Slide 1 - Intro

Employment Core Competencies

These employment core competency modules are meant to be a basic introduction to supported employment for Employment Professionals delivering services to people with intellectual or developmental disabilities in Oregon.

The modules focus are the Core Competencies and Training Standards of Supported Employment Professionals. They are intended to complement, not replace, any current agency orientation and training.

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Tips for Modules

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Slide 3 - Learning Objectives

Learning Objectives

⇨ The practices and theories related to the Discovery process;

⇨ Understand the role of community-based assessments;

⇨ Identify methods to ensure all employment services are delivered using person-centered planning processes.

Explore how best to:

⇨ Document job candidate's strengths, interests and talents;

⇨ Conduct interviews with the job candidate and others familiar with their abilities and work history;

⇨ Evaluate the impact of job candidate's demographic cultural and social background;

⇨ Identify non-work needs that may impact successful employment; and

⇨ Identify job candidate's preferred style of learning, skills, talents and modes of communication.

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Slide 4 - Discovery

Discovery

According to Michael Callahan, a leader in the development of successful practices in supported employment, Discovery is:

⇨ A process that involves getting to know people before we help them plan;

⇨ Spending time with people, instead of testing or evaluating them, as a means of finding out who they are;

⇨ The best way to find out the best that people have to offer;

⇨ Enhanced when we get to know people in settings where they are most who they are;

⇨ A way to identify the unique contributions offered by persons who might not compete as well as others;

⇨ Not a plan, but the foundation of all person-centered planning that seeks to customize outcomes for people;

⇨ Compatible with self-determination and choice.

From *Discovery is... a White Paper by Michael Callahan*

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Discovery

Not all people will require Discovery. Discovery is a service designed to find a person's strengths. This service may be authorized for individuals who are interested in competitive integrated employment, but may want to know more about what their strengths are.

Discovery-like services occur in a variety of settings including during school, during high school transition, employment path services offered by ODDS, through Vocational Rehabilitation assessments, etc. For this reason, an individual may not need Discovery, as they may have enough information to begin the Job Development process through Vocational Rehabilitation.

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Discovery

A referral to Vocational Rehabilitation is the optimal outcome of the Discovery Service; however, some individuals may decide that they do not want to enter individual integrated job development and job coaching upon the completion of a Discovery Profile. If a person does not wish to seek job development and coaching upon completion of a Discovery Profile, the person should not be referred to VR.

Still, the Discovery Profile should be robust, and should be applicable after an individual further explores employment through other services.

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Discovery

Discovery is for people who:

⇨ Are eligible for Developmental Disabilities (DD) services;

⇨ Want to engage in integrated employment; and

⇨ Are eligible for the Comprehensive Services Waiver or the Support Services Waiver.

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Discovery

The purpose of Discovery is to provide meaningful information to the person seeking integrated employment options, facilitate informed decisions, develop specific information about the person's strengths and interests, and to begin active pursuit of integrated employment.

The Discovery service is a focused, time limited, individualized service, engaging a participant in identifying their strengths, needs and interests, which is used as a foundation for the employment plan and path to integrated employment at or above minimum wage. Discovery is not an assessment and will never result in a determination of a person's ability to work.

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Discovery

Discovery is a person-centered, comprehensive employment planning and support service that provides assistance for people to obtain, maintain or advance in a competitive, customized or self-employment setting. This service is limited to a three month period.

Discovery includes community based activities to discover strengths, interests and abilities, including volunteer positions, and work-experience positions.

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Discovery

Services may include job and task analysis activities, assessment for use of assistive technology to promote increased independence in the workplace, job shadowing, informational interviewing, employment preparation (resume development), and volunteerism to assist an individual in identifying transferable skills and job or career interests.

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Slide 12 - Discovery Theory

Discovery Theory

The process of discovering more about a person should consist of learning about who they are in natural and familiar settings that allow the person to be themselves. It is when people engage in familiar or enjoyable activities that their natural talents and skills become evident. Always begin with getting to know the person before arranging opportunities to job shadow or conduct informational interviews. It should be the person's interests and goals that are being met with any exploration activity.

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Discovery Theory

It is important to always consider the person's manner of communication when beginning to work with them. For those who use alternative methods of communication, many conversations may be carried on through use of a laptop, notepad, or other assistive technology resources-including text messaging. If assistive technology is not appropriate, interpreters can be available if the person expresses an interest. Keep in mind that any accommodation to be used is and should always be the person's choice.

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Discovery Theory

For those unable to communicate using traditional or alternative methods, observation is incredibly important. Observe how comfortable the person is with other people and in a variety of environments. Direct questions tend to elicit practiced or artificial responses, so use them in a deliberate manner. The best ways to get to know someone are simply to spend time with them doing the things they enjoy doing.

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Discovery Theory

Afterward, but not during the observation, make note of what has been learned in order to provide some insight to the person. The employment professional's job is to communicate, observe, and make note of information that will be helpful toward developing the appropriate job placement.

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Slide 16 - Core Elements of Discovery

Core Elements of Discovery

The core elements of Discovery include several community employment-related experiences. These may include work experiences, shadowing, or informational interviews. Also, observing the person in natural settings, like their home or other places they frequent, should be incorporated in the Discovery process. Interview people who know the job candidate well. Gain their perspective and observations of the person's strengths.

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Core Elements of Discovery

Discovery is designed to generate overarching employment themes. The themes are broad topics that represent a variety of jobs, environments, skills or task sets, and interests. Exploring these themes offers a chance to investigate the job opportunities in the person's own community. It is recommended to compile a list of potentially twenty different employers in the community for each theme identified (Griffin-Hammis Associates, LLC).

Engaging a team for ideas and exploring the community using informational interviews and work try-outs, creative options emerge. Discovery gets us to look in numerous places where similar skills are found.

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Core Elements of Discovery

Discovery challenges us to consider what might or might not be of interest to the person. Observing the person in familiar situations will show you how they interact in that setting, and may provide a glimpse of their interactions with the few activities they had been exposed to. It is important to consider what exposure to a new setting or situation may discover about the person's natural strengths and abilities. The Discovery process helps determine where both interests and skills lie.

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Core Elements of Discovery

The Discovery profile should be written as a narrative describing:

⇨ The person's interests, skills and abilities;

⇨ The way the time utilized in Discovery was used;

⇨ How conclusions and recommendations were made;

⇨ Elements that the person and team discovered regarding what works and what does not; and

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Core Elements of Discovery

The Discovery profile should be written as a narrative describing:

⇨ What the next steps are for:

- The Person

- The Job Developer

- Others who support the person to be successfully employed

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Core Elements of Discovery

Example

Don't: Bob is interested in cars and knows quite a bit about how they run.

Do: Most Saturday mornings at 8:30, Bob goes to Stewart Automotive Shop to talk with Peter and Don, the brothers who own the shop, about all things automotive, including the latest races. On February 8, I went with Bob and hung out for an hour as he visited. They spoke about the race last Sunday in Indianapolis when the lead car had blown a tire. This led to a conversation about tires and treads. Bob spoke about how the design of every day tires was different than the tires of race cars as well as how he used the "penny test" to know when it was time for his brother to get new tires.

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Slide 23 - Community Based Assessments

Community Based Assessment

A Community Based Assessment (CBA) is an assessment of a person's unique strengths, resources, priorities, concerns, abilities and capabilities; or is intended to determine if a job candidate is capable of performing the essential functions of a specific job. It is an approach which provides vocational assessment within competitive job sites consistent with the person's interests and capabilities.

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Community Based Assessment

The assessment must take place in an integrated setting in the community. The employment professional will be on-site and with the person during the assessment to provide instruction, evaluate the person's interaction with peers, work behaviors, work tolerance, skills, and abilities. Community based assessments can be considered a tool that can be used to assess if people will be a good match for a specific career.

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Slide 25 - Person-Centered Planning

Person-Centered Planning

Person centered planning (PCP) provides a way of helping a person plan all aspects of their life, thus ensuring that the person remains central to the creation of any plan which will affect them. Person centered planning is not an assessment. It should be about making changes in a person's life and planning for the future.

The person should always be in control of how their plans are made, who is to be involved in them, and whose help they will need to make the plans happen. Person centered plans need to be revisited regularly as a person's support needs will naturally change over time.

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Person-Centered Planning

Take the opportunity to consider the following key contributions and factors when developing a person's plan:

⇨ Important people in a person's life: These are the people the person wants to be involved in developing their person centered plan and who can help them make things happen. These are the committed people in the person's life: family, friends and others who know and care about them.

⇨ The kinds of support the person needs to achieve the future they want: People will need to identify key areas in which support is needed, and to talk about how they can get that support.

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Person-Centered Planning

Take the opportunity to consider the following key contributions and factors when developing a person's plan:

⇨ The person's strengths: Finding out what the person is good at and what other people consider their strengths to be can help people think about future planning.

⇨ What is important to the person now and in the future: This helps the person think about what is important to them in their life. Some things will already be present and will need to continue, while other things will need to be planned for.

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Person-Centered Planning

The person's strengths, needs, challenges and preferences will play a critical role in ensuring a successful employment outcome.

⇨ Document job candidate strengths, interests and talents

⇨ Conduct interviews with the job candidate and others familiar with their abilities and work history

⇨ Evaluate the Impact of the job candidate's demographic cultural and social background

⇨ Identify non-work needs that may impact successful employment

⇨ Identify the person's preferred style of learning, skills, talents and modes of communication

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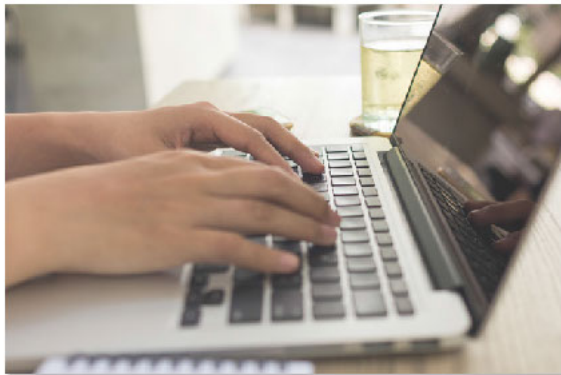
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Person-Centered Planning

Get to know the person

Although it may be helpful to know some limitations or concerns before the first meeting, the employment professional should avoid deep research into the person's past. Reading old files may prejudice an employment professional's feelings, especially if the job candidate has a poor work record, or only worked certain types of jobs. People with developmental disabilities have labels that follow them throughout their lives and these statements are misleading. Get to know the person first.

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Person-Centered Planning

Get to know the person

Have several meetings. Set the meetings in a natural, NOT official environments, chosen by the job candidate. If someone does not use words to communicate, the employment professional may have to ask family about their likes and dislikes. They should begin there and think outside of the box. Observe what the person enjoys, with whom they seem to be most comfortable, transportation factors, and even hygiene.

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Person-Centered Planning

Get to know the person

Also, interview those who really know them. This may include support staff, school personnel, family, friends, and others that the person interacts with regularly. Now that the employment professional has begun to develop their own impressions, based upon their actual experiences with the person, they can then speak to others whose opinion the person would value. The purpose of these discussions is to find out more about the job candidate from other people's perspectives and gain additional insights regarding the person's strengths, talents and interests.

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Person-Centered Planning

Throughout this process the employment professional has documented observations, and hopefully collected those observations and findings of the businesses they developed community experiences with.

Successful Person-Centered Planning in Employment services results in the person making the informed decision of where to work, how many hours to work, and what supports they will have at work.

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Slide 34 - Learning Styles

Learning Styles

Learning is a five-sense experience: hearing, touching, seeing, smelling and tasting. A person will use these in combination and will rely heavily upon one in particular. Generally, people will fall into one or more of these learning styles:

- Visual Learners – Visual learners generally think in pictures. They often prefer to see things written down in a handout, text, on an overhead or PowerPoint slide. They find maps, graphs, charts, and other visual learning tools to be extremely effective. They remember things best by seeing something.

- Auditory Learners – Auditory learners generally learn best by listening. They typically like to learn through lectures, discussions, and reading aloud. They remember best through hearing or saying things aloud.

- Kinesthetic Learners – Kinesthetic, also called tactile, typically learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information (Kelly, 2010).

VISUAL SEE IT

AUDITORY HEAR IT

KINESTHETIC DO IT

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Learning Styles

One of the employment professional's responsibilities is also to help a person identify their most effective learning *method*. There are different ways that people learn:

- **Action**: Learn best by performing the task. Learning the task where it will actually be performed is the best learning environment.

- **Experience**: Find out what the person knows before teaching begins. People's experiences are especially important.

- **Repetition**: Repetition is a powerful learning force. Practice and movement done repetitively over a long period of time creates muscle memory.

- **Trial and Error**: Making mistakes teaches us what not to do. People often remember these experiences better than things they have done correctly.

- **Success**: Self-esteem and self-confidence are built on success.

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Learning Styles

If employment professionals have been diligent in their observation of the person and get to know the person before they start trying to teach them, they will have a better idea of how the person learns. When the preferred method is found, employment professionals should be sure to focus on it and utilize it to the best advantage of the person being served.

Additionally, it is important to identify the motivation behind the person wanting to learn. Employment professionals should fully participate in and take seriously the Discovery process. This will make the job much easier because the training techniques developed will be most appropriate and effective for the person being served.

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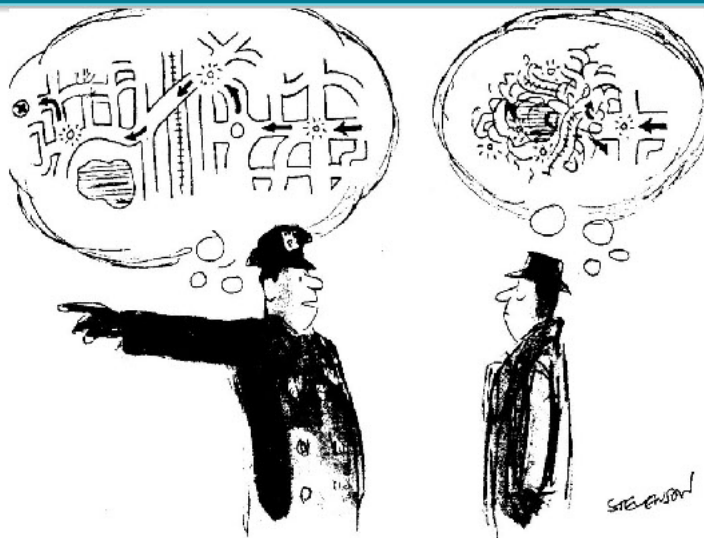
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Communication Strategies

Take a look at these common communication errors.

Too Little Communication
May cause anxiety and make people feel like initial discussions were rushed. Not receiving status updates frequently enough may leave a person or their support team, worrying or wondering about the goals or outcomes. Potential problems don't come out until it's too late to easily solve them.

Too Much Communication
Causes annoyance, aggravation and stress. This occurs when endless meetings are held to discuss the goals and outcomes of the person, but little to no movement on actual execution. It can also happen when people field a continuous stream of questions, sorting through irrelevant information, and hearing about even the most minor of issues.

Unclear Communication
Easily identified as a lack of mutual understanding. Maybe the employment professional thinks they know what other people want but when they show them what they have been working on, others are disappointed. Other times the employment professional thinks they have answered someone's question but they're still confused.

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Communication Strategies

Although the communication challenges vary, the fundamental steps to solve them remain the same. Although it may not be possible to foresee and plan for every event, to plan for success try these strategies:

⇨ Act fast: If the communication feels uncomfortable, don't wait or ignore it. Take action. Delayed action only increases the chances of flared tempers and misunderstood expectations. Confront the issue. That could mean deciding not to proceed with a specific opportunity because severe communication differences will cause inefficiency and stress.

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Communication Strategies

Although the communication challenges vary, the fundamental steps to solve them remain the same. Although it may not be possible to foresee and plan for every event, to plan for success try these strategies:

⇨ Clarify goals and outcomes: A sure way to set both sides up for confusion and disappointment is to not know what goals are trying to be achieved, within what time frames, and how the person or their team expect it to be delivered.

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Communication Strategies

Although the communication challenges vary, the fundamental steps to solve them remain the same. Although it may not be possible to foresee and plan for every event, to plan for success try these strategies:

⇨ Try a different method: Some people communicate brilliantly over the phone but jumble everything up by e-mail. Others do great with sketches but never understand a written description. When in doubt, try a different format: Write it out, talk through it, draw sketches, give examples, or do whatever possible to make the concepts translate into something the other person can understand and vice versa.

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Communication Strategies

We're all human and communicate within our own context, or our own view of the world. We can practice communicating better by acknowledging where there may be opportunities for communication breakdown, planning for resolving communication issues before they arise, and taking swift action to resolve problems as soon as they come up.

Learn more about Ax's success story here!

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Slide 45 - Portfolio Development

Portfolio Development

Career portfolios can give employers the information they need to make an informed choice regarding hiring a person with I/DD. Resumes only give employers a snap shot view of an applicant's skills, experience and education. A career portfolio can be used to fill in the gaps lost in a resume.

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Slide 1 - Slide 1

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Slide 3 - Learning Objectives

Learning Objectives

This module will cover a few aspects of job seeking. This includes community building, marketing and networking, job development techniques, using portfolios, customized employment, and exploring resources for employers.

These concepts are important to help the employer and job candidate find the most suitable employment outcome. It is also a tool to build the reputation and prove the quality of the supported employment organization.

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Learning Objectives

This module will explore:
⇨ Gathering and analyzing labor trend information
⇨ Developing and communicating effective marketing and messaging tools for employment
⇨ Positioning the agency as an employment service
⇨ Targeting message to specific audience
⇨ Using language and images that highlight abilities and interests of job candidates
⇨ Developing job candidate portfolios
⇨ Mentoring job candidates during the job search process
⇨ Incentives to businesses when hiring job candidates with disabilities (e.g. tax credits on-the-job training diversity goals)
⇨ Counseling job candidate on disability disclosure

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Slide 5 - Community Building

Community Building

Community building means making contacts, creating alliances, building support groups, researching chambers of commerce, and increasing visibility to the businesses in the community. This process is an important part of marketing not only the job candidate, but the employment service agency, and can aid in effective career development.

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Community Building

The major role of the Employment Professional is to observe and take notes of the person's community and nearby resources. Identify opportunities to create natural supports out of existing services and structures – like natural bus routes or other public transportation. Think fading supports from the beginning and document your observations of the community.

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Community Building

Employment Professionals should also keep their organization's brochures and their business cards on hand at all times. An opportunity for networking or job developing can arise at any time. Market your organization, your services, and your skills continuously.

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Slide 9 - Marketing

Marketing

When you think of marketing, you probably think of sales people or slogans. Marketing is far more than sales. Marketing establishes how business is conducted within an organization and how relationships are created in the community. Sales is an exchange of a product or service for money.

"Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large."
(*American Marketing Association, 2013*)

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Slide 10 - Marketing

Marketing

Marketing not only your organization as an effective employment agency capable of assisting employers with staffing challenges, but also to the job candidate as the best organization to fulfill job openings for a position or employer, is the foundation for creating the buy-in in the community you are serving. Developing a relationship of trust and quality service from the beginning of the engagement with employers on a job candidate's behalf.

"*Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.*"
(*American Marketing Association, 2013*)

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Marketing

Approach job development as a business of marketing the organization. Highlight the employment service provider agency's features and benefits:

⇨ What characterizes the agency as a unique employment agency?

⇨ What does the agency commit to do in support of the job candidate and the employer?

⇨ Who is the primary contact if there is a problem on the job or if the employer just wants to check-in?

"Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large."
(*American Marketing Association, 2013*)

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Marketing

Approach job development as a business of marketing the organization. Outline the employment service provider agency's features and benefits:

⇨ What is the benefit of hiring a worker through an agency instead of generally posting jobs?

⇨ What do 'satisfied customers' say about the services (are there testimonials from employers that can be quoted?)

"Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large."
(*American Marketing Association, 2013*)

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Marketing

In supported employment, business is conducted so that the employer and the job candidate are satisfied with the best services that the organization has to offer. An employment professional is creating a partnership between two parties who both have something to offer.

Marketing supported employment is not "selling" a person with a disability, but negotiating the potential employee's abilities to fulfill the business' needs. It is simply the economic principle of supply and demand. If an Employment Professional's focus is on quality and value, their services will be in demand and stay in demand.

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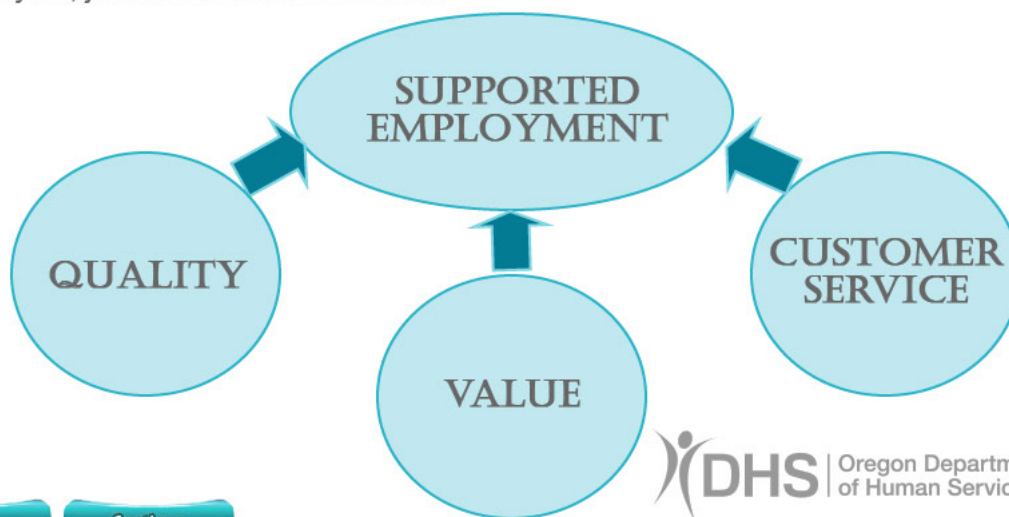EP 103 - Marketing and Job Development

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Random Question

Linked To Pool12Pretest

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Marketing Supported Employment

Employers do not generally understand the variety of employment services and strategies, and no employer hires a supported employment program - employers hire people! Focus on the attributes of the person and the skills he or she will bring to the job.

Also, there are numerous tax incentives or credits that may be available, but at this juncture their mention devalues the job candidate by suggesting to employers that the agency provides rebates upon hiring. Wait to mention these until after the employer has seen the value of the job candidate and made the hire!

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Slide 18 - Networking

Networking

Job candidates, employment service providers, and employers determine the strategies for providing support that will support career development and ultimately enable long-term satisfaction for the job candidate and the employer. It's important that a wide net be cast when looking for potential partners in the job development process.

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Networking

Partners could include:

⇨ Employers

⇨ Health professionals

⇨ Neighbors

⇨ Teachers

⇨ Clubs or social groups

⇨ Friends and family

⇨ Other service providers

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Networking

Not only could these people bring valuable insights to the process, but also bring their own networks of contacts and supports that could be helpful in not only developing jobs in the community, but fostering natural supports. These networks can also be helpful when additional supports might be needed to address barriers.

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Networking

The Employment Professional's role is to implement plans toward successful employment for the individual, but also to provide support to all partnerships. That means research!

⇨ Know the economic trends and industries in the area.

⇨ Know when companies are available and unavailable for communication.

⇨ How often does the organization hire?

⇨ What is the percentage of turnover?

⇨ Who does the hiring?

⇨ Identify a point of contact for the organization.

It is also important to build partnerships with organizations focused on achieving common goals. Some of these agencies include:

♦ Vocational Rehabilitation

♦ School Systems, Colleges and Universities

♦ Regional Workforce Boards

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Slide 22 - Job Development

Job Development

Job development is the process of supporting the job candidate to find quality competitive integrated employment consistent with their strengths, preferences, interests, and abilities. Get to know the skills, support needs, and preferences of the job candidate to determine what type of job would be best suited to the person.

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Job Development

Employment can be obtained by using a variety of methods including:

- Customized employment - in discussion with potential employers, the Employment Professional determines if a desired job could be modified in order to match the skills and abilities of the job candidate and the needs of the employer. A proposal may be needed in order to outline the particulars of the new job tasks, hours, wage, etc.

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Job Development

Job Development is…

- *Tailored to the interests, needs and abilities of each person: job procurement, job matching, training and supports.*
- *Unique and specific to the person's ideal conditions for employment.*
- *Jobs that are not shared with other people with disabilities, but rather in community jobs.*
- *Successful employment matches when ideal conditions, themes and interests point to that job.*
- *Determining the job candidate's skills and interests and then finding a job that is appropriate for them, rather than finding a job first and trying to match people.*
- *Seeking out jobs that are viable without being heavily subsidized by a government program.*

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Job Development

Identify the features and benefits to the employer of each person.

⇨ What makes them a desirable employee?

⇨ What makes this a good job match?

⇨ What are their qualifications applicable to this job?

⇨ What are the person's primary skills that make them a good fit for this position?

⇨ What employer need will this job candidate meet?

Read Katie's Success Story!

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Job Development

In assisting a person to find employment, the Employment Professional should begin by working with the person, selecting the most useful options from the range of integrated employment services and resources that the provider offers. During this process the Employment Professional should work with the person to determine the types of assistance and accommodations the person will need to fully access and benefit from supported employment services.

Read Katie's Success Story!

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Slide 29 - Labor Trend Analysis

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Slide 31 - Resumes

Resumes

Resumes are an important marketing tool. An applicant has about 20-30 seconds to capture the employer's attention. It is important to spend sufficient time and effort in developing a professional-quality resume.

Resumes are a dynamic document, changing for each position and for each company. Each resume will be targeted to the job description noted in the advertisement. Do the research to identify the skills and attributes of the job candidate are highlighted most appropriately for that job.

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Resumes

The application is the company's tool to learn about the job candidate, screening out those of no interest to them. The resume is the job candidate's best marketing tool, drawing the eye to what Employment Professionals want employers to see.

Accentuate the positive by listing relevant accomplishments and awards. Focus on skills and experience that will be used for the job sought, not for the previous job held. Downplay the negative by not bringing attention to job dates if many are less than 3 year's duration. Place job tasks from previous jobs, unrelated to job sought, at the end of the job description.

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Slide 33 - Disclosure Protections and Responsibilities

Disclosure Protections and Responsibilities

People with disabilities have disclosure protections as well as important responsibilities to themselves and to employers. People with disabilities are entitled to:

- Have information about their disability treated confidentially.
- Respectfully inquire about hiring practices from any organization.
- Have reasonable accommodations made in order to participate in an interview.
- Be considered for a position based on their qualifications.
- Respectful questioning regarding accommodations.

Note: People with disabilities have the responsibility to disclose the need for any work-related reasonable accommodations.

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Slide 34 - Resources for Employers

Resources for Employers

A focus group research was conducted by Employer Assistance & Resource Network (EARN) consisting of 275 participants in 26 groups over 13 major metropolitan areas. A wide range of business and industry management and human resource professionals participated. Specific industries that were represented included banking, construction, manufacturing, retail, healthcare, hospitality, food service, legal, education, telecommunications, information technology, and entertainment. The size of companies ranged from 15 to more than 2500 employees.

Participants were asked to identify the top staffing or workforce issues facing their organization today. From these discussions, a number of common workforce issues surfaced.

⇨ Finding and retaining qualified employees with the right skills,

⇨ Finding and retaining qualified employees with the right qualifications, and

⇨ Finding and retaining qualified employees with the right level of experience.

(AskEARN.com)

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Resources for Employers

A key component in Supported Employment is working with employers to ascertain their business needs and determining which job candidate would be a profitable fit for their business. The position needs to be valued. Meet the unique and specific needs of the employer, and the desires and skills of the job candidate, one person at a time. In working with employers, the job developed should be centered on the fact that the employer is gaining a valuable new employee, who brings with them the ideal skills and talents to meet the business needs.

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Slide 37 - Job Accommodation Network

Slide 38 - Work Opportunity Tax Credit

Work Opportunity Tax Credit

The Work Opportunity Tax Credit (WOTC) is a Federal tax credit incentive that employers may receive for hiring individuals from certain groups who have consistently faced significant barriers to employment. The main objective of this program is to enable the targeted employees to gradually move from economic dependency into self-sufficiency while earning a steady income and becoming contributing taxpayers. Meanwhile, participating employers are compensated by being able to reduce their federal income tax liability.

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Slide 39 - Tax Credits for Small Business

Tax Credits for Small Business

To assist businesses with complying with the ADA, Section 44 of the IRS Code allows a tax credit for small businesses and Section 190 of the IRS Code allows a tax deduction for all businesses. The tax credit is available to businesses that have total revenues of $1,000,000 or less in the previous tax year or 30 or fewer full-time employees.

Learn more about employer tax credits!

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Tax Credits for Small Business

The tax credit can be used to offset the cost of undertaking barrier removal and alterations to improve accessibility; providing accessible formats such as Braille, large print and audio tape; making available a sign language interpreter or a reader for customers or employees, and for purchasing certain adaptive equipment. The tax deduction is available to all businesses with a maximum deduction of $15,000 per year.

Learn more about employer tax credits!

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Affirmation

By completing this assessment I am affirming that:

Completion of this assessment will be an individual effort.

I will not distribute this assessment to others.

I will maintain records of my completion of this course in accordance with existing rules and guidance from ODDS.

I agree to these terms and conditions

[Click Box]

You must agree to these terms in order to continue.

On the following slides are 10 questions. You must obtain a score of 90% in order to pass.

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Random Question

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Slide 49 - Question 6

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Random Question

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Slide 53 - Question 10

Random Question

Linked To Pool10

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Quiz Results

You Scored: {score}

Maximum Score: {max-score}

Accuracy: {percent}

Review Area

Review Area

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Slide 1 - Slide 1

Employment Core Competencies

These employment core competency modules are meant to be a basic introduction to supported employment for Employment Professionals delivering services to people with intellectual or developmental disabilities in Oregon.

The modules focus are the Core Competencies and Training Standards of Supported Employment Professionals. They are intended to complement, not replace, any current agency orientation and training.

Disclaimer: The materials and information in these modules are a compilation of subject matter experts and supported employment research, for the ease of study in order to demonstrate the Core Competencies and Training Standards of Supported Employment Professionals in Oregon. The individual works are copyright to their authors and contributors. This guidance may not be reproduced for profit.

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Tips for Modules

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Slide 3 - Learning Objectives

Learning Objectives

This module will focus on preparing and coordinating for the first day on job, helping employee meet employer expectations regarding workplace culture, exploring the social aspects of work, task design and accommodations (e.g. job aids, assistive and information technology), systematic instruction and motivation and responsibility on the part of the job candidate.

Additionally, these key competencies will be addressed throughout:

- Gathering clear job expectations from employers
- Identifying employer's training process and supplementing if needed
- Use of data collection to monitor progress
- Training schedule and instructional procedures
- Recognizing and adapting supports to individual learning styles and needs

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Slide 4 - Learning Objectives

Learning Objectives

This module will focus on preparing and coordinating for the first day on job, helping employee meet employer expectations regarding workplace culture, exploring the social aspects of work, task design and accommodations (e.g. job aids, assistive and information technology), systematic instruction and motivation and responsibility on the part of the job candidate.

Additionally, these key competencies will be addressed throughout:

- Adapting and recommending accommodations to facilitate job performance
- Promoting the use of universal design principles
- Collaborating with employee, employer, co-workers and support team to develop and implement a plan and strategies for fading supports

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EP 105 - Job Coaching: Task Design and Training

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Slide 5 - Job Coaching: Task Design and Training

Job Coaching: Task Design and Training

This module provides Employment Professionals with useful recommendations for guiding people during the first days in a new job. It is a hope to provide information on major issues connected with the adaptation of the employee in a new environment, provides hints as to what should not be overlooked, how to make a positive impression on superiors and colleagues, how to organize a routine working day, and how to work for a further career.

The new employee should be ensured that the employer provides them with some type of introduction program. Large employers usually run two or three days of training which all employees are expected to attend. Smaller employers do not generally have a formal program. Even if there is no formal program, it is worthwhile asking for some form of company introduction to be provided, i.e. introduction to work colleagues, tour of facility, and familiarity with restrooms and break rooms, etc.

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Slide 6 - Job Coaching: Task Design and Training

Job Coaching: Task Design and Training

A great deal of useful information about the employer has already been found during the research undertaken prior to considering the position. As an Employment Professional, consider helping the person learn more about:

- The employer's mission, philosophy and culture. It is during this introductory period that the best opportunity to create a lasting impression on the boss and colleagues, as well as gain acceptance, is offered.

- The employer's communication systems. Every employer will have a number of channels, both formal and informal, by which communication passes up and down and across the organization; become familiar with all of these, and determine which is the most effective for the person being served.

- The employer's products and services. This is important even if the new employee is not directly employed in a sales, marketing or product development function.

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Slide 7 - Job Coaching: Task Design and Training

Job Coaching: Task Design and Training

It is always useful to find out more about the culture and the decision-making processes within the company. It may be useful to seek a mentor within the area of work. A mentor can provide valuable information on the social elements of work that the person will need to become familiar with, such as the organization culture and ways of working, as well as introducing the person to administrative procedures and reporting mechanisms.

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Slide 8 - The Social Aspects of Work

The Social Aspects of Work

One of the key factors in ensuring that the start in the new position is positive will be the ability to establish good working relationships with coworkers early. This will involve creating successful relationships not only with those within the area the person works, but also with people in other areas with whom the person will have regular interactions, and who will often have a considerable impact on the ability of the person to achieve success in the position. This is an ideal opportunity to create lasting relationships and develop natural support systems that will aid in the job coaching fade over time.

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Slide 9 - The Social Aspects of Work

The Social Aspects of Work

Within the new position the person will need to be accepted by their peer group. It is vital to remember that this acceptance has to be earned and is not automatically bestowed. Coworkers need to be reassured that his or her values are similar to those of the new coworker and that he or she will make a contribution to the team.

Making the effort during the first few weeks of the employment to identify and get alongside the 'internal customers' and building a relationship with them can pay long term dividends for the new employee.

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Slide 10 - Training

Training

If someone is to perform well in the new job early on, it is essential he or she be fully trained to carry out the responsibilities and duties in the new position. Most employers will arrange any necessary technical training, but may pay less attention to some of the 'softer skills', for example, time management and interpersonal skills. Think about drawing up a training plan to address the needs - it will act as a useful framework upon which to build the person's development.

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Slide 11 - Training

Training

During the job search, the person and the team will probably have analyzed particular areas in which the person was strong and other areas where he or she might benefit from further development. In-company training and other development opportunities that the new employer can offer should be seen as an important resource in continuing the career development. It is worth systematically analyzing at regular intervals what the training needs are. Help the person revise the training plan to accommodate any newly identified development needs.

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Slide 12 - Training

Training

During the search for a position, the person and the planning team may have done some analysis of individual career options. It is important that active management and consideration of the career does not cease immediately when a person begins a new position. To many people, the idea of managing a career focuses entirely on opportunities for promotion, rather than giving consideration to developing skills and experience, trying a different working environment, or taking steps to improve the existing position.

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Slide 15 - Performance Measurement

Performance Measurement

Most employers today operate formal appraisal or performance review systems where people are given, or agree to, a series of objectives with a manager. It is important that the person is given some clear parameters and targets to do the job well. If the person is not provided with any specific targets for the first year or initial period then he or she (perhaps with the Employment Professional's guidance) should agree with the manager:

⇨ The key functions of the job;

⇨ A series of measurable objectives, to be reviewed at regular intervals, describing goals for performance;

⇨ How personal performance will be measured within the job, and how regularly this performance will be reviewed;

⇨ If the employer does not operate a system of objective or goal setting, then it is a good idea to set a series of goals to work toward. Let the manager know what sort of goals the person is setting. These should relate to the contribution the person can make to the employer and aspects of work, which his or her work can personally influence.

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Slide 16 - Task Analysis

Task Analysis

A task analysis breaks down an activity into smaller, discrete steps. This allows the learner to develop complex skills, one step at a time.

For example, learning to operate a dishwasher consists of many different operations that generally happen in a specific order. By breaking these steps into smaller learning opportunities, a person can concentrate on one step at a time (such as proper loading, measuring detergent, etc.).

Considerations: Developing a Task Analysis
⇨ Person's learning style
⇨ Person's ability to perform multistep operations
⇨ Best order of steps
⇨ Most natural way of doing the task

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Slide 17 - Task Analysis

Task Analysis

Avoiding Common Errors in Task Analysis

- Are there any missing steps?
- Is there an over-reliance on the trainer?
- Is the flow of steps inefficient?
- Are there any competing steps?
- Is there poor task design leading to inefficient motion?
- Is a step too complex for the particular learner?
- Is there adequate beginning and closure of the task?

The first step in developing a task analysis should always be to decide on a method of performing the activity. Always consider the most natural process for the learner, as well as the accepted method currently used in the setting where it is to be performed. Utilize the concepts of Universal Design to identify opportunities to streamline processes and reduce waste.

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Slide 18 - Teaching Adults

Teaching Adults

The work of an Employment Professional means that we work with adults. It is never appropriate to treat people with disabilities like children. The Employment Professional is a leader and a role model, setting the standard on how others will treat this new employee. No one would appreciate being treated like a child in the workplace.

Read Jeremy's Success Story!

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Slide 19 - Teaching Adults

Teaching Adults

Teaching adults is characterized by the coach being a facilitator and the learner taking an active role in learning. Adult learning should consist of the four basic principles:

⇨ *Self-concept*: As a person matures, his or her self-concept moves from being a dependent personality toward one of being a self-directed human being.

⇨ *Experience*: As a person matures, he or she amasses a growing pool of experience that becomes an increasing resource for learning.

⇨ *Orientation to Learning*: As a person matures, his or her time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject-centeredness to one of problem centeredness.

⇨ *Motivation to Learn*: As a person matures the motivation to learn is internal.

(*Smith, 2002*)

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Slide 20 - Motivation and Responsibility

Motivation and Responsibility

Most people work out of necessity. This is also true for people with disabilities. There are bills to pay, vacations to take, food to eat, and other purchases to make. It is important to understand and acknowledge that the job candidate should work to support themselves and improve their quality of life.

Motivation comes from a variety of factors, including:

⇨ Economic need.
⇨ Peer pressure.
⇨ Alleviating boredom.
⇨ Social outlets.
⇨ Societal expectations.
⇨ Professional and social interests.
⇨ Personal pride and satisfaction.

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Slide 21 - Motivation and Responsibility

Motivation and Responsibility

People have a responsibility to contribute to society and working is part of that contribution. There has to be an internal motivation or desire to learn. The motivations for learning are infinite, but the common denominator for adult learners is that the person wants to learn. The Employment Professional needs to understand what motivates new employees.

Motivation comes from a variety of factors, including:
- ⇨ *Economic need.*
- ⇨ *Peer pressure.*
- ⇨ *Alleviating boredom.*
- ⇨ *Social outlets.*
- ⇨ *Societal expectations.*
- ⇨ *Professional and social interests.*
- ⇨ *Personal pride and satisfaction.*

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Slide 22 - Universal Design

Universal Design

Universal Design (UD) is a strategy for making products, environments, operational systems, and services welcoming and usable to the most diverse range of people possible. Its key principles are simplicity, flexibility and efficiency. And whether we realize it or not, most of us benefit from Universal Design on a daily basis.

Originally developed in response to the needs of the aging population and people with disabilities, Universal Design has broad applicability. It increases ease of access to products, places and services for multiple, diverse populations. Using Universal Design means that facilities, programs, and services take into account the broad range of abilities, ages, reading levels, learning styles, languages and cultures in a diverse workforce and customer base.

Learn more at: https://www.dol.gov/odep/topics/universaldesign.htm

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Slide 1 - Slide 1

Employment Core Competencies

These employment core competency modules are meant to be a basic introduction to supported employment for Employment Professionals delivering services to people with intellectual or developmental disabilities in Oregon.

The modules focus are the Core Competencies and Training Standards of Supported Employment Professionals. They are intended to complement, not replace, any current agency orientation and training.

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Slide 3 - Learning Objectives

Learning Objectives

In this module the focus will be on identifying potential work tasks, learning general info about workplace, and analyzing specific jobs. This may include:

- Workplace culture and climate awareness and sensitivity
- Strategies for contacting and communicating with employers
- Employment proposals based on business and job candidates' preferences
- Responding to employer concerns about job candidates' abilities and interests
- Responding to employer concerns about job candidates' disabilities
- Developing and implementing job analysis
- Strategies for job matching
- Paid work trials and job tryouts
- Job Shadowing

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Slide 4 - Workplace and Job Analysis

Workplace and Job Analysis

Employment Professionals should never try fitting job candidates into an available service model. Instead, remember that people have the right to determine the service that suits them best. People also have the right to explore all available employment opportunities.

Employment support is guided by the job candidate in order to achieve their career goals. Supported employment guarantees the right of the person to determine their fate and define their future. The Employment Professional's role is to offer advice and support in order for the person to make their own decisions regarding employment opportunities. The job candidate also controls decisions about what his or her support needs will look like. Keys to supporting successful job matching is identifying the most natural ways a person can be supported in employment, working in partnership with employers and others.

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Slide 5 - Job Analysis and Matching

Job Analysis and Matching

A job analysis describes the various aspects of a position in specific detail. It assists the job candidate and employment provider to make informed decisions as to whether the particular job is a good fit from the job candidate's perspective. The primary purpose of the job analysis includes:

⇨ Review of work routines and cultural aspects.

⇨ Analysis of current staffing and a job description.

⇨ Observing a typical work day.

⇨ Gathering information on rate of pay, pay period, and typical work hours, and benefits.

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Slide 6 - Job Analysis and Matching

Slide 7 - Consider Common Occupations

Consider Common Occupations

There are many occupations to choose from and the person's interests and skills are very important when it becomes time to choose a job. There are also a variety of other factors that can be of significance. To be able to gather information it is recommended that the person visit different settings. In this way the person can show interest in particular jobs or occupations, and ask questions of the employer regarding job duties and tasks.

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Slide 8 - Consider Common Occupations

Consider Common Occupations

Common Occupations to Consider
Click on each button to expand the section and read more.

Administration, Finance, and Law

Building and Construction

Computers and Information Technology

Health and Beauty

Selling, Buying and Marketing

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EP 104 - Workplace and Job Analysis

Slide 9 - Consider Common Occupations

Consider Common Occupations

Common Occupations to Consider
Click on each button to expand the section and read more.

Hotel or Restaurant

Industrial Production

Installation, Operators and Maintenance

Nature Industry

Transport

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Slide 10 - Consider Common Occupations

Consider Common Occupations

When the Employment Professional has helped the person define their knowledge, capabilities, experiences and interests, the person and the team have a starting point to build toward the future. Don't rule out common occupations that may not immediately seem a good match. Dig deeper into the job description to identify some essential functions that may even be able to be customized for a new position.

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EP 104 - Workplace and Job Analysis

Slide 11 - Community Based Work Experiences

Community Based Work Experiences

The goal of community based work experiences is for people to live as independently as possible and become productive participants in their communities. Activities focus on developing appropriate communication and social skills as preparation for eventual competitive or supported employment.

The process should provide educational opportunities that address each person's learning abilities. Related services are incorporated based on person's needs. Community based work experiences may include Job Shadows, work trials and job tryouts, and volunteering.

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Slide 12 - Customized Employment

Slide 13 - Customized Employment

Customized Employment

Customized Employment core principles include:

⇨ Negotiation with employers - specific job duties or expectations;

⇨ Customized job tasks - customized from existing job descriptions, restructured from one or more jobs, or created so that the tasks match the interests and skills of the job candidate, and to meet a specific workplace need of the employer;

⇨ Person-centered services - the job candidate is the primary source of information and guidance about jobs to explore in the job market;

⇨ Client control - the job candidate, not the Employment Professional, team, or counselor, controls the planning process;

⇨ Discovery - not necessarily a Discovery Profile, but the process used to reveal the job candidate's interests, skills, and needs; and

⇨ Jobs have the potential for advancement - identified jobs have potential for advancement, regardless of work history.

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Slide 14 - Customized Employment

Customized Employment

Armed with all this information, the Job Developer can locate or create opportunities using creative approaches. Instead of cold calling, the Employment Professional should try to experience a workplace by touring and arranging for paid work experiences to find career opportunities.

Read more about Kevin's success!

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Slide 15 - Sealing the Deal

Sealing the Deal

Once the job candidate and employer have been matched and the position negotiated, make sure the deal is sealed. Communicate the terms of employment, for instance, full time or part time work, benefits, etc. Also, share with the employer as to what can be expected from the Job Coach moving forward.

Facilitating natural supports and connections within the workplace should be a primary focus. The Employment Professional should start by ensuring that the person takes part in the company's typical orientation and training.

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EP 104 - Workplace and Job Analysis

Slide 16 - Sealing the Deal

Sealing the Deal

An Employment Professional continues to serve as a resource to the employer after the placement. Consultation may include recommending and assisting with developing accommodations, assistive technology, helping to monitor benefits and other work related supports as needed. Prior to the supported employee starting the job, the Employment Professional may assist them to:

- Establish at least preliminary transportation arrangements.

- Tour the workplace and meet all supervisors and co-workers.

- Attend the company orientation, if applicable.

- Arrange for uniforms, if applicable.

- Fill out paperwork and forms.

- Understand all company benefits and policies.

- Understand how income may impact their benefits, or when to refer to a benefits counselor.

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EP 104 - Workplace and Job Analysis

Slide 17 - Sealing the Deal

Sealing the Deal

A successful employment outcome is based on everyone seeing the benefits. The deal isn't sealed until all parties are satisfied with the outcome – including the employer, the new employee, and their new coworkers. Always leave an open line of communication with the employer to receive continuous feedback, and identify early what the best methods of communication are for the employer (phone, email, in-person, etc.). Renegotiation of a position may also be required, or the employer may have an opportunity for another job candidate!

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EP 104 - Workplace and Job Analysis

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Employment Core Competencies

These employment core competency modules are meant to be a basic introduction to supported employment for Employment Professionals delivering services to people with intellectual or developmental disabilities in Oregon.

The modules focus are the Core Competencies and Training Standards of Supported Employment Professionals. They are intended to complement, not replace, any current agency orientation and training.

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Tips for Modules

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EP 106 - Job Coaching: Support Strategies

Slide 3 - Learning Objectives

Learning Objectives

This module continues our exploration of Job Coaching techniques to facilitate the fade of the Supported Employment Professional. This may include an analysis of:

- Behavioral supports at work.

- Structural and visual supports that can be developed.

- Employee attending typical training program.

- Implementation of behavior and intervention supports as defined in a Behavior Support Plan.

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Slide 4 - Job Coaching: Support Strategies

Job Coaching: Support Strategies

When people move from being a job candidate to becoming an employee, the new primary goal is to identify where they fit in the workplace, both socially and functionally. Try to find the best way to assist the new employee to become a valued member of the team. Becoming an accepted member of the workplace culture is vital to success in the new position. Inclusion, or the opportunity to interact and work with employees who are not disabled, is a significant measure of the quality of supported employment.
(Jordan & Butterworth, 2010)

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Slide 5 - Job Coaching: Support Strategies

Job Coaching: Support Strategies

Physical integration alone does not ensure inclusion. These are some of the ways to facilitate and ensure inclusion in the workplace:

- The person is a regular employee of the business rather than an employee of the service agency.
- The person works next to, and interacts regularly with, non-disabled coworkers.
- The employer and other employees consider the person as a valuable team member and the person is involved in all workplace social activities.
- The employer is satisfied with the match and invests time and resources to develop the new employee as the employer would for any employees.
- The new employee builds positive relationships with coworkers.
- Natural supports develop at the workplace, creating independence from paid Job Coaches.
- Help employers determine what workplaces support people with disabilities.

([Hoosier, 2009](#))

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Slide 6 - Challenges on the Job

Challenges on the Job

Challenges will occur on the job. It is the Employment Professional's job to identify potential stumbling blocks and assist the employee to overcome them. Certain issues may be an opportunity to check in on the potential need for additional supports:

- A change in direct supervisor.

- A change in assigned task(s).

- A natural support change directly related to the job or within the work area.

- Changes occurring outside of the job.

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Slide 7 - Challenges on the Job

Challenges on the Job

These examples may warrant adjustments to the employment action plan and, specifically, the fading timeframe. The employment action plan, or written implementation strategies of the Job Coaching supports, should be designed as a living, breathing document. Action plans regarding the desired outcomes of independent employment should reflect the current employment-related needs of the person. It should be update as needed and required, and shared with the SC/PA for monitoring.

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Slide 8 - Positive Behavior Supports in the Workplace

Positive Behavior Supports in the Workplace

Positive Behavior Support (PBS) is a phrase that describes a set of strategies or procedures designed to improve success by employing non-punitive, proactive, systematic techniques to achieve important behavior changes. It refers to the application of positive behavioral interventions and systems to achieve socially important behavior change.

Read Jeff's success story!

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Positive Behavior Supports in the Workplace

Read Jeff's success story!

A PBS approach to behavior change incorporates proactive, positive (non-punitive), and instructional strategies exercised over time with consistency. These strategies involve establishing settings, structures, and systems to facilitate positive behavior change.

The emphasis is on, "How can we change the system, setting, or structure to help Jeff stay on task at work?" rather than, "What can I do to Jeff to make him stop getting off task?"

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Positive Behavior Supports in the Workplace

Positive Behavior Supports teach that when supports center upon a person's strengths, problematic situations are less likely to occur. Understand the person's "story," including their strengths, skills and limitations. This will help in identifying underlying causes for unwanted behavior.

Read Jeff's success story!

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Positive Behavior Supports in the Workplace

Examples of positive behavioral supports in a workplace may include:

- Assisting the individual with clocking in and out on time, preventing the employer from paying overtime or excess hours.

- Developing natural cues in a work setting to help the individual stay on task.

- Developing technology supports (alarms, reminders, etc.) to assist an individual with taking appropriate break times and duration.

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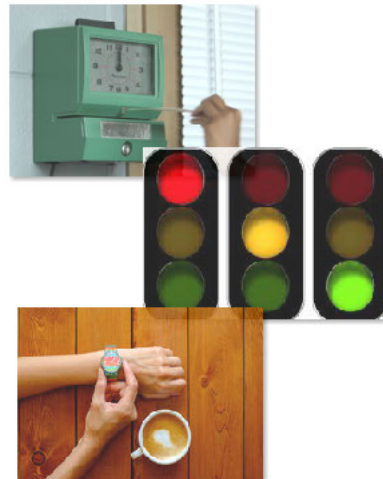
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Positive Behavior Supports in the Workplace

Consider the options:

- Are any Universal Design techniques or strategies available to utilize in the work setting to help mitigate the occurrence of the unwanted behaviors?

- Would task lists or notebooks help the employee identify which steps and sequence to follow, especially when the sequence of tasks may be long and difficult to remember?

- Are there assistive technologies that can be utilized to set alarms to remember when to clock out on time?

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Positive Behavior Supports in the Workplace

Reinforcing positive behaviors is only half of the story. Employment Professionals may also find themselves in the unique position of initially identifying new or increased unwanted behaviors in the employment setting.

Review these questions to help identify the source of potential unwanted behaviors and to identify strategies to support positive behaviors:

- Is the challenging behavior a symptom of a medical disorder or a side effect of a medication?
- What is the person's opinion of their life in terms of personal relationships, personal choices or living situation?
- Is the challenging behavior part of a chain or cluster of related behaviors?
- Is the challenging behavior the result of a lack of a skill or skills?
- What does the behavior get for the person?
- What does the behavior help the person escape or avoid?

(Division of Mental Health, 2005)

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Positive Behavior Supports in the Workplace

It is important to always remember to respect the person's dignity, the right to make choices, and the desire to follow his or her dreams to live life as independently as possible. They have chosen to work and be a greater part of their community. Help support them to overcome challenging behavior and to understand the effects of undesirable behavior on being an inclusive part of their work setting, as well as their community. Communicate with the employment team whenever there are behaviors that may warrant additional support, such as creating a Behavior Support Plan, to help the person gain independence and confidence.
(National Education Association, 2014)

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Slide 16 - Fading

Fading

The number of hours the Job Coach spends on the job site is intended to diminish over the first few months of employment, as the supported employee becomes more productive and less dependent on paid supports. Fading occurs as the new employee demonstrates job stability, and will vary for each person. This includes satisfactory job performance as evaluated by the supported employee, employer, provider, and the VR counselor or Service Coordinator/Personal Agent. As the employee continues to perform the job well, the service moves into extended, ongoing support services (United States, State of Florida, 2015).

Read more about Vickie's Success!

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Slide 17 - Fading

Fading

While the Job Coach is fading, it is important to discuss the plan with the person, support coordinator, other paid supports, employer and any family members involved in the person's life. The goal of fading is to promote independence from the Job Coach.

During the fading process, the Job Coach must be available, as necessary, to everyone involved. Contact information should be current and provided in writing to a minimum of two people on the job site. This is a critical time for the employee as well as the employer. Good, clear communication is one of the best ways to alleviate the stress on all parties.

Read more about Vickie's Success!

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Slide 18 - Follow Along

Follow Along

Follow along is defined as providing long-term, ongoing supports needed to maintain employment. Supported employment services are limited to the amount, duration and scope of the services described in the person's support plan, rules, and policy.

Decisions to change the duration or intensity of the service or to terminate supported employment services, will generally be made through consensus among the person's planning team, as lead by the individual (United States, State of Florida, 2015). If an individual no longer wishes to receive supports, they may choose to terminate the supported relationship without team consensus.
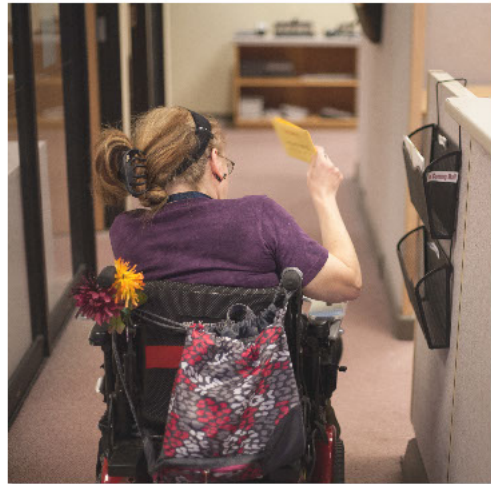
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Employment Core Competencies

These employment core competency modules are meant to be a basic introduction to supported employment for Employment Professionals delivering services to people with intellectual or developmental disabilities in Oregon.

The modules focus are the Core Competencies and Training Standards of Supported Employment Professionals. They are intended to complement, not replace, any current agency orientation and training.

Disclaimer: The materials and information in these modules are a compilation of subject matter experts and supported employment research, for the ease of study in order to demonstrate the Core Competencies and Training Standards of Supported Employment Professionals in Oregon. The individual works are copyright to their authors and contributors. This guidance may not be reproduced for profit.

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Slide 3 - Learning Objectives

Learning Objectives

In this module the focus will be on identifying and developing natural supports, teaching coworkers to train and support people, and building ongoing relationships with employers (e.g., communications, negotiating job enhancements). This may include:

- Communicating with job candidate/employee and their natural and paid supports;

- Family support;

- Housing or residential staff supports and cooperation;

- Facilitating co-worker relationships and workplace connections; and

- Collaboration with employees, employers and family members to ensure successful employment.

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Slide 4 - Understanding Natural Supports

Understanding Natural Supports

Natural supports are people within our work or home life who facilitate continued successful employment. Natural supports come in a variety of forms such as mentors, friends and social networks. Natural supports are not paid for these services.

Learn more about Donald's Success!

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Slide 5 - Understanding Natural Supports

Slide 6 - Understanding Natural Supports

Understanding Natural Supports

Natural Supports can also be supports provided by supervisors and co-workers. Helping to facilitate these supports may include fostering relationships such as mentoring, socializing at breaks and/or after work, developing friendships, aiding feedback on job performance, or helping to coach the learning of a new skill through the collaboration of a supervisor or coworkers.

(Hoosier, 2009)

Learn more about Donald's Success!

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Slide 7 - Understanding Natural Supports

Understanding Natural Supports

These natural supports are most effective and can enhance the overall employment experience, promoting communication and social integration. Friends and family members may also provide valuable supports such as assistance with transportation and problem solving issues regarding work.

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Slide 8 - Understanding Natural Supports

Understanding Natural Supports

There is no one way to develop these supports. No two natural supports will be alike, as each will be unique in what benefits each provide, and unique in how it is developed. Natural supports comprise an important part of each person's life and help to promote and maintain the development of a healthy and happy life. A person providing a natural support should recognize that a job candidate makes his or her own contributions to the relationships. Anyone interested in the life of the person can contribute to building natural supports.

Learn more about Donald's Success!

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EP 107- Job Coaching: Natural Supports

Slide 9 - Understanding Natural Supports

Understanding Natural Supports

Natural supports benefit those involved. First and foremost, the job candidate benefits from having a support system that promotes independence and growth. Natural supports allow a person to gain confidence by contributing toward a meaningful association or relationship. Developing natural supports is based on what the job candidate wants, not on what "professionals" recommend. This enables job candidates to be themselves, allowing his or her life to grow and potentially causing existing problems to lessen (United States, State of Florida, 2015).

Learn more about Donald's Success!

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Slide 10 - Natural Support Sources

Natural Support Sources

Families, planning teams, and community support networks are a potential starting point when seeking out potential support and identifying useful information for the person in employment. This broad array of networks are the experts on the person and can provide useful information about interests, past experiences, skills and abilities. These networks may also provide supports outside of work hours that help the person get and keep the new job, such as ensuring the person arrives to work on time, or is dressed in appropriate attire and in good hygiene. Support should be flexible and may include workplace adjustments, assistive devices, checklists, or picture prompts.

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Slide 11 - Natural Support Sources

Natural Support Sources

The level of support changes over time – lessening as skills and confidence build, or the effects of a workplace adjustment are realized. Additionally, levels of support may at times increase when new challenges arise, like the change in supervision or modified job assignments or duties. Employment Professionals should act as a advisor and facilitator by building on existing supports in the workplace and in the person's life.

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Slide 12 - Natural Support Sources

Natural Support Sources

Individually, or in a group, people use natural supports to maintain relationships based on mutual interests. People who make up the natural support network of a new employee do not teach skills or facilitate a learning environment. Those people and relationships exist to nurture and support. In so doing, the skills, confidence, and competencies of the new employee are given the ability to grow.

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Slide 13 - Natural Support Sources

Natural Support Sources

It has been theorized that challenging behaviors are the result of one or two circumstances: either a person wants something and can't have it, or a person is made to have something that he or she doesn't want. Natural supports will support the choices of a person and provide a safety net when challenges arise. This will serve as a learning experience and growth for the person. As a person results relies more on natural supports, need for services reduces. Several factors regarding the job candidate must be considered when generating natural supports.

- *Know the person*. In order to find practical networks and resources, the Employment Professional must know the job candidate and his or her interests, likes, dislikes, etc. Begin by collecting information from a variety of people in the life of the job candidate, including family, extended family, friends and co-workers. This enables a team to identify and construct support with the job candidate based on his or her aspirations. The Employment Professional should take care to know what the job candidate wants, without his or her own judgment and values getting in the way.

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Slide 14 - Natural Support Sources

Natural Support Sources

- *Communication.* Communication is at the core of beginning to know and understand the person. Communication is what enables a job candidate to identify and state his or her needs, wants and desires. As an Employment Professional, it is important to recognize the job candidates' methods of communication and to help strengthen their ability to be understood.

- *Persistence.* Development of natural supports may not happen as quickly as is desired, and in fact, may be a slow and tedious process. Continuously attend groups, meetings, social events to maintain and foster those growing relationships and partnerships in the community. Be persistent in establishing rapport with community members and allowing partnerships to form. Let time show the qualities of the job candidate. When the routine takes shape, begin to fade and become less involved. Then natural supports can become a larger role.

(Butterworth, 2010)

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Slide 15 - Natural Support Sources

Natural Support Sources

Developing natural supports is an interdependent relationship between community members and the job candidate. Co-workers, neighbors, business owners, as well as others in the community, should be sought out and introduced to the job candidate on the basis of the abilities, capabilities, and potential contributions the person can bring. Identify members of the community that are willing and have a wide social base.

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Slide 16 - Natural Support Sources

Natural Support Sources

The development of supports also requires resolution and enthusiasm. The support developer and job candidate must think in terms of years, because natural supports must evolve. When working with the community, there will be several times or occasions where setbacks and possibly rejection will arise. This is to be expected and prepared for with a variety of planned options. Keep in mind, rejection does not necessarily mean failure. Just be sure to use it as a learning experience.

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Slide 17 - Natural Support Sources

Natural Support Sources

When a situation is not working, find out why. Talk with the job candidate. With the job candidate's permission, talk with the people around the job candidate. Determine if it's a problem that can be solved in the current environment. Remember, there are no guarantees when developing natural supports. Just as in any friendship or relationship, certain harmony has to attract people. The responsibility of the support developer is to find that harmony and tap into it.

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Slide 18 - Natural Support Sources

Natural Support Sources

When developing natural supports, the family should be considered. Sometimes the barriers of developing natural supports come from those involved with the job candidate. Inadvertent and unintentional branding may occur simply because the focus has been on the job candidate's deficits rather than abilities. The community is perceptive, but as accommodating as it may want to be, it may end up imitating the role of the professional rather than that of a friend or support.

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Slide 19 - Natural Support Sources

Natural Support Sources

Natural supports help to create opportunities for learning and integration when the supports allow the job candidate to assume greater responsibility and become more independent. However, the community may not always be accepting of the diversity that integration and inclusion create. It often requires education and nurturing to shape attitudes that will be accommodating to people with differences.

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Slide 20 - Natural Support Sources

Natural Support Sources

Acceptance and change need to begin with attitude. Not only does the Employment Professional need to work with a job candidate, but also play the role of a public relations specialist. The Employment Professional and the job candidate take the multidimensional roles of educator, supporter, facilitator, public relations specialist, and most important, friends.

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Slide 21 - Building Natural Supports

Building Natural Supports

It is part of the Employment Professional's responsibility to facilitate the development of natural supports. The ultimate goal is to work themselves out of a job, freeing up the Employment Professional's time to assist other job candidates.

Job coaches should start helping the person to immediately integrate into the culture of the workplace. Often, a co-worker will initiate a conversation with the new employee. Seize this opportunity!

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Building Natural Supports

While building natural supports, the Job Coach help the person learn their employment responsibilities. When instructing anyone on improving job skills, it should be done appropriately and respectfully. Use positive reinforcing techniques when working with others.

Support is provided on an as-needed basis, not subject to time limitations. Effective follow-up supports are contingent upon developing an ongoing working relationship with the employer, families and other natural supports.

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Slide 24 - Building Natural Supports

Building Natural Supports

The intended goal of long-term support is to assist the person in the identification and provision of supports and extended services necessary to maintain and enhance their position as a valued member of the workforce.

In situations where supports were in place initially and then faded, or if job tasks change or quality issues/challenges arise, supports can be reintroduced or adjusted to ensure success.

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Slide 25 - Building Natural Supports

Building Natural Supports

Maintain communication with the employer on an ongoing basis to circumvent any issues that may arise.

- Comprehensive supports such as transportation, money, time management, advocacy, and strategies for managing social and communication issues, must be available for each job candidate who needs them.

- Adapting or restructuring a job to suit a person may also be needed.

- Be flexible in order to provide services based on the needs of the person, and to increase or decrease the supports each person needs over time.

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Slide 26 - Building Natural Supports

Building Natural Supports

Supported employment job candidates, employers, and service providers need to determine individualized strategies for providing support that will assist in career advancement and ultimately facilitate long-term job satisfaction for the worker and the employer.

Employment supports should be as unobtrusive as possible and with the expectation to fade over time by building on community and natural support. Everyone uses natural supports at work, no one works entirely alone in isolation of help from co-workers.

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Employment Core Competencies

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Tips for Modules

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- In some modules you will have questions or interactions that will require you participation in order to advance in the module. These are not included in your final score – so don't fret! These are just introducing ideas.

- You cannot jump ahead from the Table of Contents on the left, but you are able to return to previously visited sections to review.

- Web pages listed on slides can be clicked to open a new window and display the web page. We encourage exploring the references and sites to expand your learning. Please turn off pop-up blockers. Also, in order to return to the module after reviewing other resources, please hold the "Alt" button on your keyboard and press the "Tab" button to toggle through open screens.

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Slide 3 - Learning Objectives

Learning Objectives

This module will explore benefits planning, Social Security Work Incentives (e.g. PASS, IRWE), and medical benefits (e.g., Employed Persons with Disabilities Program, Medicaid). These will include:

- Benefit analysis for job candidate
- Strategies to reduce or eliminate entitlement benefits
- Impact of earned income on entitlements
- Scope and limitation of funding sources for ongoing support
- Access to community resources and supports (e.g. transportation, counseling, food assistance, financial, housing)
- Impact on benefits/entitlements as earned income changes and ongoing access to benefits counseling (e.g., Community Work Incentive Coordinators)
- Support employees for job and/or career advancement

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Slide 4 - Managing Benefits

Managing Benefits

For years the expectation was that, as a part of their jobs, Employment Professionals would need to be experts with all the various public benefit work rules and work incentives. The reality is that the ever-changing rules and regulations surrounding benefits programs and limited time and training budgets often impede them becoming trained in work incentives planning and support.

As a result, when faced with answering those questions professionals tend to default to suggesting that people keep earnings under a particular limit. Although these limits may have their roots in policy, rarely do the limitations have relevance to the person's particular benefit package, and fail to take into consideration the variety of work incentives that could assure financial success. Without accurate information about work incentives, people end up making uninformed decisions and choose to unnecessarily limit their earnings.

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EP 108 - Managing Benefits

Slide 5 - Managing Benefits

Managing Benefits

Benefits planning is an individualized counseling service that supports people in achieving employment through the delivery of accurate information about state and federal benefit program work rules and work incentives. Benefits planning is not a one-time service. It is a support that is generally needed at all stages of the employment process to assure people have adequate information to make an informed decision when career planning, deciding on job offers, and choosing to accept pay and hour increases on the job.

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Slide 6 - Managing Benefits

Managing Benefits

Benefits planning helps a person understand how his or her Social Security or other benefits could be affected by earning an income from work. The goal of benefits planning is to help people make informed decisions about working and the possible outcomes of the decisions made about work. Since some of the earning thresholds that affect benefits change each year, it's also a good idea to touch base with a Benefits Planner annually.

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Slide 7 - Managing Benefits

Managing Benefits

Oregon has two statewide benefits planning programs provided at no cost to eligible participants. Plan for Work is funded by the Social Security Administration (SSA) and is located at Disability Rights Oregon. The Work Incentives Network is funded by the Department of Human Services and is housed at various Independent Living Centers throughout Oregon.

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Slide 8 - Managing Benefits

Managing Benefits

In either program, a Benefits Planner will work one-on-one with a person to:

⇨ Provide information about how wages will affect each type of benefit.

⇨ Identify Work Incentives that fit each unique situation.

⇨ Provide tools and assistance in reporting income and requesting Work Incentives.

⇨ Help people earn more money.

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Slide 9 - Benefit Basics

Benefit Basics

Social Security benefits can be confusing. There are a variety of cash and medical benefits with different ways that income and employment may affect continued eligibility. There are two primary programs that our job candidates may be involved with: Title II (two) Benefits, or Title XVI (sixteen) Benefits.

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Slide 10 - Benefit Basics

Benefit Basics

Under Title II of the Social Security Act: Social Security Disability Insurance (SSDI), Social Security Disabled Widow(er)s Benefits (SSDW), or Social Security Childhood Disability Benefits (SSCDB). These are paid through the Social Security Trust Fund, and funded through payroll taxes. Benefits under Title II are only available to insured workers and their eligible dependents who meet SSA's definition of disability.

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Slide 11 - Benefit Basics

Benefit Basics

Some Title II benefits are not necessarily specific to people with disabilities and these benefits are often referred to as Survivors or Auxiliary benefits. In order to draw a benefit from Title II, a person must be retired, disabled, or deceased and have reached insured status.

If the person is a dependent eligible for benefits, he or she must be a spouse, dependent or qualified disabled adult child of a retired or disabled or deceased worker who had reached insured status. Again, the dependents don't necessarily have to have a disability in order to qualify for Auxiliary or Survivors benefits.

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Slide 12 - Benefit Basics

Benefit Basics

Medicare is the primary medical benefit that is linked to the Title II benefit programs. SSDI is a monthly cash benefit paid to people that are unable to work for a year or more due to disability or a medical condition. The worker (the person you are serving or their parent) must have worked long enough to have paid Social Security taxes.

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Slide 13 - Benefit Basics

Benefit Basics

Under Title XVI of the Social Security Act: Supplemental Security Income (SSI). Medicaid is the primary medical benefit that is linked to the Title XVI benefit program. These are paid through the general tax fund dollars. Benefits under Title XVI are available to people with low income and low resources, as well as qualified as being aged, blind or disabled. SSI is a monthly cash benefit paid to people with disabilities, the elderly and the blind (based on financial need) to help them meet basic needs for food, clothing and shelter.

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Slide 14 - Benefit Basics

Benefit Basics

Because Oregon provides multiple ways of becoming eligible for Medicaid, some people who receive Title II benefits may also be eligible for Medicaid benefits. It is important to understand which benefits are potentially going to be affected with work and income.

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Slide 16 - Substantial Gainful Activity

Substantial Gainful Activity

To be eligible for disability benefits, a person must be unable to engage in substantial gainful activity (SGA). A person whose countable earnings is more than a certain monthly amount is ordinarily considered to be engaging in SGA. The amount of monthly earnings considered as SGA depends on the nature of a person's disability. The Social Security Act specifies a higher SGA amount for statutorily blind individuals; Federal regulations specify a lower SGA amount for non-blind individuals. Both SGA amounts generally change with changes in the national average wage index.

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Slide 17 - Substantial Gainful Activity

Substantial Gainful Activity

The monthly SGA amount for statutorily blind individuals for 2016 is $1820. For non-blind individuals, the monthly SGA amount for 2016 is $1130. Although SGA is a consideration when becoming initially eligible for benefits, **SGA is never a consideration after becoming SSI eligible.**

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Slide 18 - Social Security Incentives to Work

Social Security Incentives to Work

Social Security offers incentives to encourage people to work without fear of losing benefits. With the use of free benefits planning resources, the job candidate can pursue their goals of integrated and gainful employment with confidence that their benefits can be managed.

One of social security's highest priorities is to help people achieve independence by helping them take advantage of employment opportunities. Work incentives support disabled and blind beneficiaries go to work by minimizing the risk of losing their benefits. Some incentives allow Social Security to not count some of the person's income or resources. Other incentives allow the person to continue to receive Medicaid coverage even though the person is not receiving cash benefits.

The person may be entitled to take advantage of more than one work incentive program. Depending on the types of income the person receives, it will change the amount Social Security will not count and the benefit amount.

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Slide 19 - Impairment Related Work Expense

Impairment Related Work Expense

In most cases, out–of–pocket costs for certain items a person needs to be able to work can be deducted from the amount of gross earnings used to figure the person's benefit, which is called an impairment–related work expense (IRWE).

This means that the benefit adjustment due to earned income would be reduced because Social Security does not count all of the person's gross earnings. If a person works, Social Security may deduct out–of–pocket expenses for items such as medicine, medical supplies, medical devices, service animals, and disposable items such as bandages and syringes when figuring the amount of the person's earned income.

Learn about Sam's success story!

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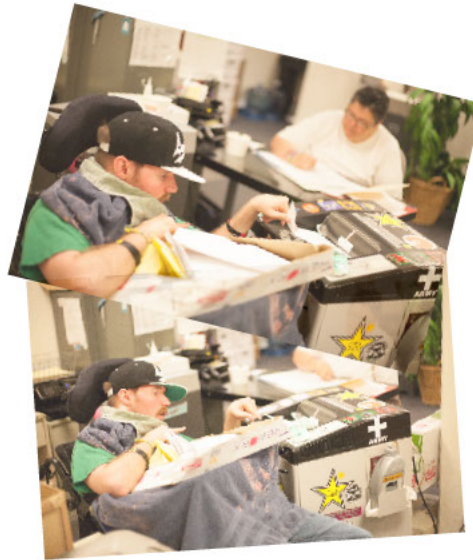
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Slide 20 - Impairment Related Work Expense

Impairment Related Work Expense

Social Security may also be able to deduct out–of–pocket expenses for medical services such as doctor visits and some attendant care services charged for preparing a person for work, attending to the person while at work, or getting the person to and from work. Social Security may also deduct certain out–of–pocket expenses for transportation and modifications to the person's home, car, or van to allow them to work. The expense must not be reimbursed, must be related to a medically diagnosed impairment (does not have to be related to the individual's disability), needed in order for them to work, and be reasonable.

Learn about Sam's success story!

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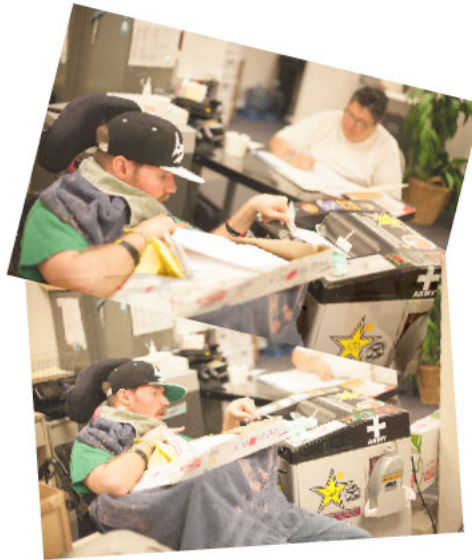
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Slide 21 - Impairment Related Work Expense

Impairment Related Work Expense

This work incentive can be implemented with both SSI and SSDI benefits. When it is used with SSI, it helps the individual receive more of their SSI cash benefit and when it is used with SSDI, it can help an individual keep countable earnings below SGA.

Take a look at the example on the next slides published on the Social Security website. A person's countable earnings can be considerably reduced by taking advantage of different incentives and exclusions to countable earnings.

Learn about Sam's success story!

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Slide 22 - Impairment Related Work Expense

Impairment Related Work Expense

Example:

Ellen Jones receives SSI benefits because she is disabled. She works and earns $1,025 a month, which is the only income she receives. She has the following work expenses:

- She pays $125 a month for union dues and insurance; and
- She pays $250 a month to a special transportation service that she needs to get to and from work because of her disabling condition.

Although Ms. Jones has work expenses of $375 a month, only the $250 of her earnings which she uses to pay for the special transportation service are related to her impairment and not counted in determining the amount of her SSI benefit. (Normally, public transportation is not an IRWE.)

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Slide 23 - Impairment Related Work Expense

Impairment Related Work Expense

This is how the calculation looks to determine countable earnings:

$1,025 – $20 (general exclusion) = $1,005
$1,005 – $65 (work exclusion) = $940
$ 940 – $250 (impairment–related work expense) = $690
$ 690 / 2 = $345
$ 345 = countable earnings

Source: https://www.ssa.gov/ssi/spotlights/spot-work-expenses.htm

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Slide 24 - Ticket Protection

Ticket Protection

The Ticket to Work and Work Incentive Improvement Act of 1999 provides several important opportunities for people ages 18 through 64 who receive SSDI or SSI benefits and who want to go to work or increase their earnings.

One of the opportunities provided by this law is the "Ticket" program. The Ticket program is available in all States. Under the Ticket program, the person may be eligible to receive free employment services from an approved employment support service provider of their choice. Social Security's term for an approved service provider is an "employment network." Or the person may choose to work with VR.

Read about Darci's success!

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Slide 25 - Ticket Protection

Ticket Protection

The employment network will work with the person to come up with a plan designed to help them reach their work goals. The ultimate goal is to help the person find a good job, a good career and a better self-supporting future. If the person's ticket is assigned to an employment network and the person is also achieving certain earnings benchmarks, Social Security will not conduct regularly scheduled continuing disability reviews to see if the disabling condition has improved.

Read about Darci's success!

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Slide 26 - SSDI Work Incentives

SSDI Work Incentives

Read about Darci's success!

Because the two benefits are paid from different funds, there are special rules that apply for each benefit to count as an incentive to work. For SSDI, those incentives include:

- Impairment related Work Expense for SSDI (IRWE),

- Trial Work Period (TWP),

- Extended Period of Eligibility (EPE), and

- Subsidy and Special Conditions.

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Slide 27 - Trial Work Period (TWP)/Phase 1 of SSDI

Trial Work Period (TWP)/Phase 1 of SSDI

Read more about Kendall's success!

During a trial work period, a beneficiary receiving Social Security disability benefits may test his or her ability to work and still be considered disabled. Social Security does not consider services performed during the trial work period as showing that the disability has ended until services have been performed in at least 9 months (not necessarily consecutive) in a rolling 60-month period. In 2016, any month in which earnings exceed $810 is considered a month of services for an individual's trial work period.

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Slide 28 - Extended Period of Eligibility (EPE)/Phase 2 of SSDI

Extended Period of Eligibility (EPE)/Phase 2 of SSDI

Read more about Kendall's success!

The extended period of eligibility, or EPE, allows a re-entitlement period under Title II to a beneficiary who completes nine months of trial work and continues to have a disabling impairment, to encourage beneficiaries to attempt to work. The EPE provides a 36-month re-entitlement period during which a beneficiary can be re-entitled to benefits if his or her work activity falls below the substantial gainful activity (SGA) level. Following the re-entitlement period, the EPE continues until a beneficiary performs SGA.

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Slide 29 - Extended Period of Eligibility (EPE)/Phase 2 of SSDI

Extended Period of Eligibility (EPE)/Phase 2 of SSDI

The EPE does not change the definition of disability. A beneficiary is eligible for payments as long as he or she continues to meet the definition of disability. The EPE permits re-instatement of benefits when the beneficiary's benefits have ceased due to SGA, and his or her countable earnings fall below the SGA levels.

Read more about Kendall's success!

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Slide 30 - Subsidy and Special Conditions

Subsidy and Special Conditions

Social Security considers the existence of subsidies and/or special conditions when a substantial gainful activity decision is made. Social Security only uses earnings that represent the real value of the work performed to decide if the work is at the SGA level.

Subsidy and Special Conditions are supports that an individual receives on the job. These supports (provided by someone other than the employer, for example, a vocational rehabilitation agency) may result in the person receiving more pay than the actual value of the services performed through work.

See Bonnie's success story here!

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Slide 31 - Subsidy and Special Conditions

Subsidy and Special Conditions

Subsidy and Special Conditions only apply after the Trial Work Period and only if the person is earning over the Substantial Gainful Activity (SGA) amount. To develop an employer Subsidy and Special Conditions, the employer is requested to submit information to the Social Security Administration to document the value of the person's work and services. The amount of the subsidy is determined by comparing the person's work in the amounts of time, skills, and responsibilities with that of non-disabled people doing similar work.

See Bonnie's success story here!

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Slide 32 - Subsidy and Special Conditions

Subsidy and Special Conditions

A subsidy or special condition may exist if:

- The person receives more supervision than other workers doing the same or a similar job for the same pay; or

- The person has fewer or simpler tasks to complete than other workers doing the same job for the same pay; or

- The person is given additional or longer paid breaks than other workers doing the same job for the same pay; or

- The person has a Job Coach or mentor who helps them perform some of their work.

See Bonnie's success story here!
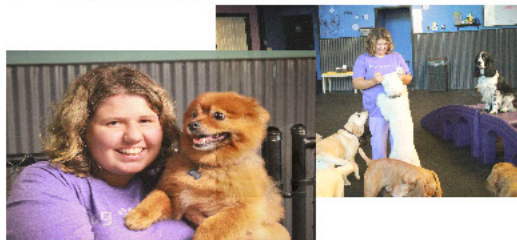
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Slide 33 - Subsidy and Special Conditions

Subsidy and Special Conditions

There are also specific types of pay that do not count toward SGA. These include paid Sick Time, paid Vacation Time, and Holiday Pay. Any amounts paid for these would be deducted from gross earnings before evaluating work incentives.

See Bonnie's success story here!

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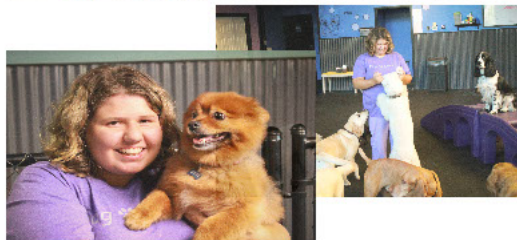
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Slide 34 - POST - Extended Period of Eligibility (POST EPE)/ Phase 3 of SSDI

POST - Extended Period of Eligibility (POST EPE)/ Phase 3 of SSDI

Post EPE is the third phase of SSDI benefits and can last indefinitely if a person's countable income continues to be below SGA. During this phase if a person's countable income exceeds SGA, after utilizing all possible work incentives, then benefits will be terminated. However there is another work incentive available during Post-EPE called Expedited Reinstatement (ExR).

If a person stops working for any reason within 60 month of termination, the person can go to SSA and initiate ExR. ExR allows for SSDI payments to begin immediately for 6 months and during those 6 months SSA will do a medical review to determine that the person continues to have a disability. If SSA determines that the benefit continues then essentially SSDI benefits will start all over again and thus the beneficiary gets a new TWP, EPE and Post-EPE.

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Slide 35 - Slide 35

SSDI Work Incentives

Arrange in sequence:

A) Trial Work Period
B) Extended Period of Eligibility
C) Post Extended Period of Eligibility

Submit

Incorrect - Click anywhere
or press 'y' to continue.

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Slide 36 - SSI Work Incentives

SSI Work Incentives

SSI has some different work incentives that may be able to reduce the countable income for beneficiaries. This does not cover every incentive, but will provide a basic overview of what may be available. For SSI, the incentives include:

⇨ Impairment related Work Expense for SSI (IRWE),

⇨ Earned Income Exclusions (EIE),

⇨ Student Earned Income Exclusion (SEIE),

⇨ Work Expenses for Blind Persons (WEB),

⇨ Plan to Achieve Self Support (PASS),

⇨ Extended Medicare Coverage for SSDI beneficiaries, and

⇨ Expedited Reinstatement of Benefits.

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Slide 38 - Plan to Achieve Self Support (PASS)
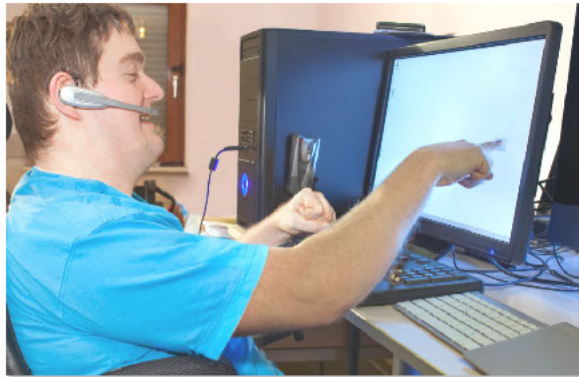
Slide 39 - Plan to Achieve Self Support (PASS)

Plan to Achieve Self Support (PASS)

The plan must:

⇨ Be designed specifically for the person

⇨ Be in writing, either on a PASS form or, if not, covering all the same information

⇨ Have a specific work goal that the person is capable of performing (unless there is evidence to the contrary, SSA PASS Specialists should presume an occupational goal to be feasible, and a PASS to be viable)

⇨ Have a specific time frame for reaching the goal

⇨ Show what money and any other contributions will be used to reach the work goal

⇨ Show how the money and resources will be saved/spent

⇨ Show how any money set aside in savings will be kept separate from other funds

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Slide 40 - Plan to Achieve Self Support (PASS)

Plan to Achieve Self Support (PASS)

The plan must:

⇨ Be approved by the Social Security Administration PASS Cadre

⇨ Be reviewed periodically to assure compliance

⇨ Decrease reliance on the Social Security system by reducing the amount of benefits received by the end of the PASS (see exception below for Supported Employment)

⇨ Also include a Business Plan if the PASS is for self-employment

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Slide 41 - Plan to Achieve Self Support (PASS)

Plan to Achieve Self Support (PASS)

Examples of Possible PASS Expenditures:

- Equipment, supplies, operating capital, and inventory required to establish a business;
- Any cost associated with an educational or occupational training facility, including tutoring, counseling, etc.;
- Attendant care;
- Child care;
- Equipment or tools either specific to the person's condition or designed for general use;
- Uniforms, specialized clothing (including dress business clothing), safety equipment;

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Slide 42 - Plan to Achieve Self Support (PASS)

Plan to Achieve Self Support (PASS)

Examples of Possible PASS Expenditures:

- Least costly alternatives for transportation including:
    - ⇨ Public Transportation,
    - ⇨ Hire of private or commercial transportation,
    - ⇨ Lease or purchase of a private vehicle;
- Dues and publications for academic or professional purposes;
- Modifications to buildings or vehicles to accommodate disability and make work possible;
- Licenses, certifications, and permits necessary for employment/self-employment.

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Slide 43 - Plan to Achieve Self Support (PASS)

Plan to Achieve Self Support (PASS)

Example:

Millie's goal is to own and operate her own home-based t-shirt business. She has a disability label of Cerebral Palsy and requires the use of a wheel chair. Her PASS will pay for t-shirts, file cabinet, office supplies, computer, modem, printer, scanner, software, storage, digital camera, mail box, and a 1-800 number. The yearly cost of this PASS is $2117.50. Millie's PASS is for 36 months and a total cost of $12,636. Source: www.passplan.org

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Slide 44 - Plan to Achieve Self Support (PASS)

Plan to Achieve Self Support (PASS)

A PASS can fund any goods or services that will enable the person to achieve their work goal and reduce their reliance on benefits. In some instances, the PASS Cadre may decide that paying for PASS items must be prioritized according to their relative importance in the person's plan. For example, a vehicle may be a high priority at the outset of planning, but due to the expenses of other items that are also needed for the success of the plan, a less expensive used model may be preferable to a new vehicle, in order to assure that the person's PASS can also pay for the other items needed.

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Slide 45 - SSI Medicaid Work Incentives

SSI Medicaid Work Incentives

In most cases, if the person has Medicaid before working, the person's Medicaid will continue while he or she is working as long as the disabling condition still exists.

Even if the person is no longer eligible for SSI benefits due to earned income, he or she may be able to keep access to Medicaid as long as:

- The person is still blind or has a disability; and
- The person meets all the SSI eligibility requirements, except for the amount of their earnings; and
- The person was eligible to receive a regular SSI cash payment for at least one month before he or she became eligible under Section 1619 of the Social Security Act; and
- The person was eligible for Medicaid coverage in the month before he or she became eligible under Section 1619; and

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Slide 46 - SSI Medicaid Work Incentives

SSI Medicaid Work Incentives

In most cases, if the person has Medicaid before working, the person's Medicaid will continue while he or she is working as long as the disabling condition still exists.

Even if the person is no longer eligible for SSI benefits due to earned income, he or she may be able to keep access to Medicaid as long as:

- The person needs continued Medicaid in order to work; and

- The person's earnings would not replace the value of their SSI cash benefits, Medicaid benefits, and any publicly funded personal or attendant care he or she receives that would be lost due to earnings.

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Slide 47 - SSI Medicaid Work Incentives

SSI Medicaid Work Incentives

Section 1619(b) of the Social Security Act provides some protection for beneficiaries of SSI for Medicaid Coverage. To qualify for continuing Medicaid coverage, a person must:

- Have been eligible for an SSI cash payment for at least 1 month;

- Still meet the disability requirement; and

- Still meet all other non-disability SSI requirements; and

- Need Medicaid benefits to continue to work; and

- Have gross earnings that are insufficient to replace SSI, Medicaid and publicly funded attendant care services.

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Slide 48 - SSI Medicaid Work Incentives

SSI Medicaid Work Incentives

This means that SSI beneficiaries who have earnings too high for a SSI cash payment may be eligible for Medicaid if the person meets the above requirements. SSA uses a threshold amount to measure whether a person's earnings are high enough to replace their SSI and Medicaid benefits.

If in doubt, refer them to a qualified benefits planner to discuss further options.

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Slide 49 - Other Federal and State Benefit Work Incentives

Other Federal and State Benefit Work Incentives

Employed Persons with Disabilities

Oregon's Employed Persons with Disabilities (EPD) is a Medicaid buy-in program that allows the person to continue earning income from work (up to 250 percent of the federal poverty level for a family of one after deductions) while also keeping their Medicaid health insurance and long-term supports. This program allows the person to "buy-in" at a very low cost ($0–$150 per month). This participant fee is very important when a person is budgeting for their monthly expenses.

EPD provides comprehensive medical coverage with the following benefits:
- EPD may be used to supplement other types of medical coverage, such as private health insurance and Medicare;
- EPD includes coverage for long-term services that are not usually included in major medical insurance plans;
- EPD covers pre-existing conditions; and
- EPD's fee is affordable, ranging from $0 to $150 per month.

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Slide 50 - Other Federal and State Benefit Work Incentives

Other Federal and State Benefit Work Incentives

HUD Earned Income Disallowance (EID)

The Earned Income Disallowance, sometimes called Earned Income Disregard or EID, is a program that allows tenants who have been out of work to accept a job without having their rent increase right away. It encourages self-sufficiency by rewarding residents who go to work to increase their earnings.

For purposes of rent calculation, the disallowance functions as an income exclusion, so a portion of a qualified tenant's increased income is not counted in their rent calculation for a period of time. EID does not replace other income exclusions in rent calculation for tenants. The benefit is to limit rent increases due to increases in income due to employment. If a person's overall income does not increase due to employment, there is no EID. If unearned income is replaced dollar for dollar with earned income or the overall income does not exceed the prior baseline income there is no EID.

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Slide 51 - Other Federal and State Benefit Work Incentives

Other Federal and State Benefit Work Incentives

Individual Development Accounts (IDA)

An Individual Development Account, or IDA, is a special bank account that helps people save for education, the purchase of a first home, or to start a business. People use earnings from work to set up an approved bank account for an IDA. Also, it is important to note that the money saved in an IDA will typically not count toward the SSI $2000 resource limit.

The Oregon Individual Development Account Initiative invests in the personal and financial growth of individuals to build strong communities throughout Oregon. Participants enroll through one of the many partners located in all corners of the state, set a goal and begin saving. Once the person's goal is reached and all parts of the savings plan are completed, every dollar saved by a person is matched by the Initiative, typically three dollars for every one dollar saved. Initiative participants may benefit from matched funds to help them purchase a home, fulfill an educational goal, develop and launch a small business, restore a home to habitable condition, or purchase equipment to support employment.

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Slide 52 - Other Federal and State Benefit Work Incentives

Other Federal and State Benefit Work Incentives

Individual Development Accounts (IDA)

People eligible for an IDA account include people who are working and either receiving TANF or have low income and assets. Clients save for a defined goal and receive support and training from Initiative Partners, such as home buying education or business plan development, in addition to coaching as the person adjusts their financial habits. When clients reach their savings goal and meet benchmarks of their savings plan, their savings are matched with Initiative resources to purchase their home, education, small business inventory, or other asset.

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Slide 54 - Other Federal and State Benefit Work Incentives

Other Federal and State Benefit Work Incentives

Family Self Sufficiency Accounts (FSS)

FSS is a program that enables HUD-assisted families to increase their earned income and reduce their dependency on welfare assistance and rental subsidies.

Once an eligible family is selected to participate in the program, the Public Housing Agency (PHA), and the head of each participating family execute a FSS Contract of Participation that specifies the rights and responsibilities of both parties. The term of the FSS contract is generally 5 years, but it may be extended for another 2 years by the PHA for good cause.

The FSS contract also incorporates the family's individual training and services plan (ITSP). The ITSP is the document that records the plan for the family. That is, the series of intermediate and long-term goals and the steps the family needs to take – and the services and resources the person may need to access – to achieve those goals."

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Slide 55 - Other Federal and State Benefit Work Incentives

Other Federal and State Benefit Work Incentives

Earned Income Tax Credit (EITC)

The Earned Income Tax Credit, EITC or EIC, is a benefit for working people with low to moderate income. To qualify, the person must meet certain requirements and file a tax return, even if he or she does not owe any tax or are not required to file. Only a tax professional may give tax advice, but it is a common credit people should be aware of.

Remember: If the person receives disability benefits and wants to work, contact the Plan for Work program or the Work Incentives Network. These programs can help them earn income and keep their benefits.

A complete and current summary guide to employment supports for people with disabilities under SSDI and SSI can be found in the Social Security Red Book: https://ssa.gov/redbook/.

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Employment Core Competencies

These employment core competency modules are meant to be a basic introduction to supported employment for Employment Professionals delivering services to people with intellectual or developmental disabilities in Oregon.

The modules focus are the Core Competencies and Training Standards of Supported Employment Professionals. They are intended to complement, not replace, any current agency orientation and training.

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EP 109 - Systems, Partners and Resources for Employment

Slide 3 - Learning Objectives

Learning Objectives

This module will focus on the collaborative networks in supported employment, including:

- Vocational Rehabilitation Service;
- Partnerships with Community Resources;
- Medicaid Waiver Programs;
- Referrals to appropriate agencies organizations and networks based on career plans, including Work Source;
- Obtaining and maintaining transportation for work.

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EP 109 - Systems, Partners and Resources for Employment

Slide 4 - Vocational Rehabilitation Services (VR)

Vocational Rehabilitation Services (VR)

Every state has a federally funded agency that administers Vocational Rehabilitation (VR) and supported employment services. VR will often pay for assistive technology if the technology will enhance the worker's ability to prepare for, get or keep a job. VR agencies can fund a wide range of goods and services, including "rehabilitation technology," that are connected to a person's vocational goal. Congress has stated that VR services are to enable people to maximize employability, self-sufficiency, independence and integration into the work place and the community through comprehensive and coordinated programs.

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EP 109 - Systems, Partners and Resources for Employment

Slide 5 - Vocational Rehabilitation Services (VR)

Vocational Rehabilitation Services (VR)

Vocational Rehabilitation (VR) is an eligibility program, not an entitlement program. An individual who receives social security benefits is presumed eligible for VR. VR services are provided in the state of Oregon if the following are present:

- The individual has a permanent physical or mental impairment which interferes with the ability to work.
- VR services are necessary for the individual to prepare for, enter, engage in or keep employment.
- The individual can, will, and wants to go to work.
- The individual is available to participate.

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EP 109 - Systems, Partners and Resources for Employment

Slide 6 - Vocational Rehabilitation Services (VR)

Vocational Rehabilitation Services (VR)

Some services available through VR include:

- Evaluations to determine job skills and interests;
- Vocational counseling and help in setting a job goal;
- Assistance with training or education, if needed, to obtain a job;
- Help with job interview skills;
- Special equipment or technology that may help you to keep a job;
- Assistance with getting to training or job sites and other work-related needs.

Learn more on VR's Website

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Slide 7 - WorkSource Oregon

WorkSource Oregon

WorkSource Oregon, the state's public workforce system is here to help people get a job, increase skills, and explore training options. Oregonians looking for work should visit their nearest WorkSource Oregon center to find staff and services dedicated to helping Oregonians get back to work. WorkSource Oregon can be a partner in developing job opportunities for people. Provider organizations and Employment Professionals should build networks including WorkSource systems.

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EMPLOYMENT DEPARTMENT

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Slide 8 - Community Partners

Community Partners

Disability-focused organizations operate nationwide to share information and resources on specific disabilities. Quite often these national organizations have state and local chapters. Connect the job candidate to partners in their community.

These may include:

- National Multiple Sclerosis Society
- Muscular Dystrophy Association
- American Council of the Blind
- United Cerebral Palsy (UCP)
- American Foundation for the Blind
- US Department of Veterans Affairs

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EP 109 - Systems, Partners and Resources for Employment

Slide 9 - Community Partners

Slide 10 - Medicaid Waivers

Medicaid Waivers

Medicaid waiver plans assist in the funding of ODDS supported employment services and direct the support requirements for people with disabilities. Medicaid waivers allow Medicaid to be used for additional services and may cover specialized medical equipment and supplies. Each state writes a plan that defines what types of services will be provided under their Medicaid Waiver Program.

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Slide 11 - Medicaid Waivers

Medicaid Waivers

ODDS waivers support eligible clients by providing for employment services such as Job Coaching, Job Development, Discovery, Small Group Supported Employment, and Employment Path Services.

Understanding what services may be available to the person you support will help determine the resources that may be utilized to promote successful outcomes.

Learn more on ODDS Provider and Partners Page

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Slide 12 - Employer Resources

Slide 13 - Transportation

Transportation

Affordable and reliable transportation is necessary to access important opportunities in the person's community including education, work, housing and other aspects of community life. Under Title II of the Americans with Disabilities Act of 1990 (ADA), public transit vehicles and facilities must be accessible to everyone. Additionally, public transit operators must provide paratransit (on-demand, door-to-door) services for those that cannot use available mass transit.

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Slide 14 - Transportation

Transportation

The Oregon Department of Transportation's (ODOT) Travel Oregon website is an excellent resource for discovering several public transportation and paratransit options throughout the state:

⇨ Central Oregon — Cascades East Transit;

⇨ Corvallis — Corvallis Transit System;

⇨ Eastern Oregon — Neotransit and Snake River;

⇨ Eugene — Lane Transit District and Amtrak;

⇨ Portland — Trimet and Amtrak;

⇨ Southern Oregon — Rogue Valley and Basin Transit; and

⇨ Salem — Cherriots and Amtrak.

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Slide 15 - Transportation

Transportation

Additionally, Oregon's public transit systems offer ride training and reduced-fare options for people with disabilities. Members of the planning team should help the person connect to transportation resources in their local community. The person can also contact their local public transportation office for additional information on specific programs.

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Slide 16 - Other Transportation Options

Other Transportation Options

Drive less.
Connect.

Matching people with places.

Drive Less Connect is an easy-to-use online ride-matching tool. It matches people with other commuters living and working in Oregon that travel similar routes. The program is free and a person does not need a car to access it. Regional administrators connect people to local networks of ride share users in their area.

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EP 109 - Systems, Partners and Resources for Employment

Slide 17 - Other Transportation Options

Other Transportation Options

In rural areas, many people drive from place to place because public transportation is limited or not available. Adaptive devices and driver education programs for drivers are available through the Oregon Driver Education Center. People do not have to disclose their disability when getting their permit or taking their driver's test unless the person experiences a medical condition that could affect their ability to stay conscious on the road.

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Slide 18 - Other Transportation Options

Other Transportation Options

Adaptations for vehicles exist for people with physical impairments that prevent them from operating the steering wheel, brakes or gas pedals on a standard car. The number of adaptive devices grows daily as people learn how to meet their driving needs. The VR counselor may authorize funding for driver's education and vehicle adaptations if driving is part of the employment goal.

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Slide 19 - Centers for Independent Living

Centers for Independent Living

Centers for Independent Living (CILs) are community-based, cross-disability, nonprofit organizations designed and led by people with disabilities. There are currently seven CILs throughout Oregon. CILs uniquely operate according to a strict philosophy of "consumer control." This means people with all types of disabilities run the organization. Additionally, CIL services are based on the idea that people should control how he or she lives, works and participates in their communities.

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EP 109 - Systems, Partners and Resources for Employment

Slide 20 - Centers for Independent Living

Slide 21 - Centers for Independent Living

Centers for Independent Living

For youth transitioning from school to work, CILs can bridge school and adult services in the community. CILs empower people through peer support. Peers serve as role models, demonstrating that people with disabilities have valued roles in the community. Center employees work alongside other people with disabilities to advocate for and educate about equality and justice for all people. CILs also connect people to other local resources.

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Employment Core Competencies

These employment core competency modules are meant to be a basic introduction to supported employment for Employment Professionals delivering services to people with intellectual or developmental disabilities in Oregon.

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Slide 3 - Learning Objectives

Learning Objectives

This module identifies the many strategies and partnerships that allow transition planning to be successful. Students may:

- Engage in work experiences,

- Need assistance in navigating systems (VR, DD, Schools), and

- Be assisted using best practices in transition.

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EP 110 - Transition from School to Work

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Slide 4 - Transition from School to Work

Transition from School to Work

Having a job in the general work force helps people avoid poverty, earn an income and participate in their community. Transitioning directly from school to work is especially critical for students who typically face barriers to employment. The student and their planning team will talk about goals and develop a vision for the future. The team will also help to plan the school, work and community experiences the student needs to reach their goals.

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Slide 5 - Slide 5

Transition from School to Work

The Individuals with Disabilities Education and Improvement Act, or IDEA 2004, is a federal law enacted in 1975 to ensure that children with disabilities can receive a free appropriate public education (FAPE). It also involves transition services to help the person move from school to work, further education, adult services, independent living or other types of community participation. The school writes these services in the individual education plan or IEP.

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Slide 6 - Slide 6

Slide 7 - Transition Services

Transition Services

Other providers of supported employment services that are not traditionally funded through the Office of Developmental Disabilities Services or Vocational Rehabilitation are local school districts and special education administrations. Many of the local school districts provide work experiences and supported employment services to students as part of the transition component of their Individualized Education Program (IEP).

Read more about Devon's success!

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EP 110 - Transition from School to Work

Slide 8 - Transition Services

Transition Services

Since this service is only available to students while in school, the student, their family and school personnel must develop goals and an action plan to transition the student to adult services upon completion of school. These transition goals need to include the local ODDS and VR office to ensure that the student has completed the eligibility and application processes for supported employment services.

Read more about Devon's success!

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Slide 9 - Transition Services

Transition Services

Information should be provided to the student about local agencies who provide supported employment services, so he or she can make an informed choice about a supported employment provider. Ideally, an adult service agency will start working with a student (overlapping job coaching with the school) during the student's last semester. The student's transition goals need to include the adult service provider that the student has chosen to provide them services.

Read more about Devon's success!

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EP 110 - Transition from School to Work

Slide 10 - Transition Services

Transition Services

The student and their team will plan course work and design transition services to help the student achieve their goals. The IEP will document these services to show a clear link between the goals and the services the student receives. Examples of transition services include:

⇨ Community experiences;

⇨ Employment development;

⇨ Vocational evaluation;

⇨ Job training;

⇨ Instruction on activities of daily living; and

⇨ Goals for life after high school.

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Slide 11 - A Strengths-Based Approach

A Strengths-Based Approach

In person centered planning for transition aged youth, a trained facilitator uses structured exercises to collect information about the student's strengths, preferences and community opportunities. This helps create ideas about what works for the student. It results in a "snapshot" of who the student is with possibilities for the future, action steps and responsibilities.

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Slide 12 - A Strengths-Based Approach

A Strengths-Based Approach

The meeting usually includes family members, close friends and others that care about the student. Family members and others can talk about the student's strengths, interests and opportunities. Teachers, specialists, VR counselors, service coordinators or personal agents and others can contribute resources and creative ways to meet the student's goals.

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EP 110 - Transition from School to Work

Slide 13 - A Strengths-Based Approach

A Strengths-Based Approach

The student's plan will summarize:

- Gifts and strengths;
- What works and doesn't work;
- What is important to and for the student;
- His or her interests, connections and dreams;
- Next steps to help the student get where he or she wants to go; and
- The people, programs and agencies that can help the student get there.

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Slide 14 - A Strengths-Based Approach

A Strengths-Based Approach

The IEP must include a transition plan with goals, activities and services designed to help the student meet their goals by the time he or she turns 16 years old. Transition services help the student move from school to work, further education, adult services, independent living or other types of community participation. The student's plan is based on their goals and vision for the future. Therefore, activities described in the plan must address their preferences, interests, needs and strengths (PINS) as determined by age-appropriate transition assessments.

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EP 110 - Transition from School to Work

Slide 15 - Work-Related Transition Services

Work-Related Transition Services

The student and their parents can request paid and unpaid work experiences to help the student develop job skills. These experiences should reflect their strengths and career interests. The school must help the student acquire work skills that relate to their career interests and goals written in the IEP. Information from the facilitated person-centered plan or community mapping process can also help develop work-related experiences while the student is still in school. The team should also help place the student in a job and follow up with him or her during the transition from school to work.

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EP 110 - Transition from School to Work

Slide 16 - Work-Related Transition Services

Work-Related Transition Services

On-the-job experiences outside of school shape the career interests and help the student develop critical job skills. Here are some of the most common activities:

- Mock job interviews to practice interview skills;
- Workplace visits, gaining an appreciation for different types of jobs in the community;
- Job shadowing according to the student's interests, where he or she accompanies an employee at a job during the typical work day;
- Mentoring, in which the student does a job with an experienced mentor who provides guidance;
- Paid or unpaid internships or time-limited work experience; and
- Paid part-time or summer jobs with support provided by school staff.

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Slide 17 - Transition Planning

Transition Planning

The transition from school to adult life is an exciting but daunting period of time for all students. Between their teenage years and mid- to late-20s, students set off on paths toward financial, residential, and emotional independence and begin to take on adult roles. For many students, this transition is successful, but for others, achieving success is more difficult. The transition to adult life can be particularly challenging for students with disabilities, who experience poor outcomes relative to students without disabilities.

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EP 110 - Transition from School to Work

Slide 18 - Transition Planning

Transition Planning

Once the student begins transition planning, teachers will add a new transition information section to the IEP. The following people must attend IEP meetings as IEP team members:

- *The student* is the most important member of the IEP team. The team must include the student in planning for transition needs and services if possible. The team must base any decisions about transition needs or services on the student's preferences, interests, needs and strengths.

- *Parents and other family members* generally know the student better than anyone else does. These participants know the family values, interests and medical history, and know when and where the student is at their best.

- *General education teachers* must be present if the student receives instruction in a genertal education classroom. General education teachers are not required to attend all IEP meetings if the student, their parents and the school district have signed a written agreement.

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EP 110 - Transition from School to Work

Slide 19 - Transition Planning

Transition Planning

Once the student begins transition planning, teachers will add a new transition information section to the IEP. The following people must attend IEP meetings as IEP team members:

- *Special education teachers* or other specialists that support the student, like a resource room teacher, speech therapist or occupational therapist, are part of the team.
- *A representative from the school district* must be present to supervise the education and transition services. The representative also can discuss the curriculum and available resources.
- A person who can *interpret evaluation results* is also on the transition team.

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Slide 20 - Transition Planning

Transition Planning

Once the student begins transition planning, teachers will add a new transition information section to the IEP. The following people must attend IEP meetings as IEP team members:

- *Representatives of adult service agencies* may be invited to connect the student to adult services. The student or their parents (if under age 18) must agree to the representative being on the team. The representative may include: A services coordinator from a community developmental disabilities program (CDDP) or a personal agent from a brokerage to access adult services; and

- *A Vocational Rehabilitation (VR) counselor* to create work options based on the student's skills, abilities and career interests.

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Slide 21 - Contents of the Transition Plan

Contents of the Transition Plan

The transition plan should address the student's goals and provide the educational, work and community experiences needed to reach them. The plan will identify what the school and others will do to help the student achieve their goals.

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Slide 22 - Contents of the Transition Plan

Contents of the Transition Plan

The IEP Includes:
Click on each point below to explore.

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Slide 23 - Summary of Performance

Summary of Performance

The school must provide a summary of performance (SOP) during the last year of high school when the student graduates with an Oregon diploma or leaves school at the end of the school year in which he or she turns age 21. The Oregon Department of Education recommends but does not require school districts to provide a SOP for students graduating with a modified or extended diploma or an alternate certificate.

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Slide 24 - Summary of Performance

Summary of Performance

The SOP summarizes the student's performance at school. It may include supports that worked for them in high school and recommendations for work or college accommodations. The SOP can be used to discuss the strengths and support needs in the student's adult services, higher education or employment.

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Slide 25 - Best Practices for Transition

Best Practices for Transition

Researchers and professionals have made several recommendations to improve the poor post school outcomes experienced by students with disabilities. The term "best practices" in transition refers to a number of components that are considered essential in planning and providing support for the transition to adult life. These are:

⇨ *Youth involvement in transition planning and other strategies to develop self-determination.* Self-determination is an important skill for self-directing the transition to adulthood. Involving students in their transition planning, including development and implementation of the IEP, meaningful participation in the IEP meeting, and self-monitoring of goal achievement is a recommended practice for development of self-determination skills. In particular, youth leadership of IEP meetings is thought to provide an opportunity to develop self-determination skills that, when practiced over a number of years, will allow youth to become effective self-advocates and to assert control over their lives.

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Slide 26 - Best Practices for Transition

Best Practices for Transition

Researchers and professionals have made several recommendations to improve the poor post school outcomes experienced by students with disabilities. The term "best practices" in transition refers to a number of components that are considered essential in planning and providing support for the transition to adult life. These are:

⇨ *Family involvement in transition planning.* Families play an important role in helping youth with intellectual and developmental disabilities shape their vision for adult life and in planning transition services to achieve this vision. For youth with intellectual or developmental disabilities in particular, family support will continue into early adulthood, for example through continued residential support or through supports for securing employment.

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Slide 27 - Best Practices for Transition

Best Practices for Transition

Researchers and professionals have made several recommendations to improve the poor post school outcomes experienced by students with disabilities. The term "best practices" in transition refers to a number of components that are considered essential in planning and providing support for the transition to adult life. These are:

⇨ *Individualized planning for transition.* Person-centered planning is recommended for creating an individualized vision for the future and developing a transition plan to achieve this vision. Once a plan is developed, it should not be viewed as an add-on to the youth's educational program but should be used to guide the development of all secondary school experiences.

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Slide 28 - Best Practices for Transition

Best Practices for Transition

Researchers and professionals have made several recommendations to improve the poor post school outcomes experienced by students with disabilities. The term "best practices" in transition refers to a number of components that are considered essential in planning and providing support for the transition to adult life. These are:

⇨ *Instruction and experiences that prepare students for employment, including vocational education and work experiences.* Achieving post school employment is an important goal of transition. To increase the likelihood of post school employment, a number of practices have been recommended. These include instruction in both specific occupational and general prevocational and vocational skills and work experience, preferably paid, on the high school campus and in community. Of particular importance for youth with intellectual disabilities are opportunities to practice employment skills in real work settings.

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Slide 29 - Best Practices for Transition

Best Practices for Transition

Researchers and professionals have made several recommendations to improve the poor post school outcomes experienced by students with disabilities. The term "best practices" in transition refers to a number of components that are considered essential in planning and providing support for the transition to adult life. These are:

⇨ *Instruction and experiences that prepare students for independent living, including a functional life skills curriculum and community-based instruction.* It is important that transition-focused education include instruction in independent living skills through the use of functional life skills curricula. Teaching these skills in real-life settings through community-based instruction promotes generalization to natural settings, exposes people to new experiences, and provides opportunities to practice social skills and other skills necessary for community participation.

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Slide 30 - Best Practices for Transition

Best Practices for Transition

Researchers and professionals have made several recommendations to improve the poor post school outcomes experienced by students with disabilities. The term "best practices" in transition refers to a number of components that are considered essential in planning and providing support for the transition to adult life. These are:

⇨ *General education participation and age-appropriate inclusion with peers without disabilities.* Students are more likely to achieve successful post school outcomes such as community participation and competitive employment integrated settings when transition services are delivered in integrated settings. Educating students in inclusive settings is important for two reasons. First, youth need opportunities to develop and practice social interaction skills and develop friendships. It is therefore important to ensure that students are provided with opportunities to interact with same-age peers throughout their time in high school. This promotes high expectations for students and increases the likelihood of graduating with a standard high school diploma.

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Slide 31 - Best Practices for Transition

Best Practices for Transition

Researchers and professionals have made several recommendations to improve the poor post school outcomes experienced by students with disabilities. The term "best practices" in transition refers to a number of components that are considered essential in planning and providing support for the transition to adult life. These are:

⇨ *Interagency involvement and collaboration.* As students will require ongoing supports in adult life to access work, postsecondary education, and other community environments, it is critically important that representatives from adult service agencies are involved in transition planning. Through a collaborative approach to transition planning, schools and agencies can share their expertise and combine resources to ensure a seamless transition to adulthood.

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Slide 32 - Best Practices for Transition

Best Practices for Transition

These seven practices form what is currently regarded as best practice in transitioning students with disabilities into adult life. Members of the student's team collaborate to help with transition. The team and participants take specific steps (both together and separately) to help the student transition from school to work and community life with adult services they are eligible to receive.

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Slide 1 - Slide 1

Employment Core Competencies

These employment core competency modules are meant to be a basic introduction to supported employment for Employment Professionals delivering services to people with intellectual or developmental disabilities in Oregon.

The modules focus are the Core Competencies and Training Standards of Supported Employment Professionals. They are intended to complement, not replace, any current agency orientation and training.

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Tips for Modules

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Slide 3 - Organizational Change

Organizational Change

The factors that necessitate change in organizations are broadly categorized into people, technology, information processing and communication, and competition. Some changes in the organization occur suddenly without the conscious efforts of the people. On the other hand, some changes are initiated by the management to accomplish certain goals and objectives. More often than not, change is met with resistance.

People resist change because it is considered a threat to their habits, security and economic conditions. To overcome resistance to change, management can educate employees and involve employees in change decisions. Organizations need to be committed to change and innovation and change their structure and culture so as to facilitate continuous learning of employees.

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Slide 4 - Organizational Change

Organizational Change

Organizational change occurs when an organization makes a transition from its current state to some desired future state. Managing organizational change is the process of planning and implementing change in organizations in such a way as to minimize employee resistance and cost to the organization while simultaneously maximizing the effectiveness of the change effort.

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Slide 5 - Organizational Change

Organizational Change

Organizational change initiatives often arise out of problems faced by an organization. Other times companies change under the pressure of modified funding streams and regulatory oversight and guidance. Sometimes these changes are welcomed as the overall consensus of the organization was that a fundamental transformation was due; however, organizational change is also resisted and often fails.

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Slide 6 - Organizational Change

Organizational Change

The failure may be due to the manner in which change has been visualized, announced, and implemented or because internal resistance to it builds. Employees, front line to management and executive decision makers, sabotage those changes which may differ from their own interests.

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Slide 7 - Resistance to Change

Resistance to Change

An organization and its employees trying to implement a change, no matter how small, should expect to encounter some resistance from within the organization as well as from stakeholders. Resistance to change is normal; people cling to habits and to the status quo. People must be motivated to shake off old habits. This must take place in stages rather than abruptly so that changes are perceived as a more natural progression of service delivery. In addition to normal business operations, organizational change introduces anxieties about the future. If the future after the change is introduced positively resistance will generally be lessened.

"Change is no longer an irregular outing, an inconvenient upheaval to be undertaken once every ten years. Change is something we have to learn to live with, to structure and to manage. Change is here to stay, and the winners will be the ones who cope with it." (Bainbridge, 1996)

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Slide 8 - Resistance to Change

Resistance to Change

Education and communication are therefore key ingredients in minimizing negative reactions. Employees and stakeholders can be informed about both the nature of the change and the logic behind it before it takes place through reports, memos, group presentations, or distinct discussions. Another important component of overcoming resistance is inviting employee and stakeholder participation and involvement in both the design and implementation phases of the change effort.

"Change is no longer an irregular outing, an inconvenient upheaval to be undertaken once every ten years. Change is something we have to learn to live with, to structure and to manage. Change is here to stay, and the winners will be the ones who cope with it." (Bainbridge, 1996)

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Slide 9 - Resistance to Change

Resistance to Change

Organizations can ensure that employees will have the resources to bring the change about; organization employees can make themselves available to provide explanations and to minimize stress arising in many situations.

The ability to easily accept and adapt to change is related to personality. It appears that people who adjust the best to changes are those who are open to experience, take a positive attitude toward change, are willing to take risks, and are flexible in their behavior.

"Change is no longer an irregular outing, an inconvenient upheaval to be undertaken once every ten years. Change is something we have to learn to live with, to structure and to manage. Change is here to stay, and the winners will be the ones who cope with it." (Bainbridge, 1996)

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Slide 10 - Managing Change Effectively

Managing Change Effectively

Change is disruptive, messy, and complicated. Change processes entail not only structures and ways of doing tasks, but also the performance, expectations and perceptions of all involved parties. Change can also be planned or emergent. Strategies to deal with unplanned change are just as necessary as planned ones.

Managing change effectively requires transforming the organization from its current state to a future desired state at minimal cost to the organization.

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Slide 11 - Managing Change Effectively

Managing Change Effectively

Key steps toward a smooth transition include:

⇨ *Understanding the current state of the organization.* This involves identifying problems the organization faces and assessing the kinds of changes needed to solve the problems.

⇨ *Competently envisioning and laying out the desired future state of the organization.* This involves picturing the ideal situation for the organization after the change is implemented, conveying this vision clearly to everyone involved in the change effort, and designing a means of transition to the new state.

⇨ *Implementing the change in an orderly manner.* This involves managing the transition effectively. The organization's leaders should try to generate enthusiasm for the change by sharing their goals and vision and acting as role models.

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Slide 12 - Managing Change Effectively

Managing Change Effectively

Change is natural, of course. Proactive management of change to improve future adaptability is consistently a more productive way of effectively handling transformation. Today's fast-paced environment requires people and organizations to develop the ability to adapt to consistent change. Change should be managed as a highly participative implementation from all levels of personnel and stakeholders.

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Slide 13 - Managing Change Effectively

Slide 14 - Managing Change Effectively

Managing Change Effectively

Change has become the name of the game, and the wise leader embraces it with open arms. The success of the organization and the people served by its employees depends on it. It is important to realize that there is no one-size-fits-all approach to organizational change. There are no checklists or to-do lists, no series of events that must take place. Organizational change is a continually moving target and the processes by which an organization transforms their business is as individualized as the organization.

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Employment Core Competencies

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Slide 3 - Learning Objectives

Learning Objectives

Anyone who has the motivation can own a small business. If a person likes to work independently self-employment could be a good fit. For a person with complex challenges, operating a small business is entirely feasible with the proper support, adequate financing, and a talent to market.

This module describes self-employment options and will explore:
- Microboards;
- Micro enterprises;
- Funding and other resources for building and marketing a business; and
- Self-employment resources for job candidates.

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Slide 4 - Self-Employment

Self-Employment

Many people dream of owning a business and desire to be their own boss. The emphasis should be on determining the feasibility of a business prospect to make a living with careful planning. The Vocational Rehabilitation (VR) Counselor, and other sources of support understand the process and steps for helping a person start a business and can help people who wish to be self-employed start a successful business.

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Slide 5 - Self-Employment

Self-Employment

"It's estimated that a whopping 10 million individuals, or 6.6% of all reported jobs, were self-employed in the U.S. as of 2013". People with disabilities are no different than anyone else who goes into business for themselves. People want to be self-employed for various reasons. He or she may have products or services that the person believes are in demand. Successful self-employment planning includes ensuring a feasible entrepreneurial opportunity for the supported person (Smith J., 2014).

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Slide 6 - Self-Employment

Self-Employment

Supported Self-Employment is defined as working for oneself with direct control over work and services undertaken and can include microenterprise arrangements. This includes proprietorships, partnerships, and corporations. Job seekers who choose supported self-employment contribute to the development of a business service product or perform a core function of the business. (US, State of Florida, 2015)

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Slide 7 - Self-Employment

Self-Employment

In supported self-employment, the focus is on the talents and interests of the person and identifying personal assets and how it can support a business. Additionally, the question should be raised as to how the person will support themselves while the business is getting up and running. It is important to identify each person's strengths and talents as well as support needs while assembling a team to facilitate self-employment.

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Slide 8 - Self-Employment

Self-Employment

Supported self-employment is all about customized supports. The basics are a viability assessment, business plan, a solid marketing plan, management skills, and capital. Where the entrepreneur can lead the way and where support is needed will vary from one person to another and from one situation to another.ownership.

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Slide 9 - Self-Employment

Self-Employment

Some people may need more assistance with start-up activities; others may need support with operations; still others may need ongoing assistance using a variety of workplace supports. What is crucial is to provide customized supports to assist the person in moving forward with business ownership.

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Slide 10 - Microboards

Microboards

Microboards are formal circles-of-support comprised of trusted people who help a person address practical life issues, navigate complex service and funding systems and engage natural (non-paid) community support networks (Wisconsin DHS, 2012). The term Microboard is not commonly used in Oregon supported employment services; however, it is a term used broadly in the realm of supported employment.

Microboard exists to:
- Promote the self-determination of a person to live the life he chooses.
- Use person-centered planning and everyday practices to keep the Person at the center of decision-making.
- Expand the Person's network of friends and community connections.
- Negotiate, manage, and develop the Person's individualized paid and nonpaid supports.
- Maintain the basic structure and functions of the Microboard.

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Slide 11 - Microboards

Microboards

These teams are generally involved in the Vocational Rehabilitation self-employment feasibility and viability assessments, helping to determine the supports needed and resources for obtaining those supports.

A Microboard is intended to be long-term, self-sustaining, and last for the lifetime of the Person. As a collective of caring and dedicated people, it is not dependent on any single family member, friend, or service program.

Microboard exists to:
- Promote the self-determination of a person to live the life he chooses.
- Use person-centered planning and everyday practices to keep the Person at the center of decision-making.
- Expand the Person's network of friends and community connections.
- Negotiate, manage, and develop the Person's individualized paid and nonpaid supports.
- Maintain the basic structure and functions of the Microboard.

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Slide 12 - Microboards

Microboards

Microboards include the person, to the fullest extent possible, in planning and related decision-making. Self-determination is the cornerstone of a Microboard. It is designed to support the person to explore and reach self-determined life goals. The use of person-centered planning processes are helpful in clarifying goals the person has for building a full and meaningful life.

Microboard exists to:
- Promote the self-determination of a person to live the life he chooses.
- Use person-centered planning and everyday practices to keep the Person at the center of decision-making.
- Expand the Person's network of friends and community connections.
- Negotiate, manage, and develop the Person's individualized paid and nonpaid supports.
- Maintain the basic structure and functions of the Microboard.

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Slide 13 - Microboards

Microboards

Once a person's goals are understood, the Microboard can purchase needed goods and services, as well as explore and develop natural community resources.

Microboard members work closely with the Person and are able to respond quickly to opportunities, problems, and risks based on an intimate knowledge of their abilities, needs, and preferences. Working in this manner, Microboards improve the Person's quality of life.

Microboard exists to:
- Promote the self-determination of a person to live the life he chooses.
- Use person-centered planning and everyday practices to keep the Person at the center of decision-making.
- Expand the Person's network of friends and community connections.
- Negotiate, manage, and develop the Person's individualized paid and nonpaid supports.
- Maintain the basic structure and functions of the Microboard.

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Slide 14 - Microenterprises

Microenterprises

A microenterprise is considered a very small business, generally consisting of 1-5 employees. To develop a microenterprise or small business, a customized approach is applied to assist a person to identify their strengths and needed supports and to assemble funding resources to execute their business plan. Starting a microenterprise or small business includes developing a business plan, a marketing plan, getting training on management skills, and securing startup funds.

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Slide 15 - Microenterprises

Slide 16 - Self-Employment Policy

Self-Employment Policy

Oregon Vocational Rehabilitation (VR) recognizes self-employment as a viable means of promoting independence and economic self-sufficiency for many people. Self-employment is not a viable option in all situations and sufficient assessment of the viability of the proposed business must show a favorable outcome for Oregon Vocational Rehabilitation to support the venture.

VR recognizes that participants, because of their disability, may need intensive supported employment and extended services in order to perform and sustain self-employment. VR also recognizes that a person receiving supported employment services is likely to receive support from a "team" (Microboard) consisting of family members, friends, volunteers, and paid agency staff. When the participant is interested in supported self-employment, their "team" may participate in all phases of the supported self-employment process.

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Slide 17 - Determine the Vocational Goal

Slide 18 - Determine the Vocational Goal

Determine the Vocational Goal

When determining the vocational goal and whether to pursue supported self-employment, the vocational rehabilitation counselor works with the participant and persons chosen by the participant to be on their "team". Vocational Rehabilitation recognizes that members of this team may also participate in setting up and maintaining the business.
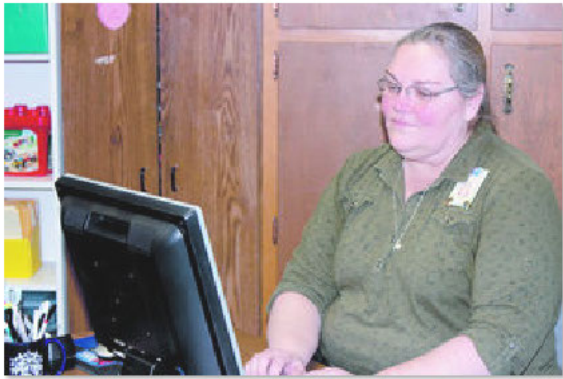
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Slide 19 - Method to Meet Vocational Goal

Method to Meet Vocational Goal

Self-employment is a method to pursue an employment outcome. Self-employment is the environment in which the participant carries out his or her employment goal. Because of the nature of this employment option, there are additional activities required in order to establish the viability of self-employment as a match to the participant's skills and supports.

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Slide 20 - Self-Employment Criteria

Self-Employment Criteria

Oregon Vocational Rehabilitation bases the Individualized Plan for Employment on the appropriateness of the vocational goal for the specific participant and the services needed to reach that goal. In the case of a participant interested in self-employment and supported self-employment, the Individualized Plan for Employment begins exploring the appropriateness and viability of self-employment as a means to successfully achieve the vocational goal. If it is determined that self-employment is not viable in a particular situation, a traditional means of reaching the employment goal can be pursued. The potential business is explored to determine feasibility of the business to achieve the vocational goal.

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Slide 21 - Self-Employment Criteria

Self-Employment Criteria

Oregon Vocational Rehabilitation recognizes that participants requiring support for their self-employment will fall into two categories: those who plan for a small business requiring moderate resources (i.e., Supported Self-Employment); and those who plan is for a very small business requiring limited start-up resources (i.e., Supported Microenterprise).

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Slide 22 - Competitive Integrated Employment for People Self-Employed

Competitive Integrated Employment for People Self-Employed

Competitive Integrated Employment for a person who is self-employed means work performed on a full-time or part-time basis and yields an income that is comparable to the income received by other individuals who are not people with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills.

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Slide 23 - Restrictions or Exclusions

Restrictions or Exclusions

VR recognizes self-employment and supported self-employment or supported microenterprise, as a potential employment outcome. However, VR does not support businesses speculative in nature, businesses organized as hobbies, franchises, or nonprofit organizations. The proposed business idea must be consistent with the community's values and sensibilities.

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Slide 24 - Restrictions or Exclusions

Slide 25 - Restrictions or Exclusions

Restrictions or Exclusions

Support to maintain self-employment also requires the following:

- Ongoing assistance, counseling, and guidance after a business has been launched.

- Self-employment support may not be provided to defray the operational expenses of the business.

- The self-employment must yield an income that is comparable to the income received by other people who are not people with disabilities, and who are self-employed in similar occupations or in similar tasks and who have similar training, experience, and skills.

- Evidence of the self-employment must be documented and reviewed by the services coordinator or personal agent on an annual basis.

Documentation may include, but is not limited to, tax records submitted to the Internal Revenue Service and an annual business plan.

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Slide 26 - Property Essential to Self-Support (PESS)

Property Essential to Self-Support (PESS)

The Social Security Administration (SSA) aims to help those who receive Supplemental Security Income (SSI) benefits become financially self-sufficient whenever possible. There are a number of incentives available to SSI beneficiaries who wish to re-enter the workforce or start their own businesses. Because SSI counts income and assets to determine an individual's eligibility, working can compromise a person's eligibility for SSI benefits. Because of this, many SSI beneficiaries are weary of returning to work. To ease the transition back into the workforce, the SSA has implemented a number of incentives to help an SSI recipient while he or she attempts to return to work.

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Slide 27 - Property Essential to Self-Support (PESS)

Property Essential to Self-Support (PESS)

To increase the probability of an individual returning to the workforce, the SSA has implemented the concept of property essential to self-support—or PESS. PESS is a category of resources that the SSA will not count against eligibility for SSI. PESS is any resource that is essential to a person's self-support. This includes the following:

⇨ Any property used in trade or business or personal property that a person is required to have as an employee—like inventory or goods and tools or other equipment.

⇨ Up to $6,000 of non-business property that is used to produce goods or services that are essential to a person's day-to-day activities. For example: Land used to produce fruit or vegetables solely for consumption by a recipient and his or her household.

⇨ Up to $6,000 of non-business income-producing property. This only applies if the property yields an annual rate of return of at least 6%. For instance, a rental property.

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Slide 28 - Property Essential to Self-Support (PESS)

Property Essential to Self-Support (PESS)

The SSA does not consider liquid resources to be considered PESS unless a recipient uses them as part of trade or business. This includes stocks or bonds. It is important to note that the SSA will not exclude these types of property if a recipient does not actively use them for self-support. If, for some reason, the recipient stops using an item or property considered to be PESS, he or she will have to begin using it again within a reasonable period of time (typically 12 months).
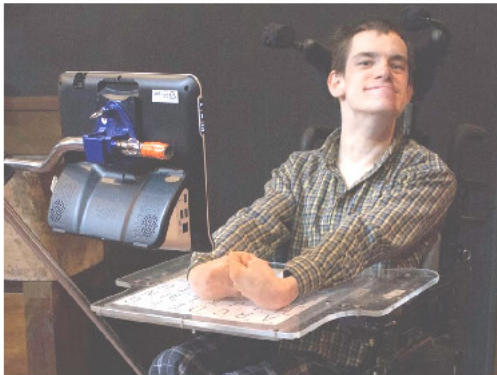
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