

Changing the Culture of Expectations for Employment through Customized Employment “Employment for All”



**Louisiana DD Council
Baton Rouge, LA.
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Wisdom from President John F. Kennedy

“ The **great enemy** of the **truth** is very often not the lie – deliberate, contrived and dishonest – but **the myth** – persistent, persuasive, and unrealistic.”

Expectations Matter...A Lot!!!

“The best predictor of post school outcomes are the following:

**Parental Expectations.....
Teachers’ Expectations.....**

Expectations change the path of what experiences are made available and what is taught to the child/student....”

“Changing introductions from deficits and what cannot do, to **strengths, preferences, interests, gifts & contributions**”

...Relationships matter; Location matters.

Erik Carter, Ph.D. Vanderbilt University

December 3, 2015

FUNDING:

Money Matters...and Drives Practice



Be Bold. Embrace Difference. Change Lives.

Costs and Outcomes of Supported and Sheltered Employment

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What are the Costs of Supported and Sheltered Employment?

- Cumulative Costs
SE: \$18,813
SW: \$46,855
- Cost per Hr. Worked
SE: \$11.88
SW: \$17.12
- Cost per Dollar Earned
SE: \$2.02
SW: \$9.39

Individuals in both SE and SW at the same time. Source: Cimera (2011)

What is the Return on Investment?

- Is SE more cost-efficient to workers?
SE: \$4.20 SW: \$0.24
- Is SE more cost-efficient to taxpayers?
SE: \$1.21 SW: \$0.83
- *Regardless of disability or its severity, SE has a better ROI than SW*

Cimera, 2010

Are SWs “Value Added”? (ID)

No Sheltered Settings

Sheltered Settings

■ Earnings	\$137	■ Earnings	\$119
■ Cost	\$4,543	■ Cost	\$7,895

9,808 Supported Employees with Intellectual Disabilities

42.5% decrease in cost; 15.1% increase in earnings (Source: Cimera, 2011)

Are Sheltered Workshops “Value Added”? (ASD)

No Sheltered Settings

Sheltered Settings

■ Earnings	\$191	■ Earnings	\$129
■ Cost	\$4,212	■ Cost	\$8,364

430 Supported Employees with ASD

48% increase in earnings; 49.6% decrease in costs (Source: Cimera, 2012)

An evolution of concepts leading to employment

- *Serving the Best* – Creaming
- *“Hire the Handicapped”* – Altruism
- *Train and Place* – Training “job ready” applicants to meet employer’s demands
- *Place and Train* – Using employment supports to meet employer’s demands
- *Job Carving* – Removing difficult tasks from job descriptions
- *Unbundling demand* – Negotiating jobs that meet employer needs/benefits

Clarifying Supported Employment and Customized Employment

The concepts are compatible but distinct and they come from the same value set – to assure access to employment for persons with significant disabilities.

There has been confusion as to the distinctions between these two valuable approaches.

Supported Employment

Essentially, SE provides **post employment** support to employees and employers who are felt to need additional support to achieve employment success.

Supported Employment, 2

- Often focuses on **open jobs**
- Provides job coaches to assist both employees and employers
- Most funded supports occur post employment
- **Pre-employment supports and services are not stipulated in statute or in regulations or guidance**

Customized Employment

Essentially, CE provides a **set of services** *prior to employment* that are designed to **tailor the employment relationship** in ways that meet both job seeker and employer needs/benefits.

CE attempts to **avoid the barriers created by job descriptions by unbundling demands through voluntary *negotiations* with employers.**

It Started with Marc Gold's *"Train, Don't Test..."*



Customized Employment defined in WIOA; 7.2014

*According to the 2014 Amendments to the Rehab Act
(H.R. 803 Section 7 (7) (29 U.S.C. 705)*

Customized Employment means competitive integrated employment, for an individual with a significant disability, that is based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability, is designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer, and is carried out through flexible strategies, such as:

The “flexible strategies” of Customized Employment in WIOA

- (A) job exploration by the individual;
- (B) working with an employer to facilitate placement, including —
 - (i) customizing a job description based on current employer needs or on previously unidentified and unmet employer needs;
 - (ii) developing a set of job duties, a work schedule and job arrangement, and specifics of supervision (including performance evaluation and review), and determining a job location;
 - (iii) representation by a professional chosen by the individual, or self-representation of the individual, in working with an employer to facilitate placement; and
 - (iv) providing services and supports at the job location.

Customized Employment is...

- Employment where job tasks are **reassigned** from an existing job, **restructured** from one or more existing jobs, or **created** to match the skills and accommodation needs of the jobseeker, and...
- **The Customized Employment approach MUST help the employer's operation in some specific way**

Essential Elements (42) of Customized Employment; WINTAC, June 2017

- Marc Gold & Associates; Griffin-Hammis Associates; TransCen, Inc.; and VCU
- Reviewed and Approved by ODEP & RSA
 1. Overview of C.E.; **9** essential elements
 2. Conducting Discovery, **6** essential elements; & Creating Discovery Documents, **6** essential elements
 3. Plan for Customizing Employment, **11** essential elements
 4. Employment Development Representation, **10** essential elements

Customized Employment Requires Building a “Positive Personal Profile”

- **Believe in your job seeker**
- Focus on skills – **not deficits**
- Positive; strengths based
- **No prerequisites**
- Everyone is “job ready”
- **What will employer value** about the job seeker?

Customized Employment

Three Major Steps in the Process



Customized Process at a glance

- Discovery:—Who is the person?
- Profiles: What did we learn about this person's abilities, interests that will help us find the right job?
- Customized person-centered planning: What kinds of work does the person really want to do?
- Portfolio/visual resume:— How can we best present this person's abilities to an employer?
- Job development and negotiation – What does an employer need that this person can provide that is good for them both?
- Job site analysis, accommodations, support- What will this person need to make the job successful?

The essence of discovery

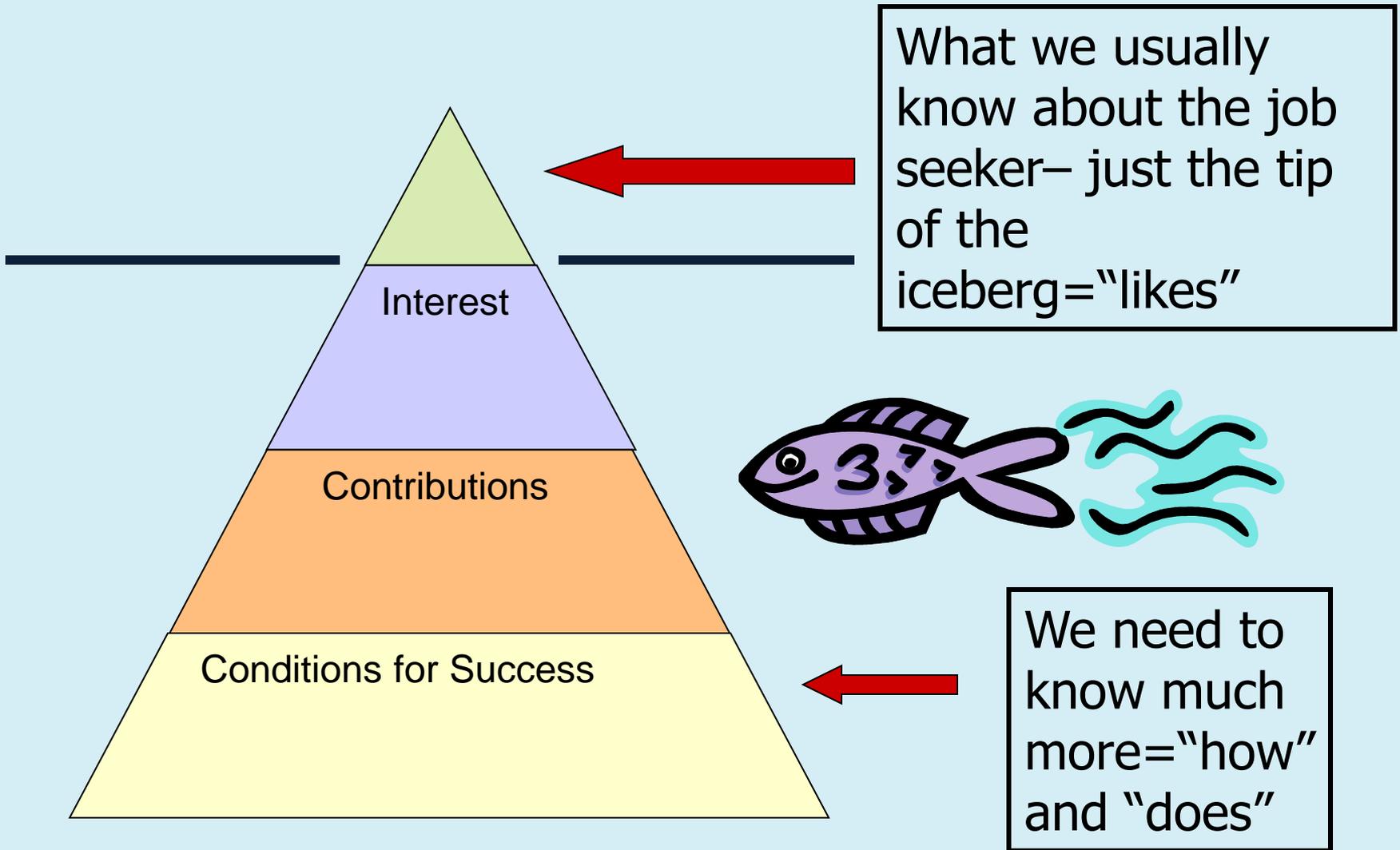
- **Discovery:** to gain insight or knowledge of something previously unseen or unknown; to notice or realize; to make known, reveal, disclose



The Essence & Role of Discovery

- Discovery provides in a non-traditional common sense form, the information needed to determine the ***strengths, needs, and interests*** of any person with complex life issues.
- This is accomplished by simply asking the question, ***“Who is this person?”***

The Iceberg Analogy of Discovery



Help Wanted Ad

Company looking for individual with developmental disabilities, autism and history of aggressive behaviors. Extensive history of hospitalization preferred. Drug problems and delusional behaviors OK. Supportive co-workers. Call for an application

Discovery Is.....

- A process that involves getting to know people, or helping them get to know themselves before we help them plan
- Spending time with individuals, **instead of time 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**
- A common-sense strategy to determine complexities and preferences

Discovery is.....

- **A way to identify the unique contributions offered by those who might not compete as well as others**
- Enhanced when we get to know people in settings where they are the most who they are
- **Not a plan**, but the foundation of employment planning that seeks to customize outcomes
- **Compatible with self-determination and customer choice; person-centered plans**

Discovery is and is not

- ... is an alternative way to learn about a person, to focus on what **environments** the person performs best, what **peaks their interest** throughout the day, and what **tasks they offer** or learn to offer
- ...is **not an assessment process** that relies on comparative data; test scores; readiness criteria; prerequisites; training in simulated environments
- **No one fails Discovery**; no grades or scoring; no labels; **no judgments** about the individual or the family

The “Who” of Discovery

- The person of concern
- Their family and loved ones
- Close and trusted friends
- Neighbors with good relationships
- Professionals who care:
 - Counselors
 - Teachers
 - Case managers
 - Service providers

Where does Discovery take place?

- In the world of the person; places where the person goes or would like to go
- In places where the person is most comfortable
- In places the person enjoys
- In places where the person lives
- In places where the person spends their day(s)
- New places to learn what the person does in new situations or places

Strategies to Gather Information in Discovery

- **Observation:** attention to what and how the person does activities such as how they communicate & move around; include a few in novel (8%) situations (40%)
- **Conversation:** springs from activities, such as “how long have you been doing this, why do you do this, where did you learn to do this? (25%)
- **Interviews:** to gather demographic facts, information on the routines & activities of life; requesting permission to interview others in person’s life to assist (25%)

Strategies to Gather Information in Discovery

- **Picture or video:** with permission for later review and to create a robust knowledge of the activity (a “picture is worth a thousand words”)
- **Time with the person:** to build a relationship that will drive much of the information and to learn about fears, excitements, to create the “best picture” of the person
- **Records Review:** to find any essential information not already discovered (5%)

Features of Task Observation

- Description of specific task
- **Motivation/interest indicated**
- Supports offered/used
- General performance: Pace, correctness, consistency, stamina
- Connections
- Concerns/challenges

The “What” of Discovery:

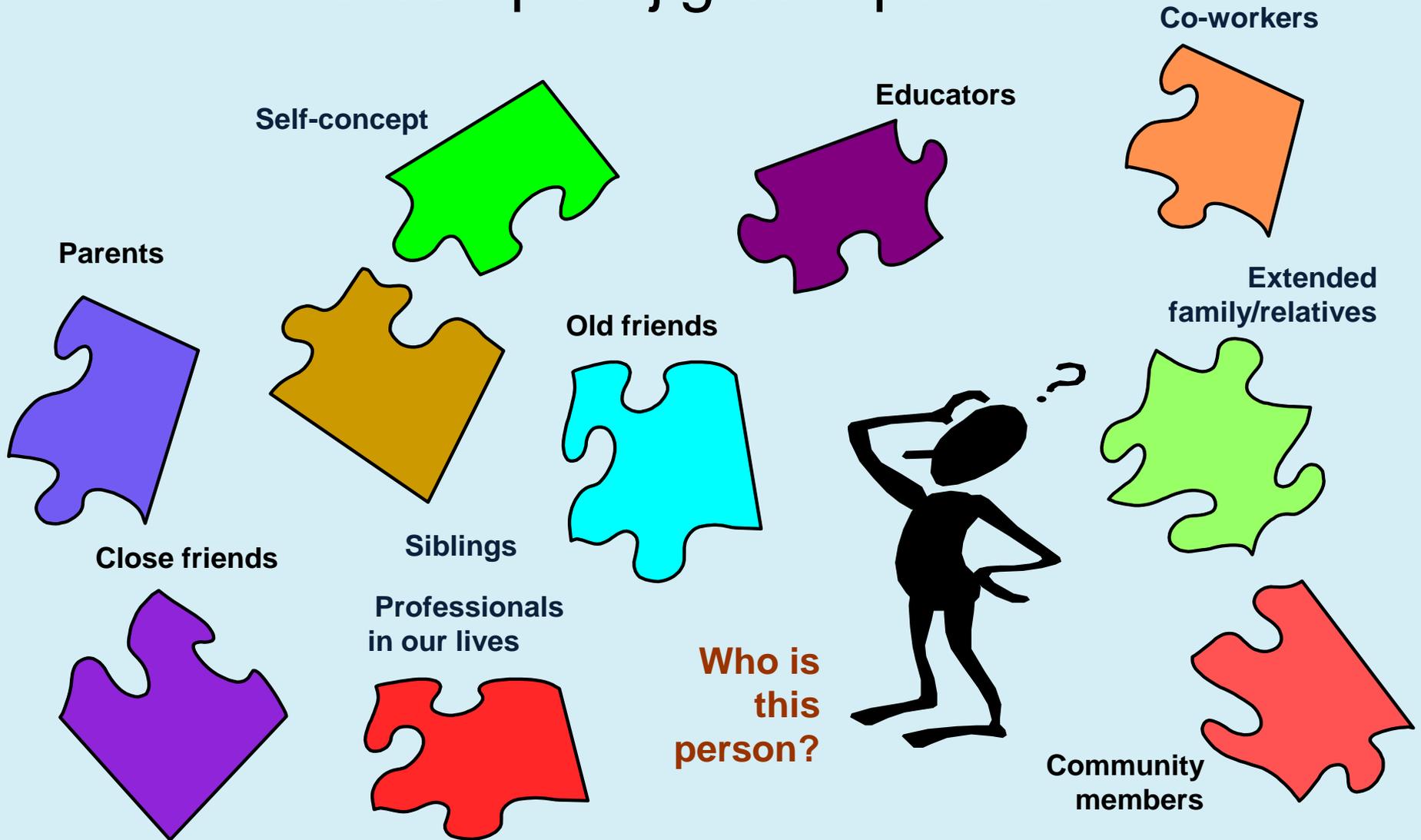
Identifying the best aspects of the person

- Routines
- Relationships
- Responsibilities
- Challenges
- Associations
- Friendships
- Shops and Services
- Tasks
- Solutions
- Connections
- Education
- Location
- Life performance
- Community inventory

Discovery facts from MG&A

- Average hours required for Discovery = 40 hours (range 32-45 hrs.)
- Average time frame for Discovery = 4 weeks (range 3 – 6 wks.)
- Recommends a team effort of 2 – 3 members while learning discovery

We are all like pieces in a complex jig-saw puzzle



Discovery = Translation

- The finesse of Discovery is to identify typical aspects of life and to **translate those activities into:**
 - **conditions for success,**
 - **interests** toward employment, and
 - potential **contributions to be offered to employers**
- Discovery is essentially an activity of translation

Discovery finds the pieces and
puts them together



The Result of Discovery: A Profile

- Discovery is the activity of learning about the person in an **intentional** way and documenting what is learned in a Profile.
- A Profile has three parts:
 - Part 1 is basically a **factual description** of the person
 - Part 2 is a **rich description** of who the person is from many perspectives.

The Profile, cont.

- Part 3 is the **facilitator's translation** of “who is this person” into a summary of critical employment related information.
- Information in the summary describes:
 - The **conditions** the person will need in a work setting **to be successful**,
 - The things that **interest** the person enough **to motivate them** to do them, &
 - The skills, experiences, characteristics that an **employer might need**

Vision 2017.....

“Each citizen should
plan his part in the
community according
to his individual
gifts.”

Plato

Discovery Should Result in a Profile Document which is:

- **Narrative:** *It uses complete sentences to describe the person.*
- **Comprehensive:** *It covers all relevant areas of the person's life relating to employment.*
- **Robust:** *It fully develops aspects of the person's life so that contributions and qualities can be translated to employers.*

Discovery Should Result in a Profile Document which is:

- **Respectful:** *It belongs to the individual and therefore treats carefully the intimate information which is developed.*
- **Non-competitive:** *It does not require comparison against any arbitrary norm, skill or other person.*
- **Optimistic:** *It focuses on the best of who people are rather than on difficulties or shortcomings.*

Discovery Should Result in a Profile Document which is:

- **DESCRIPTIVE:** *It describes the individual and carefully avoids any evaluative or opinion-based statements,*

This is perhaps the most important characteristic of the profile in that all persons can be described regardless of the significance of their disability.

Reflections on Descriptive Writing:

- Describe the picture you see in your head.
- By using **action verbs, in the present tense**, you will begin to think and write descriptively.
- **Avoid using adverbs that tend to be evaluative** – what would you say instead of “quickly”?

Evaluative Writing Scenario

To remind us of how we have been trained to do evaluative writing...

“Damian can cook simple items with assistance. He cannot set the oven temperature independently and care should be taken to assure that he does not burn himself. He cannot read the directions on the box. Damian required one-to-one supervision to mix and prepare the brownies and to put them into the oven. He cannot be trusted to cut the brownies with a knife.”

Descriptive Writing Scenario

- When writing descriptively, we **focus solely on the performance** of the individual, using **action verbs in the active tense**.

“Damian selects the brownie mix from the pantry, finds a mixing bowl from the cabinet and removes a mixing spoon from the utensil drawer, after being reminded by a staff person. As the staff person reads the directions, he opens the box, pours the mix into the bowl and continues to blend in ingredients. When he completes the mixing, he pours the mixture in a glass pan,

Descriptive Writing Scenario, cont.

following a gesture by the staff person. The staff person says, “What’s next?” and Damian points to the oven thermostat. The staff person says, “Which button is for bake, and Damian pushes the **Bake** button. Damian then begins to turn the thermostat and the staff person says, “Stop at 375.” As Damian nears 375, the staff person says “That’s it” and he stops at a nearby indicator. The staff person say, “one more click” and Damian completes the setting. The staff person asks, “How long do we cook them?”

Descriptive Scenario, cont.

and Damian says 30 minutes. Damian sets the timer similar to the oven. When the timer goes off, Damian puts an oven mitt on his right hand and opens the oven with his left. As he reaches in the staff person says, “careful, everything is hot.” Damian grasps the pan and slides it out of the oven, keeping the container level. When the brownies had cooled, Damian removes a serving knife from the utility drawer and cuts the brownies into small squares with hand-over-hand assistance from the staff person.

The Customized Plan for Employment:

The linchpin between the job seeker and employers

This meeting identifies an individual's **conditions for employment, individual interests and potential contributions** and creates a listing of **job tasks to be performed.** The CPE then directs job development efforts **towards specific employers** to meet the job seekers characteristics of an ideal job .

The Customized Planning Meeting

- The individual and family should be able to review and amend any written information in advance of the meeting.
- It is possible to invite too many persons to attend -- **10 – 12 maximum.**
- The **meeting is about employment, not about feasibility of the individual or whether he/she should work.**

Customized team members

Young adult (job
seeker)

Family and friends

Neighbors with
connections

Teachers, counselors

Related service
providers

Intervener

Direct service staff

Community members

Job developer



The Flow of the CPE

1. What Works/What Doesn't' t Activity
2. Characteristics of an Ideal Job
 - a) Conditions for success
 - b) Interests towards the job market
 - c) Potential contributions
3. Task List
4. Specific Employer List
5. Action Plan

What Works/What Doesn't

What Works

What Doesn't

<i>What Works</i>	<i>What Doesn't</i>

What Works/What Doesn't

What Works

Being organized

Helping in child care class

Doing tasks the same way each time

Following written or visual schedule

Reading

Lists, following directions

What Doesn't

Unorganized situations

Being touched by others

Having people stand behind her

Working in hot settings

Taking stern correction

“Moody” days

Losing games

Stormy weather

2. Characteristics of an Ideal Job

Ask the individual, with assistance as necessary from family members and educational personnel, to describe characteristics of his/her ideal job. Write on the flip chart the key information that is given. Define the ideal job in terms of the applicant's:

a. Conditions

b. Interests

c. Contributions

2. (a) Characteristics of an Ideal Job: **Conditions**

Conditions are characteristics of *any* job developed for the individual. Conditions refer to **issues such as days of work, pay, benefits, location of the job, inside/outside work, time of day, hours per week, etc.** While it is possible to have too many conditions, these are extremely important considerations in customizing a job. Target *go/no go* conditions for priority consideration.

Conditions for Employment:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Conditions for Employment:

- Morning hours***
- No later than 4:00 PM***
- 4 – 5 hours per day***
- 3 days/week during school***
- 5 days/week after school***
- Mon. – Fri. /1 Sat. and Sun. per month***
- 15 mile radius from home***
- Inside, air conditioned***
- Job has routines***
- Natural supports available***
- Sitting for most of work***
- Organized workplace that uses lists for duties***

2(b) Characteristics of an Ideal Job: **Interests**

Interests are characteristics of an ideal job that gives direction toward a certain area of work interest. These should be stated in the **broadest possible manner**, allowable by the applicant. Interests might include: **working around boats, office work or working in a retail setting.** Do not confuse work preferences with preferentially-stated conditions. **Avoid using job titles.**

Interest Areas:

- _____
- _____
- _____
- _____
- _____

This area will typically be the smallest in terms of number of characteristics listed.

Interest Areas:

- Office Work***
- Food Services***
- Retail Services***
- _____
- _____

This area will typically be the smallest in terms of number of characteristics listed.

2(c) Characteristics of an Ideal Job Contributions

Contributions refer to the individual's characteristics that will be offered to employers. These might include:

Personality characteristics

Skills

Credentials

Experiences

Recommendations

Contributions

(Use separate page for each heading)

- _____
- _____
- _____
- _____
- _____
- _____

Contributions with descriptive example

Contributions: **Personality Characteristics**

- ❑ **Very organized** (*Sadie takes care of all her clothes, ironing and laundry*)
- ❑ **Great memory** (*Sadie remembers the birthdays, meeting times and license plate renewal for all family members*)

Contributions

Contributions: Skills

- Use Profile of Discovery, Section 5, Part II and Part III, Contributions/Discovery Mtg.*

Contributions: Experiences

- Worked on Senior yearbook staff, NHS*
- Volunteered at church child care center*
- Sorts mail for all teachers at NHS*

Contributions: Recommendations

- Mr. Gibson, school principal*

3. Development of a Task List

Use this activity to identify the types of job tasks that can be performed by the individual and that are felt to be needed in the local area, that meet the ideal characteristics. **This list will become the Task List in the applicant's visual resume.** List these tasks on a flip chart.

The task list from the profile is a useful resource in identifying tasks the individual wants to do.

Task List: (if possible, customize to various interest areas)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Task List: (if possible, customize to various Interest areas)

Office

- Shredding***
- Running errands***
- Delivery***
- Running copier***
- Filing***
- Sorting, collating***
- Matching checks with invoices***
- Stapling***
- Folding, stuffing, sealing, labeling***
- Light data entry***
- Faxing***
- Backing up files to CD***

Task List: (if possible, customize to various interest areas)

Food Service

- Cold food prep*
- Cutting*
- Portioning*
- Arrangement, layout*
- Serving in cafeteria line*
- Stocking salad bar*
- Cleaning salad bar*
- Condiment replenishment*

Task List: (if possible, customize to various interest areas)

Retail Services

- Folding, straightening,*
- Facing Stock*
- Unboxing,*
- Shelving*
- Hanging*
- Tagging*
- Installing/removing detection sensors*
- Restocking of returned stock*
- Inventory scanning, pricing*
- Light data entry*

4. Specific Employer List

Identify specific employers in the area who might need those types of job tasks. Be specific, naming businesses in the area. Be sure all of these businesses meet the key information identified in the applicant's ideal characteristics and task list.

Try to identify from 15 – 25 employers at this meeting along with any connections. Be sure to **only include employers that match with the job seeker's interests.**

Employers

Tasks/Int.

Contacts

- | | | |
|---|---------------------|------------------|
| <i>1. Natchez Public Schools</i> | <i>O</i> | <i>EJ</i> |
| <i>2. Natchez Regional Hospital</i> | <i>O/F/R</i> | |
| <i>3. Adams County Sheriff</i> | <i>O</i> | <i>FJ</i> |
| <i>4. St. Mary's Catholic School</i> | <i>O/F</i> | <i>MW</i> |
| <i>5. Circuit Clerk's office</i> | <i>O</i> | <i>EJ</i> |
| <i>6. Tax Collector's office</i> | <i>O</i> | <i>EJ</i> |
| <i>7. Natchez Democrat paper</i> | <i>O</i> | <i>FJ</i> |
| <i>8. Bluffs & Bayous paper</i> | <i>O</i> | |
| <i>9. 95.1 Radio</i> | <i>O</i> | <i>EJ</i> |
| <i>10. B&K Bank</i> | <i>O</i> | <i>FJ</i> |
| <i>11. United Mississippi Bank</i> | <i>O</i> | <i>EJ</i> |

Employers

Tasks/Int. Contacts

<i>12. Co-Lin Community Co.</i>	<i>O</i>	<i>MW</i>
<i>13. Entergy - Callon Oil</i>	<i>O</i>	<i>FJ</i>
<i>14. Isle of Capri</i>	<i>O/F/R</i>	
<i>15. Caters Dept. Store</i>	<i>R/O</i>	<i>EJ</i>
<i>16. Belks Dept. Store</i>	<i>R/O</i>	
<i>17. JC Penny</i>	<i>R/O</i>	
<i>18. Stage</i>	<i>R</i>	
<i>19. Shoe Dept.</i>	<i>R</i>	
<i>20. Payless Shoes</i>	<i>R</i>	
<i>21. Diane's Frame Shop</i>	<i>?</i>	<i>NT</i>
<i>22. Brookland</i>	<i>R/O</i>	

5. Action Plan

- **Type up Plan results on Worksheet**
- Meet with job seeker to prioritize critical conditions and employer list
- Target date for completion of **Visual Resume**
- Coordinate job development plan
- Follow up on connections with potential employers
- **Submit plan worksheet to funders**

Job Development: Two Distinct Approaches

Labor Market Job Development: Responding to the needs of employers with applicants who are “qualified” to meet those general needs.

Customized Job Development:

Discovering the “strengths, needs and interests” of applicants and negotiating a job description that meets both the applicant’s and employer’s specific.

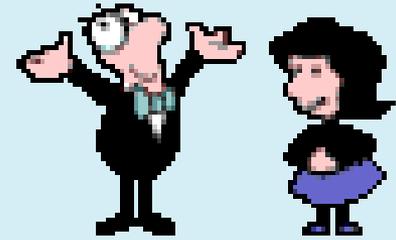
Customized Job Development



The Applicant's Conditions, Interests and Contributions are identified through a Customized Planning Process as well as a ***Task List***.



From a list of potential employers identified during the Customized Plan.



The Job Developer then meets with specific employers in an effort to negotiate a customized job description.

Customized Job Development



Customized Employment is successful when there is a negotiated fit between the applicant's "strengths, needs and interests" and the "specific needs of an employer".

Unbundling demand

Employers have typically met needs by bundling demands into job descriptions.

Job seekers with complex lives often don't have the "whole package" to offer.

Customized Employment allows employers to "unbundle" demand and to take advantage of discrete competencies.

Areas of Employer Benefit

Unmet Workplace Needs:

This area focuses on tasks that need to get done but are not getting done in the way the employer would like. It also can include tasks that have not been performed but need to be.

Tasks better performed by others:

This area focuses on aspects of jobs that might better be performed by others at a lower pay grade. This option can directly save money for employers.

Specific benefit to enhance business:

This area focuses on workplace needs for additional productivity in specific tasks. It must be matched with job seeker's specific competencies.

The Difference between Customizing a Position and “Job Carving”

Carving

Customizing

- Focus on what the person **CAN'T DO**
 - Highlights that its not a “full” of “real” job
 - Difficult sell to employer
 - **Sends a bad message: favor; charity; pity**
- Focuses on what the person **CAN DO**
 - Presents as a full job that fills all needs
 - Makes sell easy
 - **Sends a message of competence**

Employing People with Intellectual and Developmental Disabilities



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FINDING 2

Top employers find a ready pool of ideal workers

Employer-identified ratings for employees with IDD

Positive relationship to market performance

89%

Dependability

88%

Engagement

87%

Integration with co-workers

86%

Motivation

84%

Attendance

79%

Work quality

74%

Productivity

59%

Adaptability

Percent answering good/very good.

Source: Institute for Corporate Productivity (i4cp)

EMPLOYMENT FIRST IMPERATIVE

“All people, regardless of severity of their disabilities, are entitled to integrated employment with the correct job match and appropriate supports.”

June 23, 2013

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