

EMPLOYMENT STRATEGIES FOR AN EMPLOYABLE POPULATION

Presented by:

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West End Special Education Local Plan Area



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Our Stories

Andrew Burdick –

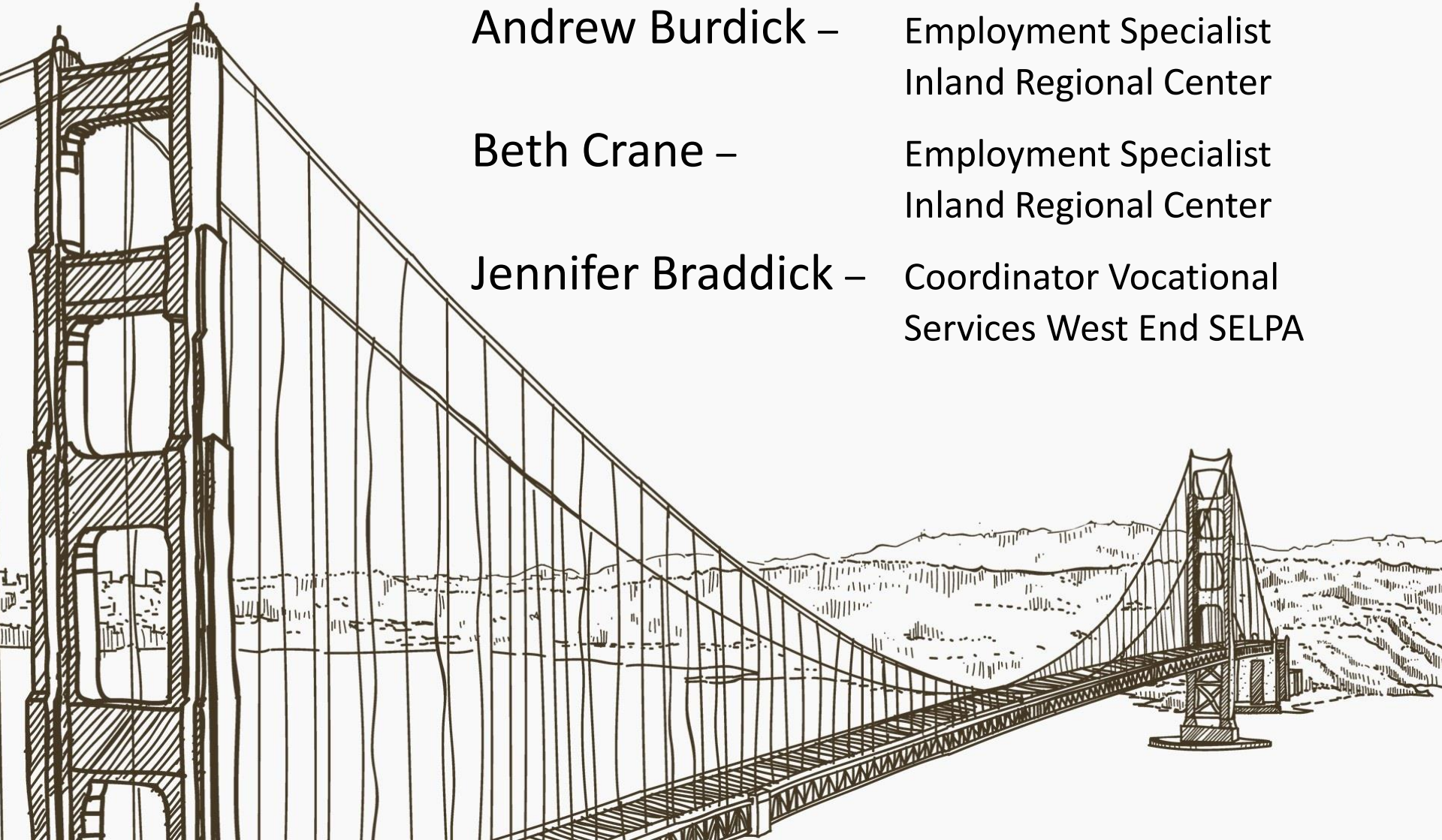
Employment Specialist
Inland Regional Center

Beth Crane –

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Jennifer Braddick –

Coordinator Vocational
Services West End SELPA



The Discovery Process

The Negotiator

<https://www.youtube.com/watch?v=rj5nRUnlPMY>



Comments????



Let's Start With the End in Mind

Table Talk

Discuss your current position and the supports and resources you utilized to achieve your success.

or

Think of your dream job and the supports and resources that you will utilize to achieve success.

-
- ***At what age did you know what you wanted to do for a career?***
 - ***Did you know how to achieve your goal?***
 - ***What discovery process did you go through to determine what career you wanted to pursue?***



Person-Centered Planning

- A team focuses on an individual's vision of their future
- Team identifies opportunities for the individual to:
 - Develop the skills and abilities needed to achieve goals
 - Develop personal relationships
 - Participate in their community
 - Increase control over their own lives



The Developmental Disabilities Assistance and Bill of Rights Act (2000)

“(1G) the goals of the nation properly include a goal of providing individuals with developmental disabilities the information, skills, opportunities and support to

- (A) make informed choices and decisions about their lives;
- (B) live in homes and communities in which such individuals can exercise their full rights and responsibilities as citizens;
- (C) pursue meaningful and productive lives;
- (D) contribute to their families, communities, States, and the Nation;

Public Law 106–402, 106th Congress



The Developmental Disabilities Assistance and Bill of Rights Act (2000)

- (E) have interdependent friendships and relationships with other persons;
- (F) live free of abuse, neglect, financial and sexual exploitation, and violations of their legal and human rights; and
- (G) achieve full integration and inclusion in the society, in an individualized manner, consistent with the unique strengths, resources, priorities, concerns, abilities, and capabilities of each individual..." (USA 2000)

Public Law 106-402, 106th Congress



Self-Advocacy



Self-Determination

Disability Rights CA – Self Determination –April 2018



<https://youtu.be/8LZzarF8EEo>

- Signed into law in October of 2013 by Governor Brown
- Provides freedom, control, and responsibility in choosing services and supports to help them meet objectives in their Individual Program Plan.
- All individuals, regardless of ability, have the right to access the basic elements that make-up a good life, beginning with: family, independence, personal responsibility, and freedom of choice.



The School's Role

Individual Transition Plan (ITP) Secondary Transition Services

*...a coordinated set of activities designed to be within a **results-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability to **facilitate the child's movement from school to post-school activities...***

(IDEA 2004; [34 CFR 300.43 (a)] [20 U.S.C. 1401(34)])



Instruction

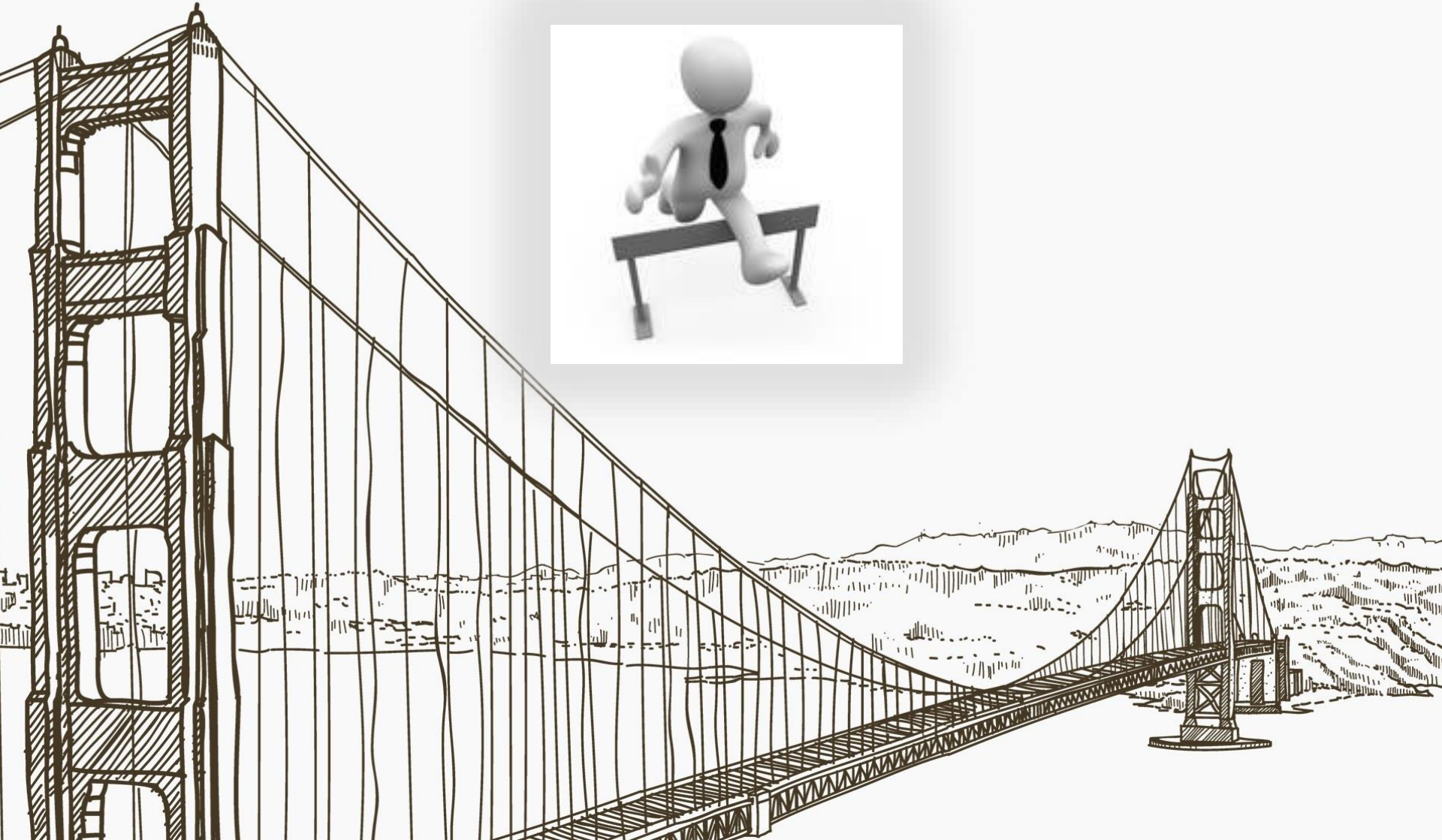


Community Based Instruction

- Planned, systematic, data-based instruction
- Environments for instruction are carefully selected to be meaningful to each individual and as directed by the IEP
- Community settings are selected to provide natural cues
- Continuous, repeated visits to the same community locations until mastery
- Occurs in small groups of students, ideally one staff and two to three students depending on the population



Overcoming Obstacles



Why is CBI important?

- Provides an opportunity for discovery
- Allows students with moderate to severe disabilities to have opportunities to practice **transferring learned skills** from one environment to another.
- Allows students with significant disabilities to have an opportunity to practice **generalization skills** and need in environments where they will ultimately be performed.



Vocational Education



BIG T/ Little t

BIG T – Transition Services as stipulated by IDEA
(School IEP Requirement)

- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and functional vocational evaluation.

Little t - Transition Programs that are supplemental and only intended to support mandatory transition services. These programs are not guaranteed and should not be written into the IEP. (*WorkAbility I, Transition Partnership Program, We can Work, Paid Internship Program, Customized Employment...*)



Work Based Learning Curriculum Topics

- Pre-Employment Transition Skills (Pre-ETS) (Includes DOR Student Services)
- Foundational Employment Skills – Soft Skills
- Labor Laws - www.cawee.org
- Expectations of Employer/Employee
- Situations and Ethics
- Workplace Privacy/Safety
- Legal Rights – Disability Disclosure
- Work Evaluations/ Self Evaluations
- Interviewing Skills
- Travel Training
- Building a Resume



Work Based Learning

- Used to Support Job Exploration by Providing a Job Sampling
- Supports the Discovery Process
- Non-Binding Agreement
- Incentive to Employers to Hire Students
- Employee Must be Receiving Minimum Wage
- Weekly Work Hours Can be Flexible
- Trial Job Placement is Determined Based on Individual Student's Interests and Abilities
- Competitive Integrated Employment (CIE) is the goal.



Foundational Employment Skills

1. Self-Advocacy
2. Self-Determination
3. Safety-Awareness
4. Social Skills
5. Hygiene
6. Communication
7. Travel Training skills

(Moon, Simonsen, & Nuebert, 2011)



Systematic Skills Instruction

- Continuous assessment of needs and mastery
- Task analysis of skills
- Framework (Scope & Sequence)
 - Scope – the depth of learning expected of a student over a period of time
 - Sequence – the order in which skills are taught
- Systematic Instruction of skills and behavior
 - Role Playing
 - Simulations
 - Social Stories
 - Video Technology
 - Vocational Skills



Role Play

- When teachers and paraprofessionals assume the role of different employees on the job site to help students learn how to appropriately communicate with others
- Examples:
 - A teacher can play the role of a supervisor and provide the student with natural cues typically of that environment.
 - A paraprofessional can play the role of a customer or peer employee to teach the student how to appropriately interact in different situations.



Legislation

THE WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

- **GOALS**

- Identify areas for training in the changing workplace
- Identify the major skills gaps
- Reinforce the need for early intervention to create career pathways
- Reinforce the need for Pre-Employment Transition Skills training
- Create opportunities for COMPETITIVE INTEGRATED EMPLOYMENT

- **CORE PARTNERS**

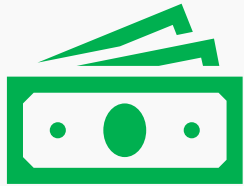
- Department of Labor
- Department of Education



What is the CIE Blueprint Project?

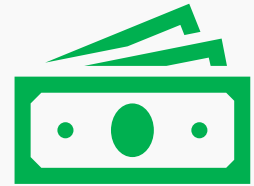
- A partnership between the California Department of Education, Department of Rehabilitation, and Department of Developmental Services to develop a Blueprint that is designed to jointly identify ways to increase opportunities for individuals with intellectual and developmental disabilities or “ID/DD” to prepare for and engage in CIE.





Vision

*“Real Work for Real Pay
in the Real World”*



Providing opportunities for Californians with intellectual disabilities and developmental disabilities to prepare for and participate in competitive integrated employment.

“...you never know if somebody can run with the ball if you never hand it to them.”

Business Partner – California CIE Business Partner Forum - August 31, 2015



California Competitive Integrated Employment (CIE): Blueprint for Change

- **GOALS**

- Improve collaboration and coordination between CDE, DOR, and DDS to prepare and support all individuals with intellectual disabilities and developmental disabilities who choose competitive integrated employment.
- Increase opportunities for individuals with intellectual disabilities and developmental disabilities who choose CIE to prepare for and participate in the California workforce development system and achieve CIE within existing resources.
- Support the ability of individuals with intellectual disabilities and developmental disabilities to make informed choices, adequately prepare for, transition to, and engage in CIE.

[http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-\(CIE\).aspx](http://www.chhs.ca.gov/Pages/Competitive-Integrated-Employment-(CIE).aspx)

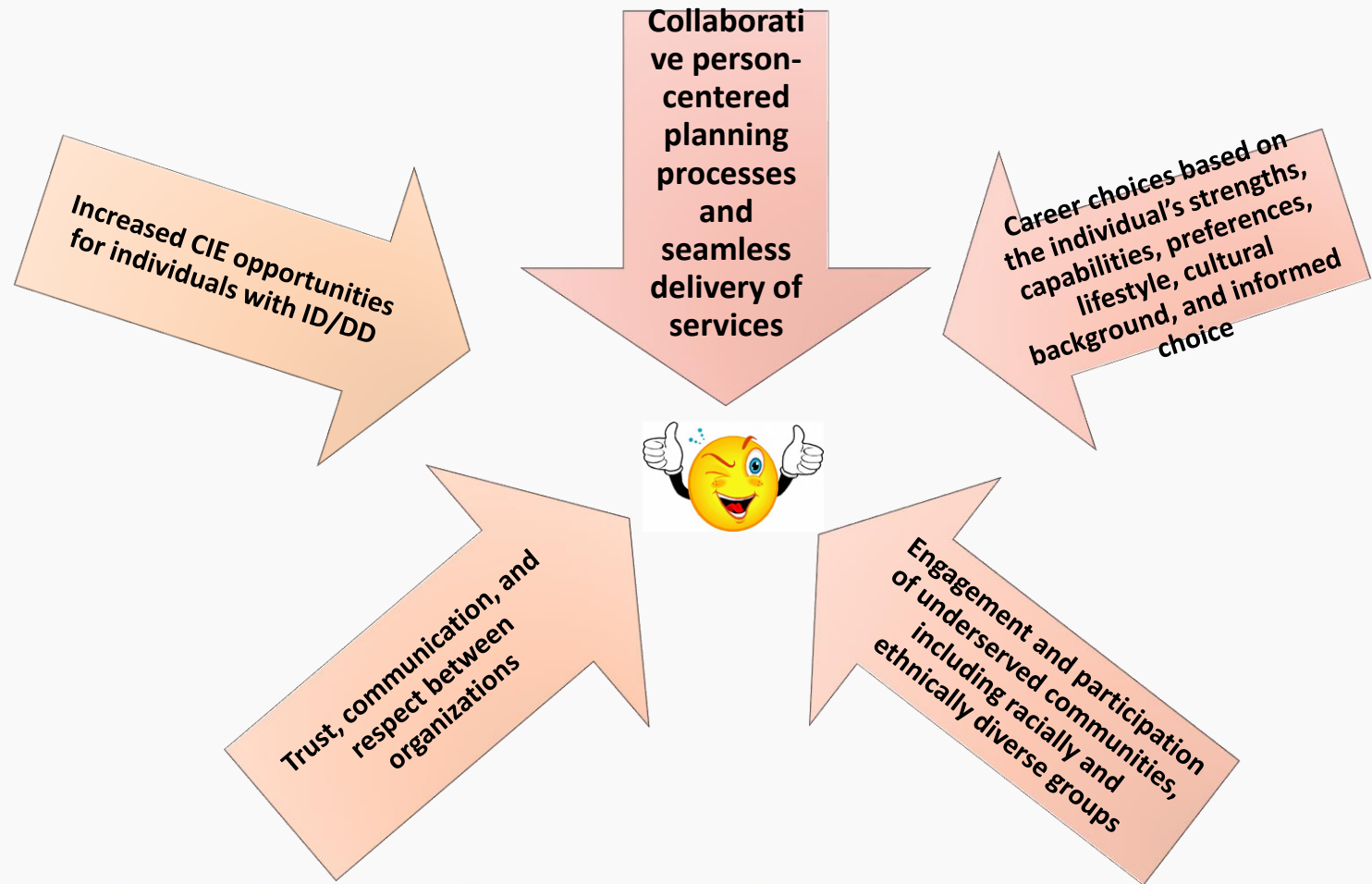


What is a Local Partnership Agreement (LPA)?

An LPA documents the ways local partners will work together to streamline service delivery, engage their communities, and increase CIE opportunities for individuals with ID/DD.



Benefits of Local Partnership Agreements



Next Steps

- Identify and Contact Core Partners
- Schedule a Meeting
- Establish a Common Purpose
- Identify Common Assessments that Work for Your Area
- Identify the Roles and Responsibilities of Core Partners
- Understand the Referral, Intake, and Eligibility Process of Each Core Partner
- Develop Systems of Communication and Documentation that Work for Your Area
- Develop Goals and a Strategic Action Plan
- Professional Development



Embrace Change
Form Your Local Partnership Agreement Now!



Inland Regional Center

www.inlandrc.org

Inland Regional Center is a springboard to greater independence for people with developmental disabilities in the Inland Empire. We are a non-profit agency that has provided support to people with intellectual disabilities, autism, cerebral palsy, and epilepsy since 1972. Today we provide case management and service coordination for more than 35,000 Consumers in Riverside and San Bernardino counties.

The cornerstone of our service philosophy is person centered planning. Every person is different. They have unique needs, support systems, goals, and preferences. Our service plans reflect that individuality! IRC Service Coordinators work together with our Consumers to create service plans that embody what IRC believes in wholeheartedly: Consumer independence, empowerment, and inclusion. Throughout this site, you can find helpful information about all things IRC!



Transition Services Timeline For IRC Consumers

**Final School Year
Transition IEP 6-9
months before
finishing school to
determine
transition plan**

Regional Center Service Coordinator should be involved in this meeting to help develop the transition plan for the student

Six months before finishing school, student can participate in a Paid Internship

IRC services can be provided to students ages 18+ who receive their diploma, or receive a certificate of completion at the age of 22.

Within 30 days of IEP, referral is made to DOR if student wants to work, to determine if CIE ready

If student does not want to work IRC provides resources to family for appropriate services

Graduation/Exit School



Transition Services Options For Inland Regional Center Consumers

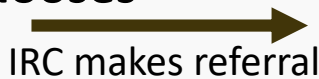
**Student Chooses
Not to Work**



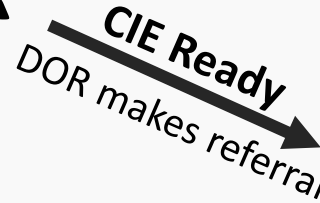
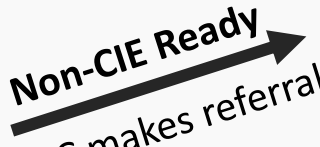
- Day Program
- Arts Program
- Behavior Program
- Paid Internship
- Community Integration

- Work Activity Program
- Group Supported Employment
- Customized Employment

**Student Chooses
to Work**



DOR



- Supported Employment
- Individual Placement



Transition Services Options For Inland Regional Center Consumers

- Day Program**
- Arts Program**
- Behavior Program**
- Paid Internship**
- Community Integration**

- Work Activity Program**
- Group Supported Employment**
- Customized Employment**

- Supported Employment**
- Individual Placement**



Transition Services Options For Inland Regional Center Consumers



Day Program

Arts Program

Behavior Program

Paid Internship

Community Integration

Work Activity Program

Group Supported Employment

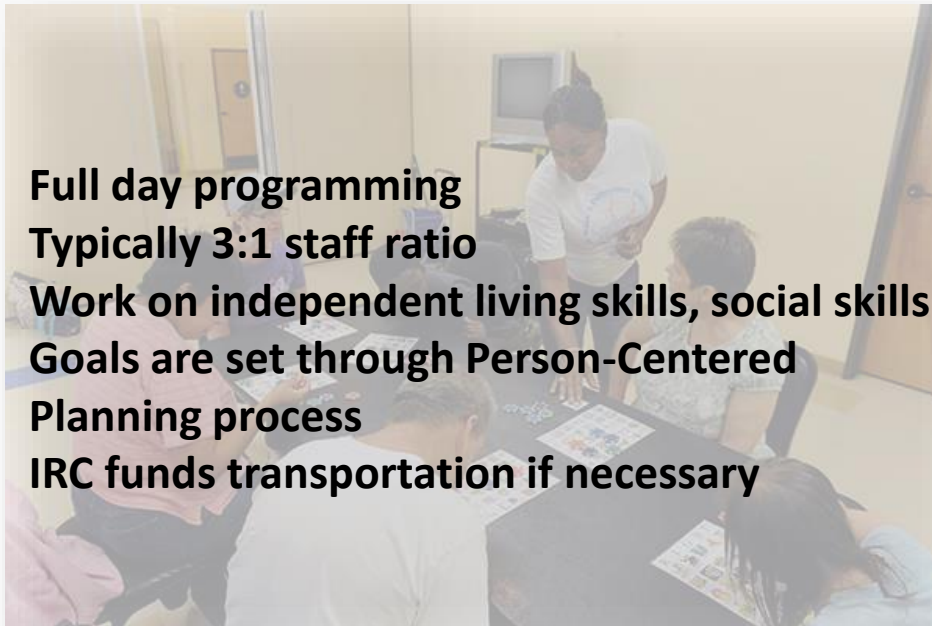
Customized Employment

Supported Employment

Individual Placement



Transition Services Options For Inland Regional Center Consumers



Full day programming
Typically 3:1 staff ratio
Work on independent living skills, social skills
Goals are set through Person-Centered Planning process
IRC funds transportation if necessary

Day Program

Arts Program

Behavior Program

Paid Internship

Community Integration

Work Activity Program

Group Supported Employment

Customized Employment

Supported Employment

Individual Placement



Transition Services Options For Inland Regional Center Consumers



Day Program

Arts Program

Behavior Program

Paid Internship

Community Integration

Work Activity Program

Group Supported Employment

Customized Employment

Supported Employment

Individual Placement



Transition Services Options For Inland Regional Center Consumers



Visual and digital arts programs
Emphasis on employment outcome
Provides real-world experience in the field
Helps build social skills

Day Program

Arts Program

Behavior Program

Paid Internship

Community Integration

Work Activity Program

Group Supported Employment

Customized Employment

Supported Employment

Individual Placement



Transition Services Options For Inland Regional Center Consumers

Day Program

Arts Program

Behavior Program

Paid Internship

Community Integration

Work Activity Program

Group Supported Employment

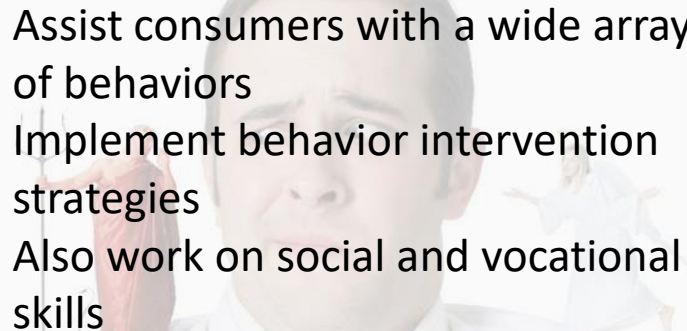
Customized Employment

Supported Employment

Individual Placement



Transition Services Options For Inland Regional Center Consumers



Assist consumers with a wide array
of behaviors
Implement behavior intervention
strategies
Also work on social and vocational
skills

- Day Program
- Arts Program
- Behavior Program**
- Paid Internship
- Community Integration

- Work Activity Program
- Group Supported Employment
- Customized Employment

- Supported Employment
- Individual Placement



Transition Services Options For Inland Regional Center Consumers

Burlington

Auto
Zone

Walgreens

california
PIZZA KITCHEN

Smart&Final

HomeGoods®

the
YMCA

STAPLES®

petco

Day Program

Arts Program

Behavior Program

Paid Internship

Community Integration

Work Activity Program

Group Supported Employment

Customized Employment

Supported Employment

Individual Placement



Transition Services Options For Inland Regional Center Consumers



Day Program

Arts Program

Behavior Program

Paid Internship

Community Integration

Work Activity Program

Group Supported Employment

Customized Employment

Supported Employment

Individual Placement

Transition Services Options For Inland Regional Center Consumers



IRC has established 85 internships since April 2017

Program allows for \$10,400 per year per consumer for wages and payroll costs

Use FMS company to handle the payment

Day Program
Arts Program
Behavior Program
Paid Internship
Community Integration

Work Activity Program
Group Supported Employment
Customized Employment

Supported Employment
Individual Placement



Transition Services Options For Inland Regional Center Consumers



Day Program

Arts Program

Behavior Program

Paid Internship

Community Integration

Work Activity Program

Group Supported Employment

Customized Employment

Supported Employment

Individual Placement



Transition Services Options For Inland Regional Center Consumers

Our program to help move consumers out of sheltered environments

Work on community skills such as transportation, finances, employment

Have seen success in leading to employment

Can include Paid Internship

Can be used with other programs

Day Program

Arts Program

Behavior Program

Paid Internship

Community Integration

Work Activity Program

Group Supported Employment

Customized Employment

Supported Employment

Individual Placement



Transition Services Options For Inland Regional Center Consumers



Day Program
Arts Program
Behavior Program
Paid Internship
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Customized Employment

Supported Employment
Individual Placement



Transition Services Options For Inland Regional Center Consumers



The traditional model for employment
1:15 ratio
Sub-min wage/Piece-rate

Day Program
Arts Program
Behavior Program
Paid Internship
Community Integration

Work Activity Program
Group Supported Employment
Customized Employment

Supported Employment
Individual Placement



Transition Services Options For Inland Regional Center Consumers



Day Program
Arts Program
Behavior Program
Paid Internship
Community Integration

Work Activity Program
Group Supported Employment
Customized Employment

Supported Employment
Individual Placement



Transition Services Options For Inland Regional Center Consumers



Typically groups of 3
Most often landscaping, warehouse, janitorial
Can be min. and sub-min. wage

Day Program
Arts Program
Behavior Program
Paid Internship
Community Integration

Work Activity Program
Group Supported Employment
Customized Employment

Supported Employment
Individual Placement



Transition Services Options For Inland Regional Center Consumers



- Day Program
- Arts Program
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- Supported Employment
- Individual Placement



Transition Services Options For Inland Regional Center Consumers



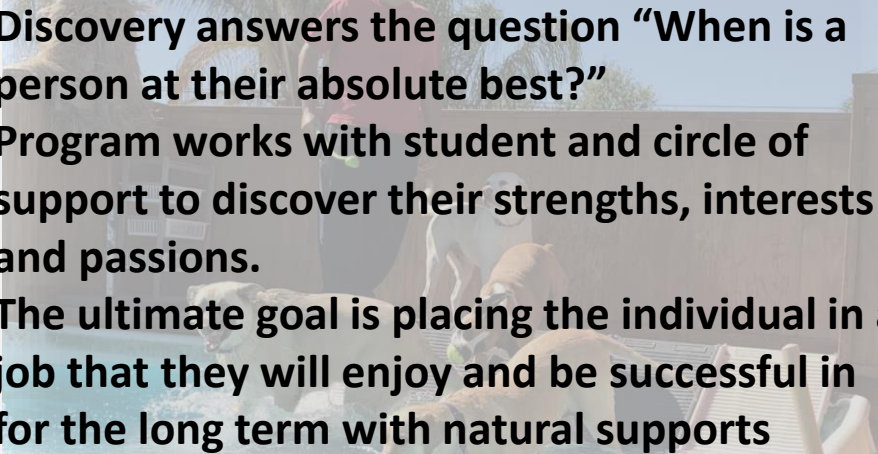
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- Supported Employment
- Individual Placement



Transition Services Options For Inland Regional Center Consumers



Discovery answers the question “When is a person at their absolute best?”
Program works with student and circle of support to discover their strengths, interests and passions.
The ultimate goal is placing the individual in a job that they will enjoy and be successful in for the long term with natural supports

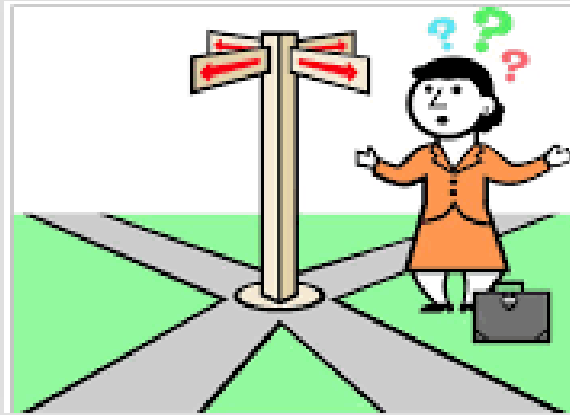
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Reasonable Accommodations



Technology Supports

- **Video Modeling** – viewing a skill being completed and then immediately completing it while on the job
- **Video Self-Modeling** – viewing videos of oneself completing a skill
- **Video Prompting** – viewing and completing discrete steps of a skill
- **Cell Phone Calendar Reminders** – Assists with punctuality
- **Reading Pens/ and Voice to Text** – Assists non-readers

- Advantages to technology
 - Use real-life images
 - Employees can choose from a variety of techniques to remind themselves of skills and strategies



(Steere & DiPipi-Hoy, 2012)



Vocational Struggles

1. Employer Buy In
2. Employment Options
3. Fear
4. Poor Social Skills
5. Poor Hygiene
6. Poor Safety skills
7. Toileting issues
8. Health Concerns



(Moon, Simonsen, & Nuebert, 2011)



Strategies



Employment Strategies

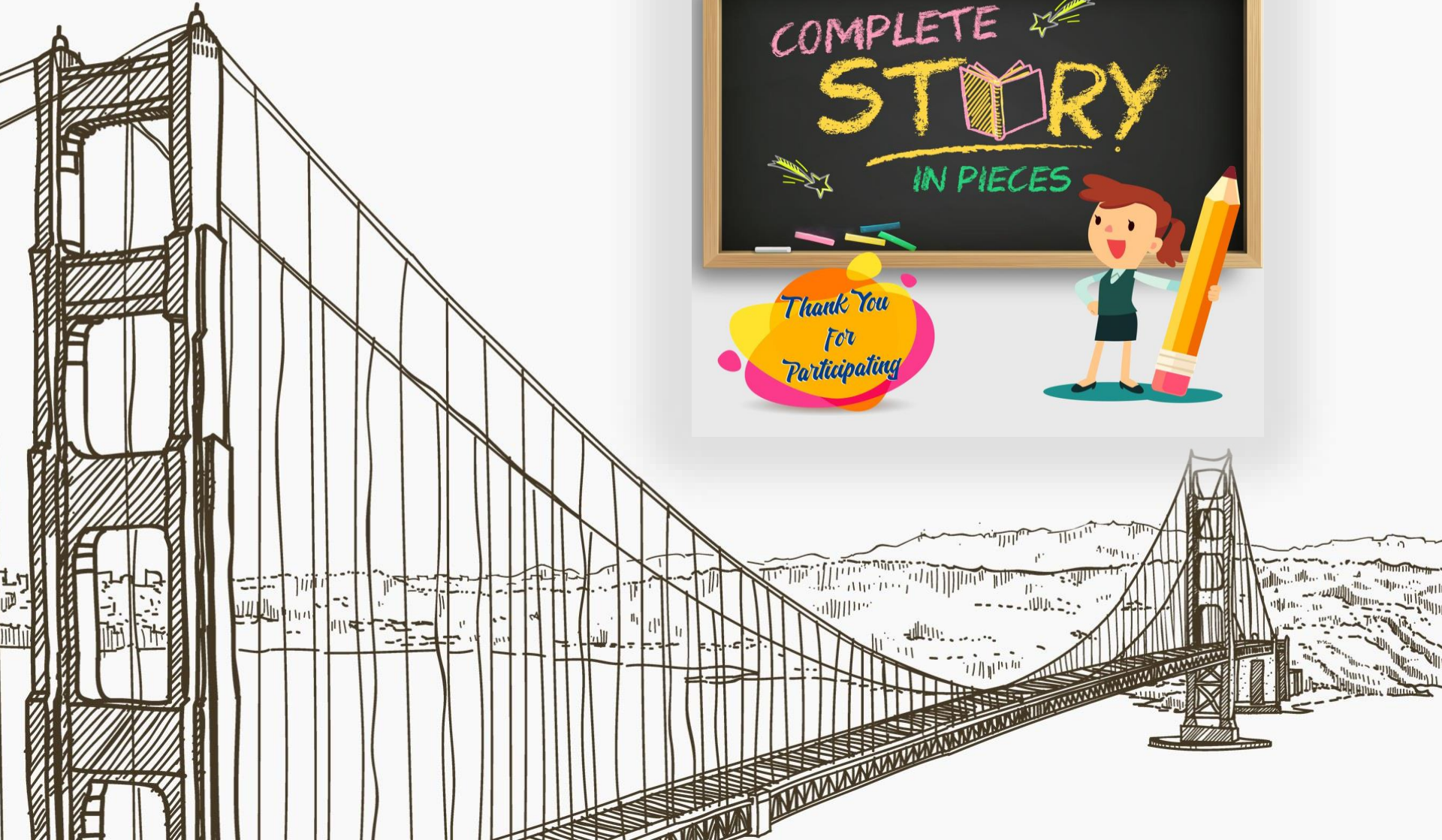
- Discovery and Assessment
- Develop a Theme for the Individual's Employment Interests
- Determine the Need for Reasonable Accommodations
- Develop an Employment Resume/ Portfolio (Paper or Digital)
- Business Research and Engagement
- Business Needs Assessment
- Highlight the Strengths of the Employee and the Benefit to the Employer Based on the Company's Needs
- Encourage Self-advocacy



Success Stories



Questions???



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