for feelings and ideas. Remember that the way in which words are spoken—the tone, the speed, etc.—convey most of their meaning.
7. Don't jump to conclusions. Take care not to assume that you know what the other person is going to say next.
8. Don't dismiss the speaker's ideas. If you disagree with the individual, try to understand why instead of tuning him/her out.
9. Concentrate. Pause for two seconds at the end of the speaker's statement.
10. Don't interrupt. Always let the speaker finish before you begin speaking.
11. Take notes. If the speaker touches on an area you'd like to discuss further, jot down a few key words and come back to that topic when the speaker finishes. Don't interrupt the speaker.
12. Ask questions. Use questions to clarify areas that are unclear to you.
13. Listen reflectively. Use "yes," "I see," or other expressions to let the speaker know that you're listening. Even a non-verbal response, such as a nod or a smile lets the speaker know that you're listening.
14. Look and listen "between the lines" for the speaker's meaning.
15. Repeat and verify. Use paraphrasing to be sure you understand the other person's thoughts or ideas.
16. Practice. Refine your listening skills at all times.

Why hire people with disabilities?

Because it makes BUSINESS SENSE!!!

According to a study of **8,500 persons with disabilities** in competitive employment – this group has a nearly **85% job-retention** rate after one year as measured by companies like DuPont and Sears who measure retention rates.

Pizza Hut stated that their **turnover rate** for people with disabilities was **20% compared to a 150%** turnover rate among non-disabled employees.

According to Safeway, “... these workers’ **time and attendance** records tell the story. Their numbers are **far superior** compared to those of employees who are not disabled. They deliver **incredible customer service.**”

HR experts estimate the cost of a single turnover ranges from 93-200% of the employee’s annual salary.

A survey of 250 supervisors in 43 businesses shows supervisors are as satisfied with the performance of their employees with disabilities as they are with their non-disabled employees.

The Bureau of Labor Statistics estimates that employment will increase by 18.9 million new jobs in the next 10 years and that the workforce is expected to shrink by 10%.

87% of the public agree that they would prefer to **give their business to companies that hire people with disabilities.**

Work Opportunity Tax Credit (WOTC) – a tax credit of up to **\$2,400 for each new qualified worker.**

People with disabilities contribute to an organization’s success by bringing unique perspectives, and experiences to the workplace.

Can DDD help me meet my business needs?

Do you have a real job that is long term or permanent?

Our people need real jobs that they can perform and take pride in.

Let us match an individual’s skills to your job.

Do you need to hire one or more employees at minimum wage or higher to do this job?

Do you need a crew to come into your business and do a job?

A group of from 2 to 6 people with their own supervisor can come in to your business to do the job – your way.

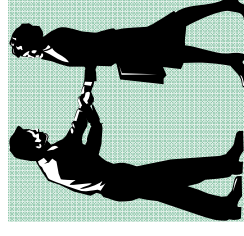
How do I hire an employee with a developmental disability?

Talk to the DDD Employment Specialist and discuss your needs

Ask to meet with Employment Representatives from an agency who can meet your needs

Interview Agency Representatives and select one or more that you think will be able to help you recruit, screen, train, and provide on-going support to your new employee.

Discuss the position(s) you have available with your Representative and begin the process of hiring the most loyal and productive employee you will ever have the pleasure of working with.



What Is DDD?

DDD is the Arizona Division of Developmental Disabilities and is a very important part of the Department of Economic Security. It is our responsibility to ensure that persons with developmental disabilities achieve the most personally rewarding life possible. For many people this includes working and contributing to the community. For that reason DDD funds non-profit and non-governmental organizations that provide **job placement, training, and on-going support** in the workplace. These employment agencies are located throughout the State.

What is a developmental disability?

Once known as “mental retardation”, a cognitive disability with an IQ level of 70 or less is the most common developmental disability. Cerebral palsy, epilepsy, and autism are also included as developmental disabilities. These impairments affect everyday living for a lifetime, and for a majority of affected people, no personal action led to their disability. Despite these irreversible conditions, **people with disabilities can and do enjoy long, satisfying, and productive lives.**

FOR MORE INFORMATION OR TO SCHEDULE AN APPOINTMENT

PLEASE CALL

MARTY FINNEGAN

at

602-870-1721

DO YOUR BUSINESS
A FAVOR...

INCREASE YOUR
BOTTOM LINE

HIRE A PERSON
WITH A DISABILITY

YOU'LL BE GLAD
YOU DID!

Equal Opportunity Employer/Program ♦ Under Titles VI and VII of the Civil Rights Act of 1964 (Title VI & VII), and the Americans with Disabilities Act of 1990 (ADA), Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination Act of 1975, the Department prohibits discrimination in admissions, programs, services, activities, or employment based on race, color, religion, sex, national origin, age, and disability. The Department must make a reasonable accommodation to allow a person with a disability to take part in a program, service or activity. For example, this means if necessary, the Department must provide sign language interpreters for people who are deaf, a wheelchair accessible location, or enlarged print materials. It also means that the Department will take any other reasonable action that allows you to take part in and understand a program or activity, including making reasonable changes to an activity. If you believe that you will not be able to understand or take part in a program or activity because of your disability, please let us know of your disability needs in advance if at all possible. To request this document in alternative format or for further information about this policy, contact 602-542-0419; TTY/TDD Services: 7-1-1

Referral Action Plan

List 10 specific actions that you will take to build your referral business and the reason why this is a good referral resource.

ACTIONS	REASON
Talk with your hairdresser	They are friends with the owner of Cuts Plus

ACTIONS	REASON
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

STRENGTHS, CAPACITIES AND GIFTS: A STREAMLINED DISCOVERY PROCESS

Homework:

iLearn Oregon modules 110,102

Review Discovery FAQs and Profile

Beginning July 1, 2014 the Office of Developmental Disability Services (ODDS) initiated a new service called Discovery. This FAQ is designed to answer some of the recent questions and provide clarification about Discovery. ODDS will be initiating a formal process for receiving input about this service, including the development of a workgroup. As additional clarification is available, this FAQ, as well as other policy documents, will be updated.

Discovery FAQs

1. What is Discovery?

As the name implies, the fundamental purpose of Discovery is to find out “who the person is.” It is a process that begins prior to specific employment planning. It also helps to inform and shape the person’s Career Development Plan.

A qualified ODDS-Employment Specialist provides Discovery. Discovery is grounded in community-based experiences that are tailored to the person’s skills, interests and talents. Such experiences help the person and the people who support them to understand the elements that are crucial to the person’s employment success. While conversations with people who are close to the person are important, community-based experiences are the core of Discovery:

The discovery process can involve a number of activities, but generally includes:

- Interviewing the individual and people who know that person well (family, friends, support staff, personal advocates, etc.).
- Observing the individual in various settings, including their own home and their surrounding community. This might include observing the individual in typical life routines and activities.

- Discovery is not a process to determine whether or not someone wants to engage in competitive integrated employment. The person's readiness to begin and participate in competitive integrated employment is assumed.
- Discovery does not result in the person's employment plan. While the Discovery process needs to be intentional and structured, it does not constitute an individual's total plan for achieving employment. It informs that planning process. Other information techniques such as the Career Development Plan should be used in conjunction with the Discovery process and Discovery Profile. Additional services to consider may be short term assessments provided by VR and the Summary of Performance completed by ODE.
- Discovery is not needed for everyone with an Intellectual or Developmental Disability seeking competitive integrated employment, but it is a helpful tool for many, including those with significant disabilities.
- Discovery is not a requirement to access other services. While Discovery is designed to be a helpful tool for job development, job coaching and to help an individual achieve their employment goals, it should never serve as a barrier to employment or as a prerequisite for another service.

2. What is the purpose of a Discovery Profile?

The purpose of a Discovery Profile is to capture the information obtained during the Discovery service and provide an in-depth portrait of a person that will serve as a solid foundation for obtaining, maintaining, and advancing in individual integrated employment.

At a minimum, the profile should provide:

whether Discovery would be a recommended service for any one individual, as well as to discuss other issues that arise.

Other factors that may be considered to determine whether Discovery is the right service:

Discovery might be the right service when:

- The person has expressed an interest in pursuing an individual integrated job and is interested in using VR Job Development after the Discovery service.
- A standard assessment would be inadequate to capture information regarding the person's employment skills and strengths.
- The person has had integrated jobs, but they did not last.
- The person's integrated work experience is no longer of interest or not recent.

Discovery might **not** be the right service when:

- The person has already gone through many discovery-like activities, and there is enough information that would make the service redundant for the person.
- The person wants to begin job development with VR immediately and does not want to use the Discovery service.

4. What are the key differences between Employment Path Community service and the Discovery service?

The key differences include:

- Discovery is not designed to teach an individual employment related skills. While an individual may learn a great deal about their strengths, the type of work they may be interested in as well as some peripheral skills (such as how to interview well) this service is designed to focus on learning about an individual's current strengths that may be applied to a variety of jobs.

6. Is Discovery an individualized service and must it be provided in an integrated community setting?

Discovery is a 1:1 individual service. A Discovery provider is expected to spend 1:1 time with an individual in the community in order to understand the person's strengths that can be transferred to an individual integrated job. To know what skills the individual can transfer to individual integrated settings, it is critical, as part of the Discovery service, to observe the person in individualized community settings. The settings could include on the job activities (with support as needed), business tours and other ways to learn about different jobs, watching the individual do chores at home, etc.

However, the provider also has to be aware of what the individual does outside of the Discovery process. Learning about an individual's current work in small group employment or employment path is required to fully inform the Discovery Profile. However, the time spent in small group or employment path is not part of the Discovery service itself.

7. Who authorizes Discovery?

ODDS funds the "Discovery" service. While schools, transition programs, and VR do support exploratory activities (community assessments, and community work experiences), ODDS funds a formal, stand-alone Discovery service through two of Oregon's 1915(c) Home and Community Based Medicaid waivers. See OAR 411-345 and AR 14-042 for additional information.

The Service Coordinator or Personal Agent authorizes Discovery based on the request from the individual and recommendation from the individual's ISP team and employment team. The Service Coordinator or Personal Agent will also make a referral to a qualified and trained Discovery provider chosen by the individual. A list of providers who have completed the training is available on the ODDS case management tool page found [here](#).

Authorization should occur after a thorough review of all employment related information available (please see question 1 for details), with the individual and his or her ISP team, and members of the employment team,

10. Who can provide Discovery?

Discovery may be provided by a staff member of an ODDS provider agency, or a qualified independent contractor.

Each Employment Professional (including any individual person providing the Discovery service) must complete an ODDS-approved Discovery training before providing the Discovery service. This requirement is outlined under OAR 411-345, Policy Transmittal 14-029, and Action Request 14-042. The list of ODDS approved trainings are outlined in AR 15-004, and can be found here:

<http://www.dhs.state.or.us/policy/spd/transmit/ar/2015/ar15004.pdf>.

All providers of ODDS Employment Services, including the Discovery service, must be enrolled to provide ODDS services, and have access to the Plan of Care billing system.

Effective July 1, 2015, all ODDS Discovery providers (including provider organizations and independent contractors) must also be a qualified VR vendor eligible to provide VR job development and/or job placement services.

Recently, ODDS and VR entered into a Memorandum of Understanding (MOU) regarding contracting for services. VR agreed to contract with ODDS agencies certified to provide employment services, or qualified Independent Contractors if they meet all VR requirements, including taking the EOP-II course. This will allow provider organizations to meet this requirement.

11. How do I know that the Discovery Profile used is the right Discovery Profile?

The Discovery Profile must use a Department-approved template. The Discovery Profile used by the organization must include all elements in the ODDS approved template, or it must be one that is approved by ODDS. If a

Discovering

*The best way to communicate with
me is:*

*We believe in the highest potential of people and work to provide
access to meaningful integrated employment in our community*

EMPLOYMENT SERVICES - Yamhill County

319 NE 5th St • McMinnville, OR 97128 • phone: (503) 687-2532 • mailing address: PO Box 28 • McMinnville, OR 97128

mvadvancements.org

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Why Discovery?

The Discovery process is an effective and natural method used to gather information about your interests, experiences, skills, relationships, and other information. team The information gathered during Discovery helps create a better understanding of you and your employment interests. It is a person-centered planning process that gives your team perspective to see your unique skills, preferences, and support needs. Discovery is about YOUR possibilities!

Discovery Process

Kick-off meeting: After MV Advancements receives a referral for Discovery from your Service Coordinator or Personal Agent, a qualified MV Advancements staff will contact you to schedule a pre-meeting to identify your Discovery team.

Identify your team: Discovery is a collaborative effort; it requires your participation as well as your family, friends, support staff, and other significant people in your life who can help us learn more about you.

Team meeting: During this meeting, the team will work to gather information about what is important to you. The team will explore your interests, understand your current obligations, conditions, skills, and interests as well as work to understand when or where you are at your best.

Learning the basics: You and your Discovery team will contribute to gathering your basic information (e.g., contact info, living arrangements, transportation needs, education, etc.).

Explore: A thorough Discovery includes exploration of home life, community activities, social engagements, vocational and volunteer history, etc.

Referring Agency: _____

SC or PA: _____

Start Date: _____

Completed: _____

MV Advancements - Contributing Staff:

Name	Date

Additional people contributing to profile:

Contributor	Relationship	Contact Info	Date

Notes:

Your TEAM!

Who would you like on your Discovery team? *Significant other, family, friends, support staff, community members, and other significant people in your life who can help us learn more about you.*

Name : _____ Relationship to you: _____

Contact Information: _____

Information this person can contribute:

Name : _____ Relationship to you: _____

Contact Information: _____

Information this person can contribute:

Name : _____ Relationship to you: _____

Contact Information: _____

Information this person can contribute:

Name : _____ Relationship to you: _____

Contact Information: _____

Information this person can contribute:

*Need more
space?
Use **Notes** page!*

Basic Information

Let's learn about you!

Name: _____ Date of Birth: _____

Address: _____

City, State, Zip: _____

Home Phone: _____ Cell Phone: _____

Email: _____

Gender (*check one*): Male Female

Marital Status (*check one*): Single Married

Children (*check one*): No Yes - (Age(s), if applicable: _____)

Significant Other (*if applicable*): _____

Address: _____

City, State, Zip: _____

Home Phone: _____ Cell Phone: _____

Email: _____

Parent or Guardian (*if applicable*): _____

Address: _____

City, State, Zip: _____

Home Phone: _____ Cell Phone: _____

Email: _____

Do you have a valid driver's license? Yes No

Are you a U.S. Citizen and have documentation required for employment? Yes No

Have you ever failed a drug test? Yes No

If yes, explain: _____

Have you ever been convicted of a felony or misdemeanor (*exclude parking violations*)? Yes No

If yes, explain: _____

Do you experience behavioral challenges or have a behavior support plan (BSP)? Yes No

If yes, explain: _____

Do you require any special accommodations? Yes No

If yes, explain: _____



Basic Information

Who is Your Primary Contact: _____

Address (if not previously listed): _____

City, State, Zip: _____

Home Phone: _____ Cell Phone: _____

Email: _____

Current Living Arrangement

Independently in home/apartment Live with family Live friend/roommate

Group home/Foster care Other (Please describe: _____)

Describe any previous living arrangements: _____

Current Supports — Home

Independent—Not receiving any supports

Some support (Describe: _____)

Full support (Describe: _____)

Time in current living arrangement: _____

Current Supports — Work/Volunteer

Not currently employed/volunteering

Independent—Not receiving any support

Some support (Describe: _____)

Full support (Describe: _____)

Current Employer: _____

Job title: _____

Duration: _____ (years, months)

Duties: _____

Wage: _____ Hours/week: _____

Schedule: _____

Previous Employer: _____

Job title: _____

Duration: _____ (years, months)

Duties: _____

Wage: _____ Hours/week: _____

Schedule: _____

List additional work/volunteer history on notes page

List any business or personal references

Name	Address/Phone/Email	Relationship	Date confirmed
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Need more
space?
Use Notes page!



Basic Information

Other Important Relationships *(Family member, friend, community member, or key individual)*

Name: _____

Connection or relationship: _____ Okay to contact? Yes No

Address: _____ Phone: _____

Email: _____

Describe type and frequency of involvement: _____

Name: _____

Connection or relationship: _____ Okay to contact? Yes No

Address: _____ Phone: _____

Email: _____

Describe type and frequency of involvement: _____

Name: _____

Connection or relationship: _____ Okay to contact? Yes No

Address: _____ Phone: _____

Email: _____

Describe type and frequency of involvement: _____

Name: _____

Connection or relationship: _____ Okay to contact? Yes No

Address: _____ Phone: _____

Email: _____

Describe type and frequency of involvement: _____

Name: _____

Connection or relationship: _____ Okay to contact? Yes No

Address: _____ Phone: _____

Email: _____

Describe type and frequency of involvement: _____

Need more
space?
Use **Notes** page!

Basic Information

Cont.

Transportation options

Drive personal vehicle Bicycle Parent/Provider Door-to-door service
 Walk (describe pedestrian skills: _____)
 Public Transportation (describe travel skills: _____)
 Other (describe: _____)

Education

High school/GED School name: _____
 Year graduated: _____
 Or number of years attended: _____

Need more space?
Use **Notes** page!

Type of Diploma:

Standard Modified GED Other : _____

My favorite thing about school was: _____

My least favorite thing about school was: _____

College/Trade School School name: _____

Year graduated: _____

Or number of years attended: _____

Courses studied: _____

Planning to continue your education? Yes No

Functional Skills (Check most appropriate box)

Time awareness	<input type="checkbox"/> Unaware of time and clock function	<input type="checkbox"/> Can identify break and lunch times	<input type="checkbox"/> Can tell time to the hour	<input type="checkbox"/> Can tell time in hours and minutes
Functional reading	<input type="checkbox"/> None	<input type="checkbox"/> Sight words and/or symbols	<input type="checkbox"/> Basic reading – up to 3rd grade level	<input type="checkbox"/> 3rd grade level and above
Functional math	<input type="checkbox"/> None	<input type="checkbox"/> Simple counting	<input type="checkbox"/> Simple addition and/or subtraction	<input type="checkbox"/> Computational skills
Public skills	<input type="checkbox"/> Does not speak with strangers	<input type="checkbox"/> Speaks to strangers occasionally	<input type="checkbox"/> Speaks to strangers when approached	<input type="checkbox"/> Initiates conversation with strangers

Functional skills notes:

Basic Information

Communication Skills (Check most appropriate box)

Primary Communication Method	<input type="checkbox"/> Verbal skills	<input type="checkbox"/> Sign language	<input type="checkbox"/> Communication device	<input type="checkbox"/> Other (describe)
<i>Comments:</i>				
Receptive Communication Preference	<input type="checkbox"/> Kinesthetic Hands-on practice	<input type="checkbox"/> Visual Follows visual organizers/ pictures	<input type="checkbox"/> Visual Follows written directions/ checklists	<input type="checkbox"/> Auditory Follows verbal directions
<i>Comments:</i>				
Expressive Communication	<input type="checkbox"/> Prefers to listen	<input type="checkbox"/> Prefers to talk	<input type="checkbox"/> Prefers to move around	<input type="checkbox"/> Prefers to touch things
<i>Comments:</i>				
Handling Stress/Criticism	<input type="checkbox"/> Resistive, argumentative	<input type="checkbox"/> Withdraws into silence	<input type="checkbox"/> Accepts criticism Does not change behavior	<input type="checkbox"/> Accepts criticism Changes behavior
<i>Comments:</i>				
Interactions With Others	<input type="checkbox"/> Withdrawn Makes no eye contact	<input type="checkbox"/> Makes Eye Contact Will speak when asked a question	<input type="checkbox"/> Brief Conversation Appears to enjoy people	<input type="checkbox"/> Friendly Enjoys talking, initiates conversations
<i>Comments:</i>				

Multiple Intelligences

Evidence of logical/mathematical intelligence (*prefers order, dislikes chaos and change, looks for patterns and regularity, etc.*):

Evidence of spatial abilities (*arts and crafts skills, artistic abilities, spatial abilities, etc.*):

Comments:

Evidence of spatial abilities (*arts and crafts skills, artistic abilities, spatial abilities, etc.*):

Comments:

Evidence of physical coordination (*good at sports, dancing, gross or fine motor skills, etc.*):

Evidence of musical abilities (*memorizes words to songs, has good rhythm, other musical ability*):

Comments:

Evidence of people skills (*can read other people's motives, intentions, body language, etc.*):

Comments:

Evidence of self smart skills (*is self-directed, makes good decisions based on personal needs, etc.*):

Evidence of nature skills (*good with plants and animals, etc.*):

Comments:

Evidence of word smarts (*good reader, listener, speaker, writer, makes jokes, puns, tells stories, etc.*):

Comments:

Health Information

Medical issues

Describe any medical conditions (including physical, mental health, disability, or other issues for which you require medical care or that could affect your ability to work:

Medical equipment

Glasses/contacts Hearing aides Wheel chair

Dentures Other (describe): _____
(e.g., cane, walker, scooter, oxygen, sleep apnea machine)

Allergies (please list): _____

Required health protocols (describe): _____

Medications and Supplements

Do you take any medications, supplements, or herbal remedies? Yes No

If so, please list below:

Medication	Condition(s) treated	Dosage (times/day)	Started taking	Side effects?

Additional comments: _____

Medical contact

Physician: _____ Contact info: _____

Pharmacy: _____ Contact info: _____

HIPAA disclosure form completed? Yes No



Skills & Interests

People succeed when their skills match their interests. It's important to find a job that is a good match for you by aligning your strengths and interests.

A job that is a good match is one where you are:

- Doing things you like to do
- Doing things that you are good at
- Working in places you are comfortable
- Working with people you like
- Working the number of hours you want
- Working the time of day you want
- Working the days of the week you want
- Earning enough money

If you got a job, what would be okay and not okay?

Activity	Okay	Not Okay
Working indoors		
Working outdoors (including bad weather)		
Doing physical labor		
Lifting things		
Doing clerical work (like filing & copy work)		
Doing cleaning		
Organizing and sorting things		
Working with food		
Working on a computer		
Having to read things		
Having to write things		
Having to do math		
Doing the same thing all day		
Doing lots of different things during the day		
Working in an office		

Activity	Okay	Not Okay
Working in a factory		
Working in a store		
Working in a warehouse		
Working in a small building		
Working in a big building		
Working by yourself		
Working with a few people		
Working with lots of people		
Working in a place that is noisy		
Working in a place that is quiet		
Having to talk to people		
Having to be quiet all day		
Having a supervisor nearby most of the time		
Not having a supervisor nearby		

Skills & Interests

Cont.

Activity	Okay	Not Okay
Helping customers		
Dressing up for work		
Wearing a uniform		
Dressing how ever you want		
Moving and walking around		
Sitting all day		
Standing all day		
Getting dirty at work		
Having to stay clean at work		
Working with people your own age		
Working mainly with people older than you		
Working mainly with people younger than you		
Working around children		
Starting work in the morning		
Starting work in the afternoon		
Starting work in the evening		
Working on weekends		
Working on holidays		
Making or hearing funny jokes		

Home Life

What do you do when you are home?

Do you do chores or help out?

What chores do you like doing?

What chores do you not like doing?

What do you like to do for fun at home?

School Life

What classes did you like on school?

What classes didn't you like in school?

What activities/clubs did you participate?

What school activities did you like?

What activities didn't you like?

What did you like about school

What didn't you like about school?



Skills & Interests

Cont.

At Work

Where have you worked?

What jobs have you liked?

What jobs haven't you liked?

What were the things about the job(s) that you liked?

What were the things about the job(s) that you didn't like?

Leisure

What do you like to do for fun?

Are there sports or other recreational activities you enjoy?

What do you like to do with your friends?

Do you like to do things by yourself or with other people?

Do you have any hobbies?

Think About This...

How many hours per day would you like to work? _____ How many days per week? _____

What is your availability for work? _____

Would you like help creating a resume packet? Yes No

Emerging Employment Themes

Employment themes blend talents, skills, and interests. Identify local businesses for each theme where people with similar themes work.

Theme 1: _____ Theme 2: _____ Theme 3: _____

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Need more
space?
Use **Notes** page!



Targeted businesses that fit your employment or volunteer goals

Need more space?
Use **Notes** page!

Name of business _____

Who has the connection _____

Name of Contact Person _____

Phone Number _____

Email Address _____

Address _____

Date of contact _____

Result _____

Name of business _____

Who has the connection _____

Name of Contact Person _____

Phone Number _____

Email Address _____

Address _____

Date of contact _____

Result _____

Name of business _____

Who has the connection _____

Name of Contact Person _____

Phone Number _____

Email Address _____

Address _____

Date of contact _____

Result _____



Funding Sources

Potential Funding & Resources for Employment

Funding Source	Contact Person	Contact Phone/Email	Notes	Date
OVRS or OCB				
ODDS				
Medicaid (Medicaid Waiver status?)				
Social Security Work Incentives (IRWE, PASS, etc.)				
TANF Benefits				
Unemployment Insurance				
Organizations for Individual Development (Church, employer, clubs, etc.)				
Personal or Family Funds				
Other				

Request Social Security benefits planning - Date requested: _____

Additional Comments



JOB COACHING: 101, FADING, LONG TERM SUPPORTS, AND TOOLS FOR INDEPENDENCE

Homework:

iLearn Oregon modules 105, 106, 107

Review all section handouts

Review Teaching Strategies

Task Analysis activity

JOB COACH FADING PLAN

CLIENT NAME: _____

JOB COACH NAME: _____

JOB DATE: _____

START DATE: _____

WEEKLY SCHEDULE _____

SUPPORT HOURS: _____

CURRENT DATE: _____

EXIT GOAL DATE: _____

WHAT AREAS ARE YOU SPENDING MOST TIME JOB COACHING? _____

WHAT HAS WORKED?HASN'T WORKED?

1. _____ 1. _____

2. _____ 2. _____

WHAT ARE YOUR SPECIFIC CONCERNS ABOUT FADING? _____

NATURAL SUPPORTS IN PLACE? WHO? _____

NEXT STEP TO INCREASE INDEPENDENCE RELATED TO LACK OF SUPPORT? _____

CONCERNS THAT NEED ADDRESSED? _____

PURPOSED TIME _____

NOTES/TRACKING: _____

Job Coaching VR/ODDS

VR Job Coaching

Begins as soon as job begins

Funded through VR until Stabilization

Initial (6 months, if not all 6 months is used, DD services can use/pay the remaining time)

Provided on-the-job to teach the essential skills necessary to complete required job tasks in a way that matches the person's individual learning style

DD Job Coaching

Begins after stabilization

Funded through DD services

Initial (6 months duration, including time VR used for JC)

On-Going (18 months if needed)

Maintenance (Must be requested annually after 18 months of ongoing is used)

Stabilization

DEFINITION (*TRANSMITTAL VR IM 15-01*)

Job stabilization has multiple components delineated in the Code of Federal Regulations:

1. The person has reached the employment outcome in their Individualized Plan for Employment (IPE)
2. The person has met or made substantial progress toward meeting the hours-per week work goal
3. The person and the vocational rehabilitation counselor (VRC) consider the employment outcome to be satisfactory and agree that the person is performing well on their job
4. The employer is satisfied that the person is performing well on their job
5. Extended (i.e., ongoing long-term) services are available and can be provided without an interruption in services

The expectation in federal statutes and Oregon VR policy is that transition to ongoing long-term support provided by ODDS waiver funding take place at or very near the point of job stability

Task Analysis

Activity: Review handout and sample task analysis sheet (following pages). Work independently or with a partner to create a task analysis for brushing your teeth.

Task Analysis Implemented:

Intern/Employee:

Task/Activity

Trainer

Step	Date																	
0																		
1																		
2																		
3																		
4																		
5																		
6																		
7																		
8																		
9																		
10																		
11																		
12																		
13																		
14																		
15																		
16																		
17																		
18																		
19																		
20																		
21																		
22																		
Level of Independence																		
Time																		

Notes: Safety, Quality, Efficiency:
Productivity

Independent = +
Assistance given = -

Data Collected:

Task Analysis - Implemented: April 12, 2011

Task: Binding Post

Employee: Sam Smith

Trainer: Terry Johnson

Cue	Step	Date	4/12	4/13	4/13	4/13
Supplies ready	Pick-up base	0	+	+	+	+
Base in hand	orient base shiny up	1	-	-	-	-
Shiny end up	Pick-up post	2	-	-	-	-
Post in hand	orient post large end out	3	-	-	-	-
Large end out	Insert post in base	4	+	+	+	+
Post inserted	Turn post tight	5	+	+	+	+
Post tight	Pick-up washer	6	+	+	+	+
Washer in hand	Place washer on post	7	+	+	+	+
Washer on post	Pick-up tab	8	-	-	-	-
Tab in hand	orient large hole out	9	-	-	-	-
Large hole out	Place on post	10	+	+	+	+
On post	Pick up nut	11	+	+	+	+
Nut in hand	Start nut on post	12	-	-	-	-
Nut started	Turn nut tight	13	-	-	-	-
Nut tight	Place in completed bin	14	+	+	+	+
		15	+	+	+	+
		16				
		17				
		18				
		19				
		20				
		21				
		22				
	Level Independence					
	Time		1:10	1:05	60	50

~~SMITH~~
~~JOHNSON~~

Notes: Safety, Quality, Efficiency:

Productivity Target: 30 seconds/unit

Data Collected: data probe every 10 units

Independent = +
 Assistance given = -

JOB DEVELOPMENT: HITTING THE PAVEMENT

Homework:

Congratulate yourself on a job well done!

