



agency for persons with disabilities
State of Florida

Best Practices in Supported Employment



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Agency for Persons with Disabilities (APD)

Agency Mission

“The Agency supports persons with developmental disabilities in living, learning and working in their community.”

APD Mission Statement, October 2010

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CHAPTER 1

Introduction to Supported Employment



"A lack of learning in any particular situation should first be interpreted as a result of inappropriate or insufficient use of teaching strategy, rather than inability on the part of the learner."

- Marc Gold

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Introduction to Supported Employment

INTRODUCTION

In this section, we will discuss the history of supported employment, exploring the evolution of societal attitudes and legislation leading to present day United States standards. We will explore the use of person-first language and establish the basic structure, values and models of supported employment.

HISTORY'S TREATMENT OF PEOPLE WITH DISABILITIES

The history of society's treatment of people with disabilities is quite disturbing. For centuries, people with disabilities were considered deviant, deficient, and insane. They were called imbeciles, idiots, morons, and retards. Many were abandoned at birth, shunned from society, forced to live in poverty, abused, tortured and even murdered.

The year 1552 B.C. marked the first recorded reference to mental retardation. However, we will begin our brief history in the 20th Century.

The early 1900's showed a significant rise in public institutions for people with disabilities. The number of private institutions jumped from 10 in 1900, to 80 by 1923 [Minnesota Governor's Council on Developmental Disabilities (MNDDC), July 2010]. These institutions were referred to as schools, farms, hospitals, asylums and academies and had names such as the Orient Institution for the Feeble-Minded (Franklin County Board of Developmental Disabilities, 2000) which opened in Ohio in the 1880's, and the State Custodial Asylum for Unteachable Idiots which opened in NY in the 1890's [MNDDC, July 2010].

Why such a rise in segregation? Historically, there is conflicting information. Some say that it was to protect people with disabilities from society, from others, and to protect society from people with disabilities. What we do know is that these institutions did not encourage interaction with the community. They were located in rural areas, out of sight from most of society. Residents were looked at as patients or clients who needed to be cured. In addition, rapid growth and underpaid staff led to appalling conditions. Many of these facilities used "higher functioning" residents as free labor. Fortunately, this practice was eventually eliminated.

Professional publications also perpetuated the message that people with disabilities were not "whole." *The Almosts: A Study of the Feeble-Minded* was a textbook published in 1920 [MacMurchy, H., 1920]. The "Almosts" referred to people with mental retardation as "almost human".

1920-1940

Luckily, the 1920's also saw the passing of the first Vocational Rehabilitation Act. Although their purpose was to provide services to World War I veterans with newly acquired disabilities, the same services were eventually extended to civilians with disabilities. At the same time, a number of professionals discovered that persons with disabilities did indeed benefit from education and could function in the community. The notion of intelligence testing was also challenged and shown to be highly subjective in measuring one's ability to function in society. Despite these new findings, IQ scores still became permanent labels for persons with disabilities.

During the 1920's and 1930's, word spread about the ability of people with disabilities benefiting from education. Special education classes were offered but primarily only in larger cities. Many families sent their children to live in institutions because they believed that institutions provided the sole source of training for people with disabilities. In addition, the lack of community services and negative attitudes about persons with disabilities resulted in a continual demand for institutional services.

1940-1960

During the late 1940's and early 1950's, there was a resurgence of hope and greater possibilities for persons with disabilities. Frustrated and angry over poor living conditions and the lack of community services, parents began to organize and demand services and supports for their sons and daughters. The efforts of a few groups of parents, scattered across the United States, led to a strong, national movement working to improve their children's lives.

President John F. Kennedy, whose sister, Rosemary, had a developmental disability, launched the President's Panel on Mental Retardation and developed a strategy to eliminate issues affecting those with intellectual disabilities. Various organizations created by concerned parents filed lawsuits to force states to recognize the civil and legal rights of their children. Laws were passed to enforce these rights, and services were established. Delivery systems were then required to provide appropriate services to children and adults with disabilities. Steps were taken to close public institutions and assure that people with disabilities could live in and be a part of the natural community.

1960-1980

In 1965, Senator Robert F. Kennedy, accompanied by a television crew, toured the Willowbrook State School in New York and described what he saw during his visit:

"I think that at the state institution for the mentally retarded, and I think that particularly at Willowbrook, we have a situation that borders on a snake pit, and that the children live in filth, that many of our fellow citizens are suffering tremendously because of lack of attention, lack of imagination, lack of adequate manpower. There is very little future for these children, for those who are in these institutions. Both need a tremendous overhauling. I'm not saying that those who are the attendants there, or who run the institutions, are at fault – I think all of us are at fault and I think it's just long overdue that something be done about it."

-Robert Kennedy, 1965 [MNDDC, July 2010].

In 1966, Burton Blatt, a professor at Syracuse University, New York, and photographer Fred Kaplan, echoed Senator Kennedy's attack on institutions with their photographic essay entitled *Christmas in Purgatory* [Blatt, B., and Kaplan, F., 1974]. Using a hidden camera, Blatt and Kaplan captured life inside public institutions. The following year, their essay was published in *Look* magazine [Taylor, Ph.D., Steven J., 2006] and drew a large reader response. In this essay, Dr. Blatt declared that *"There is a hell on earth, and in America there is a special inferno – the institution"* [Blatt and Kaplan, 1974].

In the late 1960's Scandinavia, Dr. Bengt Nirje, Secretary General of the Swedish Parents Association for Mentally Retarded Children, worked with

others in formalizing the principle of normalization [Nirje, Bengt, 1969]. He described this principle as a normal rhythm of the day (eating, sleeping); a normal routine (living, working, schooling); normal developmental experiences; the chance to make choices; and the right to live, work and play in normal communities.

Denmark and Sweden actually put the principle of normalization into law. After it was translated into English and published in 1969, it had a tremendous impact on American professionals. Influential writers like Dr. Wolf Wolfensberger greatly expanded the concept of normalization to include the significance of "*social role valorization*" which is based on the idea that society tends to identify groups of people as fundamentally 'different' and of less value than everyone else [Nirje, 1969].

Dissatisfaction with institutions grew as the exposés of the 1960's made it clear that the institutions were failing to meet even the most basic needs of the people they were intended to serve. The exposés of the 1960's were topped off in 1972 when ABC News reporter, Geraldo Rivera, visited the Willowbrook State School on Staten Island in New York, the same facility visited by Robert Kennedy in 1965. The program, *Willowbrook: The Last Great Disgrace*, was seen by millions of viewers. [Rivera, Geraldo, 1972].

During the 1960's and 1970's, the parents' movement worked to improve conditions existing within state institutions by creating community services, including new educational and employment opportunities; initiating and supporting meaningful legislation; and, challenging the conventional wisdom that persons with disabilities were beyond help. After years of treating people with intellectual and other disabilities badly by wrongfully

assigning both guilt and shame, people began to speak out in support of their family members with disabilities.

1980-1990's

In the late 1980's, most large public institutions housing adults with developmental disabilities in the United States began to be phased out as a primary means of delivering services.

By the early 1990's, New Hampshire, Vermont, Rhode Island, Washington D.C., and Maine had closed their public institutions, and many states had reduced the number and size of their remaining institutions. A new approach was emerging, that of supporting individuals. It became clear that people with disabilities who received appropriate programs and services could live productive lives in the community [Sorg, Lisa, August 2005].

In 1990, Congress enacted the Americans with Disabilities Act (ADA), a wide ranging civil rights law that prohibits discrimination of qualified applicants based on disability in the areas of employment, public transportation, public accommodations, and other miscellaneous provisions.

2000-Present Day

Most recently, in July of 2010, President Barack Obama issued an Executive Order instructing federal agencies to take steps to increase competitive employment of people with disabilities. That goal includes challenging the federal government to hire an additional 100,000 employees with disabilities over the next five years [Newel, E. July 2010].

“The employment of people with disabilities has been something which has been discussed, fought over, denied, attempted, and successful to varying degrees. As people who experience disabilities, we are among the most loyal, hardworking and dedicated employees to be found. We have these attributes because we are not only interested in earning a paycheck, we also are truly interested in the jobs we are there to perform and we want to be involved in life and living.” -Thomas C. Weiss [Weiss, Thomas C., December 2009]

ED ROBERTS AND THE DISABILITY RIGHTS MOVEMENT

Many know Ed Roberts as the father of the independent living movement. Roberts, born in 1939, contracted polio at age 14. When his mother asked the doctors if he would live or die, they replied, *“You should hope he dies, because, if he lives, he’ll be no more than a vegetable for the rest of his life”* [MNDDC, Roberts, July 2010.] However, Roberts did not die. After a lengthy hospitalization and while confined to an iron lung, he returned home only able to move a few of his fingers and toes. Despite these challenges, Roberts was able to attend school via telephone for three years.

During his senior year of high school, his mother, a strong advocate, insisted that he *“get out of the house”* [MNDDC July 2010]. In response to her demand, Roberts started attending school on campus along with his classmates while still in his iron lung. His first battle came in his senior year when the principal refused to permit Roberts to graduate with his class because Roberts had not taken physical education and driver’s training classes! Roberts and his mother took their fight to the local school board. The school board voted to override the principal and disregarded the requirements for the two missed classes. The school board awarded Ed

Roberts his high school diploma [MNDDC July 2010]. Ed Roberts had won his first battle with “the system” for independence. More was to come.

After attending community college, Roberts was admitted to the University of California (UC) at Berkeley. He then was forced to fight the California Department of Vocational Rehabilitation to obtain the support that he needed from that agency in order to attend college. This fight ensued because Roberts’ vocational rehabilitation counselor believed that Roberts’ disability was too severe for him to secure any form of employment. According to the counselor, there was no need for Roberts to attend college or get a college education. Overcoming the barriers before him, Roberts was finally admitted to UC at Berkeley in 1962, after successfully suing the state to gain that right!

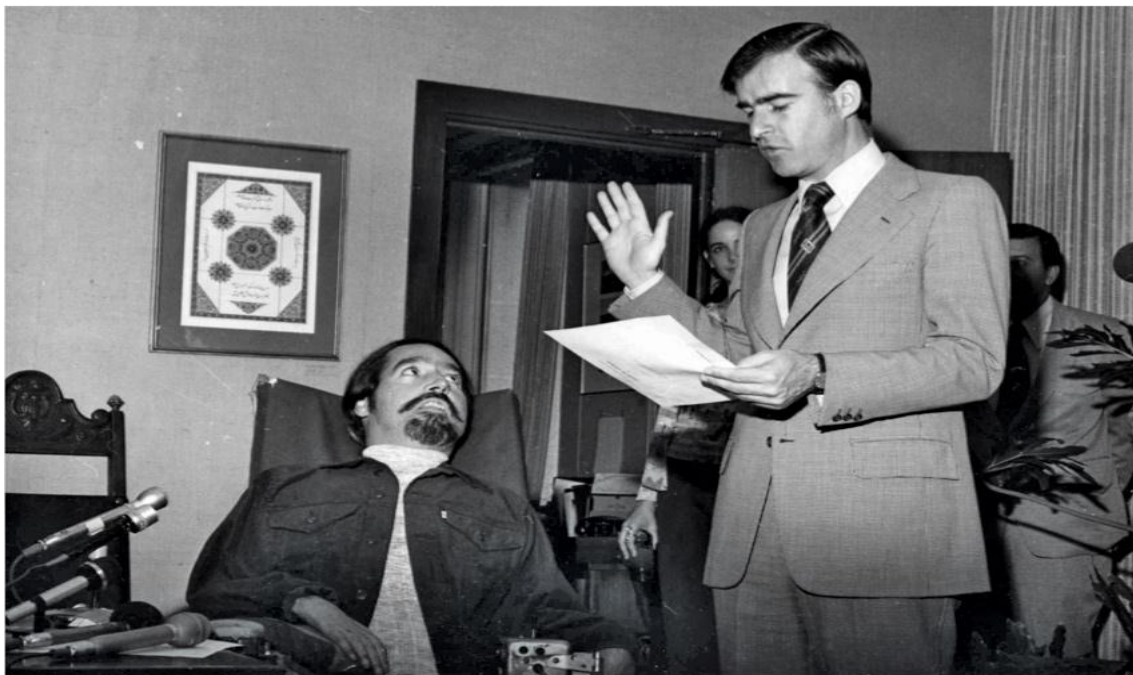
Robert’s hard won legal battle to secure admission to Berkeley was followed by a series of other battles, including his fight for accessible college dormitories; for the installation of curb cuts both on campus and within the City of Berkeley; to obtain accessible transportation; and for accessible off-campus housing in Berkeley.

Roberts, along with others, was responsible for securing the very first curb cut in the United States. Eventually, after conducting many meetings in which he advocated for the needs of people with disabilities, Berkeley administrators decided to create a new office on campus to house the “Physically Disabled Students Program.” Berkeley became the nation’s first campus to create an office designated specifically to serve students with disabilities, or the first “disabled students’ office” as it was denoted.

Roberts earned both a Bachelor of Arts degree and a Master of Arts degree in Political Science at Berkeley. He also completed everything but his dissertation for his doctoral degree in Political Science while at

Berkeley. According to Roberts, *"The Dean of Berkeley thought that I was going to get my doctorate and go live in a nursing home for the rest of my life."* In stark contrast to the Dean's expectations, in 1976, Governor Jerry Brown appointed Roberts as Director of the California Department of Vocational Rehabilitation - the same agency that had once labeled him as being too severely disabled to work! He served as Director until 1983 before returning to Berkeley where he co-founded the World Institute on Disability [WOD]. Sadly, Ed Roberts died in 1995 at the age of 56. [MNDDC, July 2010].

"I dreamed that someday I would be the head of the Department of Rehabilitation, and the policies would be changed so that people with the most severe disabilities would be served first." - Ed Roberts [World Institute on Disability, December 2010]



Jerry Brown swears Ed Roberts in as Director of the California Department of Rehabilitation in 1975, during Brown's first term as California Governor.

FAMOUS PEOPLE WITH DISABILITIES

Cerebral Palsy –

- Josh Blue (b. 1978) – comedian known for his self-deprecating humor who won the NBC reality show “Last Comic Standing” in 2006; remains popular fixture on the American talk show circuit
- Geri Jewell (b. 1956) – American actress who achieved fame as a continuing character on the network television show, “Facts of Life”; subsequently appeared on numerous shows including HBO’s “Deadwood” (2004 – 2006)
- Christy Brown (1932 – 1981) – Irish author, painter and poet whose life was portrayed in the film “My Left Foot” which won an Academy Award

Autism –

- Daniel Tammet (b. 1979) – known as “Brainman”, he is recognized as 1 of the 100 living geniuses in the world today; author of the New York Times best-seller “Born On A Blue Day” which chronicles his life as an autistic savant
- Temple Grandin (b. 1947) – advocate and author with a PhD; subject of award winning film that won numerous awards. Dr. Grandin is Professor of Animal Sciences at the University of North Colorado
- Satoshi Tajiri (b. 1965) – an individual with Asperger’s Syndrome, he created Pokémon, the most popular video game, only second to Super Mario Brothers

Intellectual Disabilities –

- Chris Burke – (b. 1965) - TV star of hit series “Life Goes On”; twice nominated for a Golden Globe Award
- Lauren Potter (b. 1990) – Actress appearing in the hit TV show [Glee](#), also a White House advisor since November 2011, appointed by President Barack Obama.

Epilepsy –

- Vincent Van Gogh (1853 – 1890) – a Dutch post-Impressionist painter who is well-known for his unique style of paintings
- Sir Isaac Newton (1623 – 1727) – scientist responsible for founding the three laws of motion
- Neil Young (b. 1945) – musician and founder of the popular singing group Buffalo Springfield; inducted into the Rock and Roll Hall of Fame twice, first in 1995 and again in 1997

Spina Bifida –

- Hank Williams, Sr. (1923 – 1953) – American singer-songwriter famous for composing and singing a unique brand of country music
- Judy Woodruff (b. 1946) – American television anchor and journalist; most well known for her role as the White House news correspondent for major news networks including CNN and NBC
- John Cougar Mellencamp (b. 1951) – American rock singer and songwriter; inducted in the Rock and Roll Hall of Fame in 2008

PERSON FIRST LANGUAGE

Person First Language, or "PFL" is not about "political correctness," it's about good manners and The Golden Rule. "'Sticks and stones may break your bones, but words can never hurt you,' is a very harmful myth.

Words do matter!"

- Katie Snow, Disability is Natural

One in five Americans has a disability which makes people with disabilities our Nation's largest minority group. It is also non-discriminatory – anyone can join this minority group at any time! Words that we choose to use are important, especially when we talk about such a large segment of the people in our society. It is very important to make sure that we put the person first, before the disability, as it is one significant way to avoid negative, inaccurate, and often detrimental stereotypes.

Examples of Person First Language

Say this...	Not this...
Person with a disability	The disabled/handicapped
He has an intellectual disability	He's retarded
Person with quadriplegia	A quad
Person with cerebral palsy	CP victim
Person without a disability	Normal or healthy
Accessible parking	Handicapped parking
Person who uses a wheelchair	Confined to a wheelchair/wheelchair bound
Communicates with a device, gestures, etc.	Non-verbal
She has autism	She's autistic

LEGISLATION OF SIGNIFICANCE

- 1968 Architectural Barriers Act:** Requires most buildings and facilities that are designed, constructed, or altered with federal funds after 1969 to be accessible to people with physical disabilities [National Council on Disability, July 2010].
- 1973 Rehabilitation Act:** The 1973 Act replaced the earlier Vocational Rehabilitation Act, placing stronger emphasis on providing rehabilitation services to people with severe disabilities [United States Access Board, July 2010]
- 1975 Education of All Handicapped Children Act:** Assists state and local education agencies to provide a free appropriate public education in the least restrictive setting for all eligible children with disabilities. It mandates the development of an Individualized Education Program (IEP), identifying annual goals, short-term objectives, and a description of specific special education procedures and related services. This is now titled the Individuals with Disabilities Education Act (IDEA) [U.S. Department of Education, March 8 2005].
- 1986 Rehabilitation Act Amendments:** Amends the definition of “severely handicapped” to include both functional and categorical criteria and defines the term employability. Also, the term “handicapped individual” was changed to “an individual with a handicap.” [South Dakota Department of Human Services, November 4, 2010]

1990 Americans with Disabilities Act (ADA): Landmark federal legislation which provides a comprehensive national mandate for the elimination of discrimination against individuals with disabilities. The ADA is divided into four main titles:

- Title I prohibits discrimination against qualified applicants with disabilities in employment practices.
- Title II prohibits discrimination in public services, including transportation, and applies to all state and local agencies not just federally-funded activities.
- Title III prohibits discrimination in public accommodations and services that are operated by private entities.
- Title IV requires telephone companies that serve the general public to also provide interstate and intrastate telecommunication relay services for persons who are deaf, hearing or speech impaired, and requires closed captioning of all public service announcements that are produced or funded by a federal agency [United States Department of Justice, July 2010].

1998 Workforce Investment Act (WIA): This legislation “*established the ‘One-Stop’ delivery system as the access point for employment-related and training services*” (U.S. Department of Labor, January 2010). “*Streamlining services: Programs and providers co-locate, coordinate and integrate activities and information, so that the system as a whole is coherent and accessible*” (Office of Department of Labor [ODEP], July 2010)

- 1999 Olmstead:** A United States Supreme Court decision with a vote of 6 to 3 which held that individuals with disabilities shall be provided services, especially residential services, in the most integrated setting possible. It also provided the legal enforcement and support needed to enable people to move out of institutional settings and into the community as requested, as reasonably affordable, and as deemed medically appropriate. [Legal Information Institute, July 2010]. Olmstead is one example of significant case law interpreting and applying Title II of the ADA. [Olmstead v. L.C. and E.W., 1999]
- 1999 Ticket To Work and Work Incentive Improvement Act:** Established the Ticket to Work and Self-Sufficiency Program to provide SSDI and SSI disability beneficiaries with Vocational Rehabilitation (VR) services, employment and other support services. This program is funded directly by the Social Security Administration through Employment Networks (106th U.S. Congress, July 2010), which were available nationwide as of 2004 [Social Security Administration, November 2002].
- 2008 ADA Amendments Act:** The Act emphasizes that the definition of disability should be construed in favor of a broad coverage of individuals to the maximum extent permitted by the terms of the ADA [United States Department of Justice, Americans with Disabilities Act, July 2010].
- 2010 Rosa's Law:** On October 5, 2010, President Barack Obama signed this legislation which changes all references in federal law of "mental retardation" to "intellectual disability" [Disability.gov, December 2010].

WHAT IS SUPPORTED EMPLOYMENT?

Supported employment facilitates competitive work in integrated work settings for individuals with the most severe disabilities...for whom competitive employment has not traditionally occurred, and who, because of the nature and severity of their disability, need ongoing support services in order to perform their job. Supported employment provides assistance such as job coaches, transportation, assistive technology, specialized job training, and individually tailored supervision.

Supported employment is a way to move people from dependence on a service delivery system to independence via competitive employment. Recent studies indicate that the provision of on-going support services for people with severe disabilities significantly increases their rates for employment retention. Supported employment encourages people to work within their communities and encourages work, social interaction, and integration [ODEP, 2010].

Basic Components

Supported employment services should achieve the following outcomes:

- opportunity to earn equitable wages and other employment-related benefits
- development of new skills
- increased community participation
- enhanced self-esteem
- increased consumer empowerment
- improved quality of life

The types of supported employment services used depend on the needs of individual consumers. The following are the basic components of supported employment:

- **Paid Employment** - Wages are a major outcome of supported employment. Work performed must be compensated with the same benefits and wages as other workers in similar jobs. This includes sick leave, vacation time, health benefits, bonuses, training opportunities, and other benefits. Employment must be for at least 18 hours per week [ODEP, 2010].

(Note: APD funds services for those working 20 hours or more. However, for those not meeting this requirement, a quarterly review is needed to verify the reason the person works less than the required 20 hours or more per week.)

- **Integrated Work Sites** - Integration is one of the essential features of supported employment. Individuals with disabilities should have the same opportunities to participate in all activities in which other employees participate and to work alongside other employees who do not have disabilities.

Ongoing Support - A key characteristic which distinguishes supported employment from other employment programs is the provision of ongoing support for individuals with severe disabilities to maintain employment [ODEP, 2010].

SUPPORTED EMPLOYMENT MODELS

Several supported employment models are being used to provide the benefits of work for people with severe disabilities.

- **Individual Placement Model** - A person with a disability is placed in a job in a community business which best suits his/her abilities and preferences. Training is provided on the job site in job skills and work-related behaviors. As the employee gains skills and confidence, the job coach gradually spends less time at the worksite. The job coach is always available to assist the employer with retraining, new assignment training, challenging behaviors, consulting periodically with co-workers and employer/supervisor, and providing orientation and training for the supported employee's co-workers.

- **Group Models –**
 - **Enclave Model** - A small group model consisting of not less than 2 but not more than 8 individuals working at a company's work site. Persons in the enclave work as a team with training, supervision and support provided by a job coach/supervisor.
 - **Mobile Work Crew** - A small group model that works as a distinct unit and operates as a self-contained business, working at several locations within the community under the supervision of a job coach. The type of work usually includes janitorial or grounds keeping.
 - **Small Business Model** - Within a small business, there may be up to six employees with disabilities, but not more than the number of employees without disabilities. The small business operates like any business, generating work and paying employees from revenues received. The small business is located within the community [ODEP, 2010].

- **Supported Self-Employment** - working for oneself with direct control over work and services undertaken and can include microenterprise arrangements, including proprietorships, partnerships, and corporations. Job seekers who select supported self-employment shall contribute to the development of a business service product or perform a core function of the business.

Supported Employment vs. Sheltered Employment

Supported Employment	Sheltered Employment
Integrated	Segregated
Minimum wage or higher	Sub-minimum wage
Limitless Opportunities	Limited Opportunities
Higher Expectations	Lower Expectations
Productivity	Activity/Inactivity
Lower costs and downward trend	Higher cost to operate

Supported Employment Values

Values	Values Clarification
Presumption of Employment	A conviction that everyone, regardless of the level or the type of disability, has the capability and right to a job.
Competitive Employment	A conviction that employment occurs within the local labor market in regular community businesses.
Control	A conviction that when people with disabilities choose and regulate their own employment supports and services, career satisfaction will result.
Commensurate Wages & Benefits	A conviction that people with disabilities should earn wages and benefits equal to that of coworkers performing the same or similar jobs.
Focus on Capacity & Capabilities	A conviction that people with disabilities should be viewed in terms of their abilities, strengths, and interests rather than their disabilities
Importance of Relationships	A conviction that community relationships both at, and away from work leads to mutual respect and acceptance.
Power of Supports	A conviction that people with disabilities need to determine their personal goals and receive assistance in assembling the supports necessary to achieve their ambitions.
Systems Change	A conviction that traditional systems must be changed to ensure customer control, which is vital to the integrity of supported employment.
Importance of Community	A conviction that people need to be connected to the formal and informal networks of a community for acceptance, growth, and development.

[T-Tap Supported Employment, October 2010]

Ethics

Every organization should follow ethical principles. It is important to gain the respect of the people you are serving as well as that of your counterparts and your community. Be sure to "say what you mean and mean what you say." Do not make promises that you cannot keep. Be honest about the services that you are providing. The job seeker and the employer will appreciate your honesty. Developing a reputation for ethical practices will create more business opportunities for an organization (Dictionary.com).

Example of Ethical Practices:

The Employment Specialist, Sara, has been working with Katie for four months. Katie is now outgoing and friendly; however, she was very depressed prior to working with Sara. Katie's attitude has changed considerably since she's been able to work with Sara and interact with people in the community. Katie's personal appearance has also improved. She's routinely washing and styling her hair and is beginning to take an interest in fashionable clothing. Katie has completed a person-centered plan, an employment profile and a resume. Sara and Katie have communicated with three companies regarding potential employment, and Katie is scheduled for two job interviews.

Katie shares an apartment with her roommate, Audrey. She has been living with Audrey for four years. Audrey has an employment consultant from another agency. Audrey states that she's not receiving the services that Katie is receiving. Audrey calls Sara to complain about her supported employment specialist, saying that she hasn't seen her employment specialist within the past month and wants the same services as her roommate Katie.

How should Sara respond to the complaint?

<input type="checkbox"/> Answer # 1:	Sara should tell Audrey to leave her current agency and that she will help her find a job if she agrees to work with her agency.
<input type="checkbox"/> Answer # 2:	Sara should advise Audrey to schedule a meeting with her employment specialist to get a better understanding of the services the agency is providing. Sara should also explain to Audrey that she has a right to make decisions that will make her happy.

The correct answer is provided at the end of this chapter.

Review 1

1. What presidential action in the 1960's enhanced civil rights for people with intellectual disabilities?
2. Name one of the acts or amendments enacted in order to help persons with disabilities become independent.
3. Of all the supported employment models, which one is the most beneficial for the people with whom we work?
4. What is person-first language? Why is it so important?
5. What are some of the values of supported employment?

Answer to Sara's response to complaint:

If you chose answer number two, you chose the correct answer. You should never approach persons with disabilities who are receiving services from another agency or organization with the intention of transferring them to your agency.

There is enough room for every organization; (there are many other people in need of SE services). Employers are interested in working with employment providers who demonstrate professionalism and integrity.

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CHAPTER 2

RULES AND REGULATIONS GOVERNING SUPPORTED EMPLOYMENT



All citizens, regardless of disability, have the right to pursue the full range of available employment opportunities, and to earn a living wage in a job of their choosing, based on their talents, skills, and interests.

-APSE Statement on Employment First 2010

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INTRODUCTION

Serving Florida citizens with developmental disabilities frequently involves interfacing with government agencies. There are a myriad of state and federal organizations that offer programs to benefit individuals with disabilities and their families. Most of these programs are legislatively mandated to administer services. Their existence is defined by statutory authority that also identifies a funding stream and a set of rules that regulate programs and services.

FLORIDA'S STATUTORY DEFINITIONS OF SUPPORTED EMPLOYMENT AND TRAINING:

'Supported employment' means employment located or provided in an **integrated work setting**, with **earnings paid on a commensurate wage basis**, and for which continued support is needed for job maintenance. Section 393.063(38), Florida Statutes 2012.

'Training' means a planned approach to assisting a client to attain or maintain his or her maximum potential and includes services ranging from sensory stimulation to instruction in **skills for independent living and employment**. Section 393.063(40), Florida Statutes 2012.

PERTINENT PROVISIONS OF SUPPORTED EMPLOYMENT LAWS IN FLORIDA

The State of Florida has demonstrated through state laws that competitive employment, facilitated with quality Supported Employment services, is integral to promoting and preserving a person's right to seek independence, happiness, and full inclusion within their communities and within American society at large. The law specifically requires that the state promote opportunities for competitive employment for people with disabilities and provide assistance to those who choose to seek competitive employment. The law also directs the state to reduce the

number of persons participating in sheltered workshops and other non-competitive employment day activities.

SECTION 393.066, FLORIDA STATUTES (2012) - COMMUNITY SERVICES AND TREATMENT

(1) The agency shall plan, develop, organize, and implement its programs of services and treatment for persons with developmental disabilities to allow clients **to live as independently as possible in their own homes or communities and to achieve productive lives as close to normal as possible.** All elements of community-based services shall be made available, and eligibility for these services shall be consistent across the state.... Section 393.066, Fla. Stat. (2012)

(3) Community-based services that are medically necessary to prevent institutionalization shall, to the extent of available resources, include:

- (a) Adult day training services.
- (b) Family care services.
- (c) Guardian advocate referral services.
- (d) Medical/dental services, except that medical services shall not be provided to clients with spina bifida except as specifically appropriated by the Legislature.
- (e) Parent training.
- (f) Personal care services.
- (g) Recreation.
- (h) Residential facility services.
- (i) Respite services.
- (j) Social services.
- (k) Specialized therapies.
- (l) Supported employment.**
- (m) Supported living.
- (n) Training, including behavioral analysis services.
- (o) Transportation.
- (p) Other habilitative and rehabilitative services as needed. Section 393.066, Fla. Stat. (2012)

(6) To promote independence and productivity, the agency shall provide supports and services, within available resources, to assist clients enrolled

in Medicaid waivers who choose to pursue gainful employment . Section 393.066, Fla. Stat. (2012)

SECTION 393.13, FLORIDA STATUTES (2012) - TREATMENT OF PERSONS WITH DEVELOPMENTAL DISABILITIES

(1) SHORT TITLE - This section shall be known as 'The Bill of Rights of Persons with Developmental Disabilities.'

(2) LEGISLATIVE INTENT -

(a) The Legislature finds and declares that the system of care provided to individuals with developmental disabilities must be designed to meet the needs of the clients as well as protect the integrity of their legal and human rights.

(b) The Legislature further finds and declares that the design and delivery of treatment and services to persons with developmental disabilities **should be directed by the principles of self-determination and therefore should:**

1. **Abate the use of large institutions.**
2. **Continue the development of community-based services that provide reasonable alternatives to institutionalization in settings that are least restrictive to the client and that provide opportunities for inclusion in the community.**
3. **Provide training and education that will maximize their potential to lead independent and productive lives and that will afford opportunities for outward mobility from institutions.**
4. **Reduce the use of sheltered workshops and other noncompetitive employment day activities and promote opportunities for those who choose to seek such employment** Section 393.13, Fla. Stat. (2012)

AGENCY GOALS

ENSURE THE WELL-BEING AND SAFETY OF THE PEOPLE WE SERVE, AND MAXIMIZE SELF-SUFFICIENCY THROUGH THE PROGRAMS WE PROVIDE.

- Reduce the number of people on the APD Waiver waiting list overall.
 - Increase the number of people employed in competitive, integrated settings overall, including serving those currently on the waiting list.
 - Reduce reliance on large institutions as service settings.
2. Improve consumer outcomes and service quality.
- Increase provider focus on achieving consumer outcomes through quality assurance reviews and quality improvement initiatives.
 - Implement core competency training for all persons providing direct care (APD, October 2010).

APD approves and manages providers and support coordinators to assist the people we serve. Providers work closely with support coordinators in helping to deliver services to persons with disabilities who are on the waiver or the waitlist. APD provides numerous services to the people we serve. These services can all be found in the Medicaid Waiver Handbook that can be located on APD's website, <http://APD.myflorida.com/>. This handbook should serve as a reference regarding the policies and procedures used to deliver services.

In 2013, as soon as rules have been fully promulgated, this handbook will be replaced by the iBudget Handbook which also can be found at www.apd.myflorida.com.

THE DIVISION OF VOCATIONAL REHABILITATION (VR)

Mission

To provide services to eligible individuals with physical and/or mental impairments that will enable an individual to achieve an employment goal and/or enhance their independence [Rehab Works, October 2010]

Vision

The Florida Division of Vocational Rehabilitation provides the services that are required for eligible customers to achieve an employment goal, with priority placed on serving the customers with the most significant disabilities. Employers throughout Florida recognize the value of including individuals with disabilities in the workforce and provide equal opportunity for individuals with disabilities in meeting the demand for a well-trained and skilled workforce. [Rehab Works, October 2010]

INTENSIVE AND ONGOING SUPPORTS

Phase I

Phase I is defined as time-limited supports needed to obtain a job and reach stabilization. These billable support activities include:

- (a) a situational assessment to determine a person's employment goals, preferences and skills;
- (b) job development for a specific recipient, matching the person with a job that fits personal expectations; and
- (c) intensive, systematic on-the-job training and consultation focused on building skills needed to meet employer productivity requirements, learning behaviors and acceptance in the social environment of the job setting, building job-related supports with the employer from those naturally occurring at that work site and other job related supports. The number of hours of intervention is intended to diminish over the first few weeks of employment as the supported employee becomes more productive and less dependent on paid supports. Phase I ends after demonstration that the supported employee has established job stability.

Critical information about the stabilization period:

- begins when the person has achieved satisfactory job performance as judged by the employer, provider, Vocational Rehabilitation counselor (if applicable); and
- the supported employee or when the need for paid supports diminishes to fewer than 20 percent of weekly hours of employment; and
- is a minimum of 90 days following the onset of stabilization.

When the supported employee continues to perform the job satisfactorily the service moves into extended, ongoing support services [Phase 2].

Staff is expected to provide varying intensities of services to each supported employee, beginning with high intensity and fading to achieve stabilization. Given the nature of this wide variation in level of support intensity and duration needed per person, usual and typical staff-to-service recipient ratios demonstrate that one staff person can support up to two to three supported employees who are in Phase I at any given point in time. Phase I services typically average 6-8 hours a day per recipient during the first week of services. Average hours of service should fade to 1-2 hours a week in preparation for transition to Phase 2. The average time period for Phase I is 24 to 25 weeks, but is different for each recipient depending upon need (Agency for Health Care Administration [AHCA, May 2010]).

Phase II

Phase 2 is defined as long-term, ongoing supports needed to maintain employment indefinitely.

These billable support activities include:

- (a) on-going, systematic contacts with supported employees to determine the need, intensity and frequency of supports needed to maintain productivity, social inclusion and maintain employment;
- (b) remedial on-the-job training to meet productivity expectations, consultation and refinement of natural supports or other elements important to maintaining employment; and

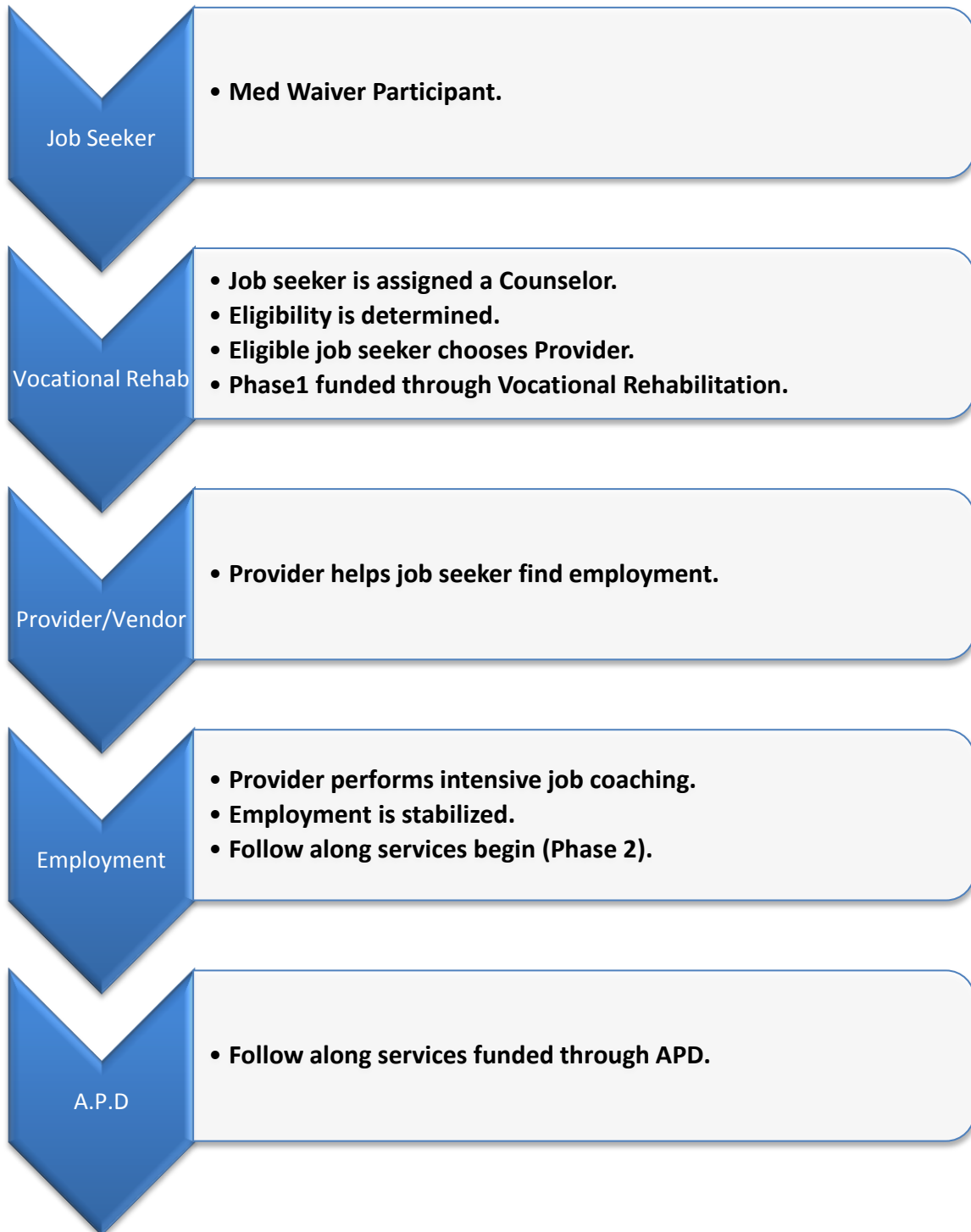
- (c) related work supports such as accessing transportation and other supports necessary for the recipient to maintain a job, or consultation to family members or other members of a customer's support network including employers and coworkers.

Phase 2 supports assume periodic life changes and personal tensions that will cause job instability. Supports and services are designed to be dynamic and to change in intensity and duration consistent with the needs of each supported employee during periods of job instability and possibly during job loss and re-employment activities. When supports needed to maintain employment for a given person become too great in intensity or duration, it may be necessary to move back to Phase I services to access a better job match or seek employment alternatives.

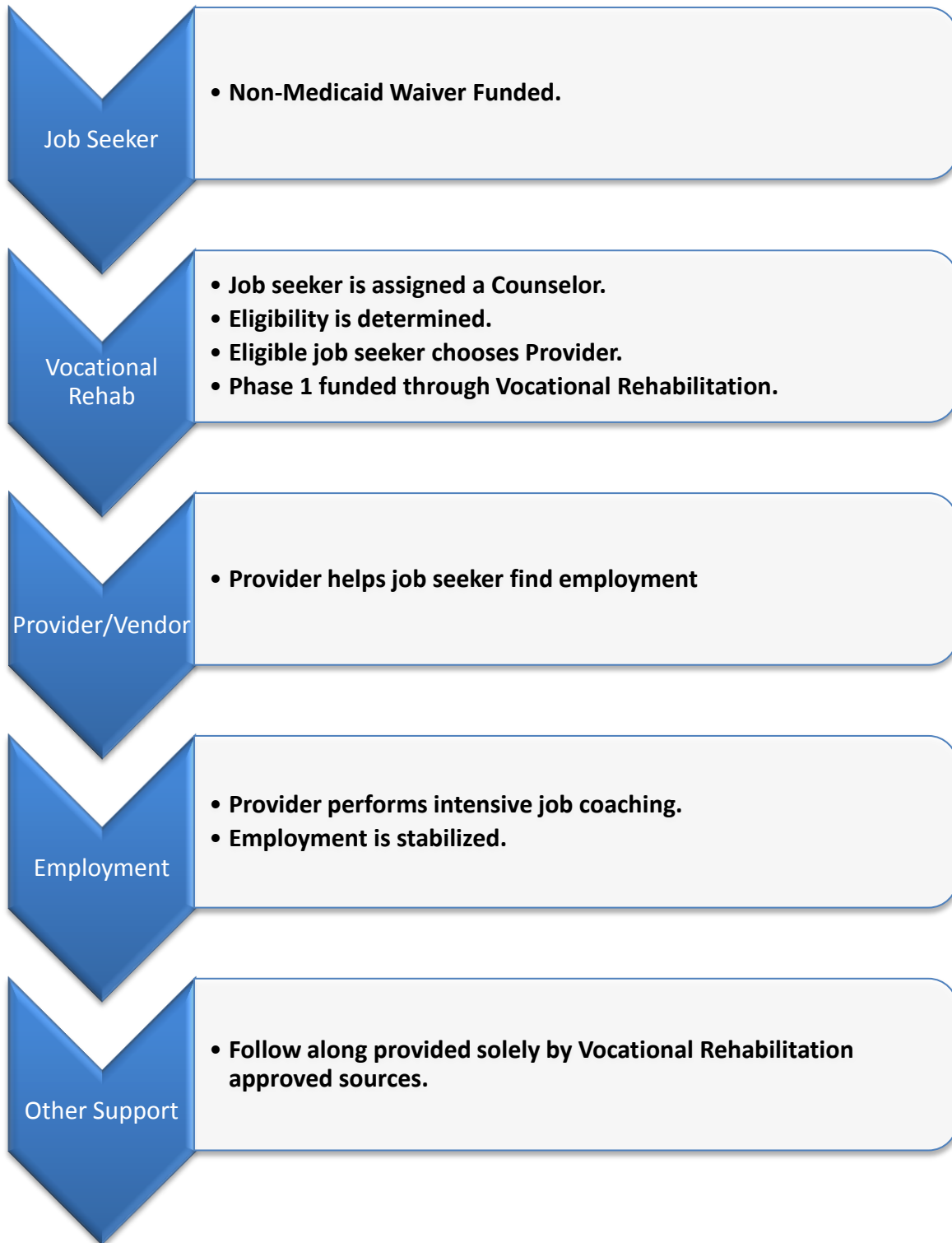
Moving to Phase 1 supports must include a referral to Vocational Rehabilitation or the local school system (as applicable) to seek required funding. Medicaid waiver funding shall be used only if these alternative resources are not available [AHCA, May 2010].

During Phase 2 the service levels needed per supported employee vary according to individual needs but typically average 1-2 hours a week per recipient. Usual and typical demonstration of Phase 2 services assert an expectation of a staff to service recipient ratio of one staff person supporting up to twenty supported employees [AHCA, May 2010].

FLOW OF JOB SEEKER WITH MEDICAID SERVICES



FLOW OF JOB SEEKER WITHOUT MEDICAID WAIVER SERVICES



THE AMERICANS WITH DISABILITIES ACT

Title I of the Americans with Disabilities Act of 1990 (ADA) prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment. The ADA covers employers with **15 or more employees**, including state and local governments. It also applies to employment agencies and to labor organizations. The ADA's nondiscrimination standards also apply to federal sector employees under Section 501 of the Rehabilitation Act, as amended, and its implementing rules [U.S. Equal Employment Opportunity Commission (EEOC), June 2009].

According to the ADA:

An individual with a disability is a person who:

- Has a physical or mental impairment that substantially limits one or more major life activities;
- Has a record of such an impairment; or
- Is regarded as having such an impairment

A qualified employee or applicant with a disability is an individual who, with or without a reasonable accommodation, can perform the essential functions of the job in question. Reasonable accommodation may include, but is not limited to:

- Making existing facilities used by employees accessible.
- Restructuring jobs, modifying work schedules, reassignment to vacant positions.

- Acquiring or modifying equipment or devices, adjusting or modifying examinations, training materials, or policies, and providing qualified readers or interpreters.

An employer is required to make a reasonable accommodation to the known disability of a qualified applicant or employee if it would not impose an undue hardship on the operation of the employer's business. Reasonable accommodations are adjustments or modifications provided by an employer to enable people with disabilities to have equal employment opportunities. Accommodations vary depending upon the needs of the individual applicant or employee. Not all people with disabilities (or even all people with the same disability) will require the same accommodation [EEOC, June 2009].

An employer generally does not have to provide a reasonable accommodation unless an individual with a disability has asked for one. Once a reasonable accommodation is requested, the employer and the individual should discuss the individual's needs and identify the appropriate reasonable accommodation. Where more than one accommodation would suffice, the employer may choose the one that is less costly or that is easier to provide.

Title I of the ADA also covers:

- Medical examinations and inquiries - employers may not ask job applicants about the existence, nature, or severity of a disability.
- Applicants may be asked about their ability to perform specific job functions.
- A job offer may be conditioned on the results of a medical examination, but only if the examination is required for all entering employees in similar jobs [EEOC, June 2009].

DISABILITY AND HUMAN RESOURCES: TEST YOUR KNOWLEDGE!

1. Essential job functions are duties that a person must be able to perform without reasonable accommodations.
 True False

2. Rachel has a daughter with cerebral palsy. An HR manager of a mid-size retail chain decides not to hire Rachel for an office position because he believes that Rachel will be absent from work too often due to the numerous meetings and medical appointments regarding her daughter. Rachel does not have a disability. The HR manager's decision violates the ADA.
 True False

3. A business must modernize their meeting space to make it physically accessible to job applicants with mobility impairments who may come in for interviews.
 True False

4. A person applying for a job who also has a disability must disclose that he or she has a disability.
 True False

5. Robert is interviewing for a position to stock inventory at a hospital. Can the interviewer ask any of the following questions?
 A. How many sick days did you take last year at your last job?
 B. Have you ever received workers' compensation?
 C. How many days were you absent last year from your last job?
 D. Can you lift boxes weighing up to 10 lbs. and place them on shelves above your head?

6. Alex is interviewing for a job as a taxi driver. Alex volunteers that he has a prosthetic leg. The interviewer may ask Alex if he will need any accommodations to perform the essential functions of the taxi driver position.
 True False

7. Jennifer, who uses a wheelchair, applies for a teaching position at a research institute. An essential function of the job is to present at a teacher's convention in a nearby city. Usually, staffers drive a company car to the convention. The employer can ask Jennifer if she has a valid driver's license and is, therefore, able to drive the company car to the convention.
- True False
8. An employer is interviewing Josh for a clerical position. During the interview, Josh tells the employer that he has a hearing impairment and asks the interviewer to look at him when asking questions. An essential function of the clerical position is to select requested files and distribute them to other employees. These employees typically call the clerk with their file requests. The employer is concerned that Josh may not be able to communicate with others using the telephone. The employer may ask Josh to demonstrate how he would respond over the telephone.
- True False
9. Under the ADA, a person currently using illegal drugs is not covered. Which of the following questions are illegal?
- Have you ever been addicted to drugs?
 Have you ever been treated for drug addiction?
 Have you ever been treated for drug abuse?
 All of the above.
10. An employer may ask the applicant with a disability to disclose for the purposes of an affirmative action, as long as the employer is undertaking the initiative due to a requirement of federal, state or local law.
- True False

Adapted from University of Iowa, Office of Disability and Law, 2009

FEDERAL TAX INCENTIVES

Federal tax incentives encourage the employment of people with disabilities and promote the accessibility of public accommodations.

The **Internal Revenue Code** includes the following tax incentives aimed at making businesses more accessible to people with disabilities. Visit the Internal Revenue Service's (IRS) website, www.irs.gov, for more information

- **Small Business Tax Credit**

(Internal Revenue Code Section 44: Disabled Access Credit) Small businesses with either \$1,000,000 or less in revenue or 30 or fewer full-time employees may take a tax credit of up to \$5,000 annually for the cost of providing reasonable accommodations such as sign language interpreters, readers, materials in alternative format (such as Braille or large print), the purchase of adaptive equipment, the modification of existing equipment, or the removal of architectural barriers.

- **Architectural/Transportation Tax Deduction** (Internal Revenue Code Section 190 Barrier Removal) This annual deduction of up to \$15,000 is available to businesses of any size for the costs of removing barriers for people with disabilities, including the following: providing accessible parking spaces, ramps, and curb cuts; providing wheelchair-accessible telephones, water fountains, and restrooms; making walkways at least 48 inches wide; and making entrances accessible" [EEOC, June 2009].

- **Work Opportunity Tax Credit (WOTC)**- The Work Opportunity Tax Credit (WOTC), authorized by the Small Business Job Protection Act of 1996 (P. L. 104-188), is a federal tax credit that encourages employers to hire targeted groups of job seekers by reducing employers' federal income tax liability. The WOTC for all candidates other than veterans ended effective December 31, 2011. However, in January 2013, Congress passed new WOTC

legislation which President Obama has signed into law extending the WOTC through December 31, 2013, retroactive to January 1, 2012.

WOTC Forms:

<http://www.doleta.gov/business/incentives/opptax/forms.cfm>.

<http://www.doleta.gov/business/incentives/opptax/eligible.cfm>

<http://www.irs.gov/pub/irs-pdf/f8850.pdf>

http://www.doleta.gov/business/incentives/opptax/State_Contacts.cfm

Forms/Further Information:

Information: <http://www.irs.gov/Businesses/Small-Businesses-&-Self-Employed/Expanded-Work-Opportunity-Tax-Credit-Available-for-Hiring-Qualified-Veterans>

WOTC Resources

- Department of Labor Employment & Training WOTC Update

<http://www.doleta.gov/business/incentives/opptax/>

Department of Labor Employment & Training WOTC Resources

<http://www.doleta.gov/business/incentives/opptax/wotcResources.cfm>

FEDERAL BONDING

Federal bonding is an insurance program covering individuals who need additional incentives to hiring, including:

- ex-offender with a record of arrest, conviction or imprisonment; anyone who has ever been on parole or probation, or has any police record.
- recovering substance abusers; persons rehabilitated through treatment for alcohol or drug abuse.
- poor credit record or have declared bankruptcy.
- dishonorably discharged from the military.
- persons lacking a work history who are from families with low income" (U.S. Department of Labor [USDOL], February 2, 2007)

Regulations regarding federal bonding:

- no cost to employer for first six months of employment.
- bond is typically \$5000 with NO deductible but can be a higher amount with a maximum limit of \$25,000.
- employer can renew for low cost for the second six months of employment.
- both full and part-time jobs qualify.
- no special application form for job seeker to complete
- no bond approval processing; local staff instantly issue bonds to employers

For additional information, contact your local One Stop Center or contact the Florida's State Bonding Coordinator:

Department of Economic Opportunity, 107 E Madison Street, Tallahassee FL 32399

1-866-352-2345 (toll-free) OR 850-245-7451

<http://www.floridajobs.org/business-growth-and-partnerships/for-employers/find-tax-credit-and-incentive-programs/federal-bonding-program>

Review 2

1. What is the agency/organization that funds intensive job coaching (Phase I) for eligible job seekers?
2. Name two activities funded through follow-along (Phase II)?
3. What is the WOTC?
4. Who is covered by Title I of the ADA? What businesses are covered?
5. What is Florida's legal definition of "supported employment?"

ANSWERS TO "TEST YOUR KNOWLEDGE:"

- | | |
|------------|----------|
| 1. False | 6. True |
| 2. True | 7. False |
| 3. False | 8. False |
| 4. False | 9. All |
| 5. C and D | 10. True |

CHAPTER 3

DISCOVERY



Discovery provides a substitute to comparison-based testing procedures in that already existing information is utilized rather than information developed through formal assessment methods for purposes of answering the question, “Who is this person?”

- Michael Callahan, 2012

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Discovery

INTRODUCTION

In this section, we will discuss person-centered planning, the discovery process and important information to obtain for successful placement. Proper use of the profile meeting and Circle of Support will be explored.

Traditional evaluation methods can limit employment outcomes for individuals with disabilities:

“Traditional assessment...plays a much different role. The assumption is made that employability is a ‘yes/no’ question. Therefore, the purpose of the evaluation is to answer the question. This clearly conflicts with the concept of supported employment. If the result of an evaluation is ‘no,’ it means that an applicant will not have access to the opportunities for regular employment in the community.” – Michael Callahan [Callahan, Michael, 2001].

DISCOVERY PROCESS

People are more comfortable in their own natural settings. Should we meet them at the kitchen table? In their living room? Does the person like to fish? ...to shop? ...go to the park? ...eat ice cream? We need to find their preferred setting. The person served should make the decision on where to meet. That alone is a great beginning to a conversation! The natural setting should be the one of their choosing. When pursuing this interview, set the tone so they know that they are in charge.

Discovery averages four weeks, with a range of 3-5 weeks from start to completion [Callahan, 1990; Mast & West, 1995; Shumpert, 1997]. When

employment professionals share the time load with others who have a responsibility for funding and services, the time demand becomes far more reasonable. [Griffin & Hammis, *The Job Developer's Handbook*, 2007].

For those who use alternative methods of communication, many great conversations are carried on through use of a laptop or a notepad. Interpreters are fine but, again, the accommodation to be used is and should always be the individual's choice. For those unable to communicate using alternative methods, observation is even more imperative.

Observe how comfortable the person is with other people. Does Matt like to sit still or is he constantly moving? Does Carol light up when someone casually talks with her or does she withdraw and become inhibited? Do Jason's eyes follow the children playing ball? Did you notice that Rachel is always mixing something up in the kitchen when you come to pick her up? ...or that Jonathan is always working on a project in his garage? Note these recurring themes as you progress through these meetings.

Formal questions tend to inhibit the core truth for most people regardless of their method of communication. Let the environment be as natural and free flowing as possible. You need to relax and enjoy the time spent together. Afterwards, make note of what you have learned in order to provide some insight to the individual. If a person is insistent that they want to become a famous actor, why not pursue it? Many of us have had these dreams. There are many opportunities for community theatre. Although it's not always paid work, it will give someone an idea of what is involved in acting. She wants to be an airline pilot? Why not spend a few

hours in a class for pilots? Why not spend some time with her at the local airport?

The Employment Specialist's job is to listen with purpose to obtain information helpful to successful job placement.

Useful Information to Obtain Through Conversation or Observation

<ul style="list-style-type: none">▪ Contact information.▪ Circle of Support:<ul style="list-style-type: none">▫ People whose advice this person would respect.▫ Contact Information.▪ Personal Goals/Dreams/Interests.▪ Hobbies.▪ Cultural/Personal Values.▪ Education:<ul style="list-style-type: none">▫ Job-related studies.▪ Best Learning Style.▪ Strength / Talents / Abilities.	<ul style="list-style-type: none">▪ Areas to Improve Upon.▪ Job Goal.▪ Work Availability.▪ Work Environment.▪ Best Environment.▪ Transportation.▪ Any Necessary Special Supports.▪ Applicable Social Security Incentives.▪ Previous Job History.▪ References.
--	--

STEPS TO DISCOVERY

1. It is not a best practice to read the job seeker's file before meeting him or her. The Employment Specialist wants and needs to be open to giving each individual a fresh start. Reading old files may prejudice your feelings about the person, especially if the job seeker has a poor work record. In addition, the files may not always be correct. Would you like your

behavior in seventh grade continue to label you after you have become an adult?

Individuals with developmental disabilities have labels that follow them throughout their lives, and these statements are misleading. First impressions are everything. Do not allow yours to be from a file.

2. It is also not a best practice to talk with others who know the individual prior to meeting them. However, sometimes it is not realistic, nor wise, not to listen to persons whose input may be valuable.

It is imperative that you form your own opinion of the individual. Speaking to those who have previously worked with the individual in an official capacity may unfairly influence your views.

3. Set up the meeting. When setting up the initial meeting, ask the individual's permission to get to know him or her. During the meeting, ask permission to speak with the person's friends and family.

We must always respect the person's own desires and privacy interests. Ethics is also of primary concern. Engaging in Discovery and talking with friends and associates without the individual or the family's permission is deceitful and undermines all sense of trust.

4. The job seeker determines the location. If the person chooses to meet in your office, suggest something more neutral: the local park, a pizza place, or the mall. If they still prefer your office, then start there but also suggest a more suitable place later on as you find out more about the individual through the Discovery process.

5. Have several meetings. Set the meetings in a natural, NOT official, environment chosen by the person with whom you are working. If

someone does not use words to communicate, you may have to ask family about their likes and dislikes. Start there and think out of the box. Observe what an individual enjoys. Wouldn't you rather your working life be about doing something you liked rather than something you thought was dull and boring?

There are no established industry standards for exactly how long a Discovery meeting should last. Marc Gold and Associates, leaders in the field of Discovery, recommend that meetings last 45 minutes to 1.5 hours. You will want to allow sufficient time to make detailed notes during or immediately following each meeting.

Brainstorm with the job seeker - who they would like to invite to a meeting about their future? Whose opinions do they respect? You will begin to develop an understanding of whose opinion the individual values. Observe with whom they seem to be most comfortable.

6. Talk to those who really know this person after the first meeting or two. Now that you have begun to develop your own impressions based upon your actual experiences with the person, you can then speak to parents, siblings, friends, neighbors, teachers, therapists, and anyone whose opinion the individual would value. The purpose of these discussions is to find out more about the job seeker from other people's views/perspectives. They might have additional insights regarding the person's strengths, talents and interests.

7. Read the file. Positive and negative information as well as skills and abilities are often listed within the person's file. Is this data accurate? Are there other attributes not listed? Make sure you verify what you read.

Additional information to observe: communication skills, mode(s) of transportation and hygiene.

8. Begin developing a profile of key information.

- | | |
|--------------------|------------------------------|
| a. Strength. | g. Internships. |
| b. Talents. | h. Previous paid positions. |
| c. Abilities. | i. Transportation needs. |
| d. Skills. | j. Cultural issues. |
| e. Hobbies. | k. Religious issues. |
| f. Volunteer work. | l. Profile Meeting Invitees. |

9. Have the Profile Meeting.

Invite all individuals whom the job seeker wishes to invite. These should be people that he or she respects and whose advice is valued. These people comprise the individual's Circle of Support. They are important to this individual, know him or her well, and will be invaluable to the identification of talents, skills and interests as well as enriching to the job development process.

Circle of Support Meeting

Make use of those who are part of the Circle of Support. An Employment Profile meeting is simply a brainstorming session. It would be useful to send everyone invited a form to complete, prompting thought for this meeting. Ask them to complete the form below and bring it to the Profile Meeting.

Name of Job Seeker		
Positive Character Traits	Skills / Hobbies / Interests	Job Suggestions

The Employment Profile Meeting

Begin by asking the job seeker what seems interesting to him or her. Request that the group work with the individual to create a list of twenty jobs that are relevant to the job seeker's interest. Once the list of all job possibilities is created, ask the job seeker what seems exciting to him/her. Remember, the individual seeking the job is not only the focus of the meeting but is also in charge of the meeting. After all, he or she is the one who will spend all day long in that position. He or she will be able to decide which job is best for him or her. If the person is unsure of the type of work she wants to do, job shadowing is an excellent way to test out a job.

Use the excitement building in the room. Go down the list and discuss each possibility. See which ones the job seeker seems interested in pursuing. Ask who in the Circle of Support has contacts in those fields of interest. Ask them to get the contact's name and number, speak to the person themselves, and ask if you could have the Employment Specialist

contact them. Give a due date for the contact calls to be accomplished. The Employment Specialist will follow up if they have not heard. Insert the person's name and contact information by each job listed on the form. If more than one job has a contact, great! The job seeker needs a wide array of opportunities. This is called networking. Networking is extremely powerful. It is the number one way that people in the United States get jobs, including those with or without disabilities.

Follow-up

You and the job seeker do not have time to wait. Not every suggestion will turn into a job, but these leads can be used for job shadowing, referrals to other people in the field, and establishing relationships for both the job seeker and the Employment Specialist for future use.

After speaking to each person and after each job shadowing experience, it is important to send a thank you note along with a copy of the job seeker's resume to the business contact. Tell the Circle of Support member and the business person how useful this time was for both you and the job seeker.

While taking an opportunity to tour a job site, keep an eye out for all the jobs that are being done. You can often perform a quick analysis that will identify a carved or customized position that could save the employer time and money, and help either the job seeker or someone else who may be suitable for performing the job found or created. If this is the case, ask for a meeting with the business owner/employer to explore the possible job carving or customization in depth. Remember! No job is the perfect job if it's not a good match. Make certain to give the job opportunity to another employment specialist if it is not suitable for any of the other job seekers with whom you are working.

Review 3

1. What is Discovery?
2. Why is it important to observe someone in a location where they are comfortable?
3. What is the reason for talking to other people in the job seeker's life during the Discovery process?
4. Why are traditional evaluations given less weight during the Discovery process?
5. What tools are available to help with Discovery?

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CHAPTER 4

Job Preparation



“We have good reason to believe generally that person-centered, community approaches lead to superior results for people with disabilities. And philosophically, it makes a great deal more sense to focus on individual capacities and desired futures as opposed to deficits and remediation.”
-Dale DiLeo, 2012

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Preparing Professional Resumes and Interview Techniques

INTRODUCTION

Job seekers will need assistance in completing applications, developing resumes and cover letters; and identifying individuals to serve as references. It is the responsibility of the Employment Specialist to understand the various types of resume styles and which one would best meet the unique needs of their customers.

RESUMES

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

Remember, a resume is a dynamic document, changing as appropriate for each position and for each company. Each resume will be targeted to the job description noted in the advertisement. If you have no information about the company and do not know anything about the listed job, go to this website: <http://online.onetcenter.org/>. Type in the job title and you will get a list of all the tasks and job responsibilities involved in such a position.

First impressions are important! The application is the company's tool to learn about the job seeker, screening out those of no interest to them. The resume is the job seeker's best marketing tool, drawing the eye to what you want employers to see.

Accentuate the Positive

- List accomplishments and awards.
- Bold **job/volunteer dates** if 3 years' duration or longer.
 - Choose a style based on what is best for each individual job seeker.
 - The style of each resume must be consistent throughout.
- Focus on skills and experience that will be used for the job sought, not for the previous job held.
 - You wouldn't put a Food Safety Certificate earned at a restaurant in a resume for a position as a stocker in retail.
 - You would focus on customer service in both positions.

Downplay the Negative

- Don't accentuate job dates if many are less than 3 years in duration.
- Place job tasks from previous jobs, unrelated to job sought, at the end of the job description.

Two Kinds of Resumes

1. Chronological
 - a. Preferred by employers;
 - b. Jobs listed in date order;
 - c. Start with most recent position and go backwards;
 - d. Usually covers last 10 years;
 - e. Job tasks are attached to each position held.
2. Functional
 - a. Job tasks are attached to functions of the job sought;
 - b. First page shows job-related accomplishments and skills;
 - c. Second page lists jobs in date order;
 - d. This style is usually used for the following:
 - Best accomplishments over 10 years old;

- Employment gaps;
- Jobs of short duration.

Three Main Sections:

1. Name

- a. Bold and easy to find
- b. Large at beginning of resume, approximately 24 font
- c. About 14 font on top of second page with page number noted

2. Contact information

- a. Address
- b. Email
- c. Telephone
- d. Body of resume should be 12 font but not smaller than 11 font
- e. Headings can be as large as 14 font but not smaller than 11 font

3. Objective or Summary (Debatable).

If there is no room for this section, it is acceptable to eliminate it. However, it is very useful to fill in space for someone with no paid experience and very little volunteer or educational background.

a. Objective

- Used by those with less than 5 years of employment experience
 - In one sentence, tells the employer what you want to do for yourself and the company; For example: “to obtain a position that utilizes my skills to benefit the company while expanding my opportunities for advancement”

b. Summary

- Used by those with 5 or more years in-field experience;
- In 1-2 sentences, states who the job seeker is as a professional:
 - “Office professional with 7 years of experience providing quality service while working with professionals, at-risk teens, inmates, individuals with disabilities, and general public in stressful and often hostile environments”
 - This could easily describe a clerk in a busy job center or, eliminating the word “office,” it could describe a restaurant hostess! It is all in how the sentences are worded.

Chronological Resume

The Chronological resume is broken down into sections which are listed in the order of importance. The order depends on each individual's situation.

Example 1	Example 2	Example 3	Example 4
1. Highlights 2. Work Experience. 3. Education.	1. Work Experience. 2. Education.	1. Highlights. 2. Education. 3. Work Experience.	1. Education. 2. Work Experience.

If the job seeker has great skills, Highlights should be listed first, after the Objective/Summary (Example 1). However, if there are no great skills for the job, Highlights can be eliminated and, instead move right into the Work Experience (Example 2).

With a recently completed education or training, it might be wise to start the resume with that information (Examples 3 or 4). However, trainings one or more years older should be listed in Highlights (if applicable to the job) and “Education” should be moved back to the end of the resume (Example 1 or 2).

Most traditional resumes should be no more than one to two pages long, unless the employer requests specific information that cannot fit within the confines of 1-2 pages.

Chronological Resume Structure

1. Highlights

- a. Answer the job ad here;
- b. List years of experience in the field being sought;
- c. Add years of customer service experience;
- d. Indicate job-related education;
- e. Note any tools or task experience applicable to the job. For instance, if applying for a landscaping position:
 - Familiar with Lawn Maintenance / Landscaping:
 - Planted trees, shrubs and flowers
 - Pruned shrubs
 - Trimmed Trees
 - Edged
 - Weeded
 - Installed Sod
 - Skilled in use of the following equipment:
 - Mowers
 - Weed-eaters
 - Hand Saws
 - Chain Saws
- f. Include all job tasks;
- g. List all accomplishments and awards:
 - Employee of the Month; Highest in Sales
 - It doesn't matter if the awards or accomplishments were earned in a sheltered workshop, they should be included
- h. Use verbs/action words at the start of each task:
 - Change them up to make it more interesting reading
 - Use a thesaurus
- i. Add numbers if impressive:
 - Leave numbers out if not

- j. Put job tasks in order of importance for the job you are applying for, not for the job you did.

2. Work Experience

- a. Don't list jobs less than 3 months in duration unless temporary
- b. Never utilize language appropriate to social services, such as:
 - "Stays on task for extended periods of time"
 - Using such language will undo all prior marketing efforts
- c. Focus on the job title, not the company worked for previously
- d. Be consistent in the way you list all dates - examples:
 - January 1999
 - 01-99
 - Jan 99
- e. List all tasks
- f. Include all accomplishments and awards
- g. Start each task with a variety of verbs/action words. Add details and use numbers: – Quantify!
 - Cleaned floors; vs. cleaned 2400' of flooring in commercial facility – (because specifying the numerical amount of floor space is much more effective and informative).
- h. Job Tasks:
 - Put job tasks in order of importance for the job sought, not jobs performed

3. Education:

- a. List all job-appropriate education;
- b. Include certificates, licenses, etc;
- c. Add trainings, coursework and internships appropriate to job.

Volunteerism

This can be added as a specific section of the resume, but it can also be included in the Work Experience section with “Volunteer” beside the job title:

CARPENTER (Volunteer)

Develop Past Position Details

During Discovery, you should have gained some understanding about the job seeker’s past employment positions, but now more detail is required. It is not a best practice to sit down to write a resume without the job seeker at your side. The job seeker and/or his or her family know what the previously held job(s) entailed. It is important to list every task performed:

Cart Attendant

1. Company name
2. Dates of Employment
3. Location/Address
4. Job tasks:
 - Gathered carts
 - Removed trash
 - Cleaned and sanitized 180 wagons bi-weekly
 - Greeted customers, answered questions
 - Assisted patrons; loaded customer’s packages into their cars
 - Swept 2400 feet of floor daily
 - Washed 18 windows and 4 glass doors daily

Please notice that each task is described with a verb/action word. This gives an accurate description of the task. The resume of an individual with a disability should look no different than anyone else’s resume.

Functional Resume

A functional resume is an excellent format for:

- Individuals who have little to no experience but a diverse skill set
- for someone whose employment history is limited to several short term jobs
- creating a resume that consists of large time gaps between jobs. Pick 3 or 4 functions of the position for which the job seeker has experience and focus on those as headings on the first page.

The structure of a functional resume follows:

Page 1	Page 2 (or bottom of first page)
1. Objective/Summary.	5. Work Experience in date order (without job tasks).
2. Function 1.	6. Education.
3. Function 2.	
4. Function 3.	

Under each function of the job for which the individual is applying, list years of experience, job-related tasks/skills, awards and associated accomplishments.

In order to develop a functional resume, you should first start with a chronological resume going back to the job seeker's first job.

- Choose the functions or categories of the job sought that would be the most impressive for the job-seeker's background.
- Summarize the things the job seeker did in that job position that are pertinent to each function of the job for which the person is now applying.

CASH HANDLING

- # of years cashiering experience;
- Handled \$1,000 daily.
- Balanced receipts nightly.
- Prepared bank deposits routinely.

OVERVIEW: BASIC RULES OF ALL RESUMES

1. Resumes are dynamic and should be formatted so that each resume may be revised in response to the employer's job description
2. Limit to 1-2 two pages at most (except for some technical engineering positions)
3. Keep the resume in excellent condition and bring an extra copy with you to the job interview
4. Letterhead - the heading on your resume becomes your letterhead for all future written communications with that employer
5. Create and use a cover letter specifically for each job

REFERENCES

Each job seeker should have a minimum of three (3) references. A well-prepared job-seeker may want to have three (3) personal references and three (3) professional or business references. Any individual who is paid to be with or provide supports to the job seeker should NOT be used as a reference.

Personal references could be neighbors, friends, family friends, ministers, or people who know this individual socially. They should be at least 21 years of age,

Business references do not need to be previous employers because these individuals should be already recorded on the application. These are three (3) additional people who are aware of the individual's abilities and work ethic.

Business references may be co-workers, fellow volunteers, volunteer supervisors, customers, vendors, contractors, and managers who are no longer with the company where the job seeker originally worked.

Sample reference list follows. Notice the heading of the reference list is the same as the heading on the sample resumes.

THANK YOU LETTERS

It is important for the job seeker to send a thank you note to all interviewers. Email thank you notes are an acceptable way to follow up with an employer following an interview. Paper notes may still be preferred by some employers since they add a personal touch. The most important thing is to make sure the note is sincere. It is a best practice to obtain a business card during the job interview so that all of the employer or interviewer's contact information is available. The letter should be drafted as follows:

1. Company information - name of interviewer and company address
2. Position sought and any identifying job number
3. A statement thanking the individual for their time
4. Your qualifications for the job. Immediately after the interview, discuss the outcome with the job seeker. Find out what questions were asked and clarify any that the applicant found difficult to answer. This will better prepare the applicant for future interviews where the same question(s) may arise.
5. Closing
6. After sending any cover letter or thank-you note, the job seeker, or Employment Specialist should call to find out if the note was received and if any additional information is needed.

Applications

Although some companies still accept paper applications and resumes, most companies have progressed to online applications instead. For paper applications that you either pick up from the company or print off their website, make sure that these are completed accurately. Mail them to the company official or department specified on the application. If requested, include a copy of your resume. Make sure that the version you include is one that best describes your attributes for the job being sought.

Online applications are available through company websites. These typically require you to complete their company application and frequently request that you upload a copy of your resume. This is sometimes a challenging activity so the Employment Specialist may need to provide technical assistance.

For online applications, it is important to use the words in the job description or advertisement. Employers have begun to screen out applicants if they fail to use designated keywords that the employer has identified as critical for each job description.

Retail stores and some companies in private industry have begun to use kiosks at the job site for employer recruitment. These kiosks are usually free-standing units that require each applicant to create a log-in account to access job vacancies, check job descriptions, and complete the application. All kiosks are different, and each employer has differing requirements for applications submitted using this technology. It is very important to check these sites out with the job seeker.

Disclosure Protections and Responsibilities

Individuals with disabilities have disclosure protections as well as significant responsibilities to themselves and to employers.

Individuals with disabilities are entitled to:

- have information about their disability treated confidentially and respectfully
- seek information about hiring practices from any organization
- choose to disclose their disability at any time during the employment process
- receive reasonable accommodations for an interview upon request
- respectful questioning regarding accommodations
- consideration for a position based on qualifications

Persons with disabilities have the responsibility to disclose their need for any work-related reasonable accommodations.

INTERVIEW QUESTIONS

1. Tell me about yourself?
2. What are your strengths?
3. What are your weaknesses?
4. Where do you see yourself five years from now?
5. What salary do you expect?
6. What do you know about our company?
7. Tell me about a goal that you have set for yourself and your success in achieving it?
8. What did you like best or least about your last job?
9. What do you consider a success?

Ex-Offender Preparation

Avoid occupations involving the following:

- contact with children health services and security
- health services
- security

Employers may not typically assign the job seeker who is an ex-offender to a position working directly with customers, cash and/or expensive merchandise.

EXPUNGING & SEALING RECORDS [FL Department of Law Enforcement, July 2010]

- Available to anyone only *once* in a lifetime
- Expunging
 - this is used for arrests NOT leading to conviction
 - the record is physically destroyed
- Sealing
 - this is used for an arrest leading to conviction
 - the record is closed to the public but courts and government agencies can still see it
 - 10 years after the record is sealed, you may request that it be expunged
 - no federal crime can be sealed or expunged
 - the State of Florida prohibits DUI's from being expunge
 - violent or sexual crimes cannot be expunged
- How to file for expunging or sealing records
 - go to the Florida Department of Law Enforcement Website
 - \$75 plus administration fees
 - if arrested and charged with 2 counts of a crime, only one count can be sealed or expunged, (if eligible)

Employment Related Websites:

- Agency for Persons with Disabilities (Florida): www.apd.myflorida.com
- Agency for Workforce Innovation: <http://www.floridajobs.org/index.html>.
- Association of Persons in Supported Employment: www.apse.org
- Department of Education (Florida): www.fldoe.org
- Disability Rights (formerly Protection and Advocacy):
www.disabilityrightsflorida.org
- Division of Blind Services (Florida): www/dbs.myflorida.com
- EEOC (Equal Employment Opportunity Commission) [Discrimination Issues]:
<http://www.eeoc.gov/>.
- EZ/EC Zones: <http://egis.hud.gov/egis/cpd/rcezec/welcome.htm>.
- Employ Florida (Workforce Development Board) [Job Search]:
<https://www.employflorida.com/>.
- Federal Bonding (US Dept. of Labor): <http://www.bonds4jobs.com/>.
- Florida Commission on Human Relations [Discrimination Issues]:
<http://fchr.state.fl.us>.
- Florida Department of Law Enforcement [Expunging & Sealing Info]:
www.fdle.state.fl.us.
- Prader-Willi Syndrome Association: www.pwsausa.org
- The Arc of Florida: www.arcflorida.org
- US Department of Justice: <http://www.usdoj.gov>.
- Unemployment Compensation Program:
<https://www2.myflorida.com/flccid/>.
- United Cerebral Palsy: www.ucp.org
- Vocational Rehabilitation (Florida): www.rehabworks.org
- WOTC (Work Opportunity Tax Credit):
www.floridajobs.org/workforce/wotc.html

Review 4

1. What type of resume do employers prefer?
2. Should you invite business professionals to help with interview preparation? If so, for what purpose?
3. Is the job application a legal document?
4. What are the key sections of a resume?
5. What is the difference between expunging and sealing documents?

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CHAPTER 5

Making Marketing Work for You



“Employers do not generally understand the variety of employment strategies utilized today, and no employer hires a program, they hire individuals.

Employers probably do not care that you have a Supported Employment Program. Giving such information only serves to muddy the waters.”

- Griffin C, Hammis D, Geary, T. 2007

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Marketing

INTRODUCTION

Job seekers will need assistance in completing applications, developing resumes and cover letters, as well as identifying individuals to serve as references. It is the responsibility of the Employment Specialist to understand the various types of resume styles and which one would best meet the unique needs of their customers.

WHAT IS MARKETING?

“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, October 2007]. Marketing is more than sales because it establishes how business is conducted and how relationships are created; whereas, sales is an exchange of a product for money.

In supported employment, business is conducted so that the employer and the job seeker are satisfied with the best services that your organization has to offer. You are creating a partnership between two parties who both have something to offer. You are not “selling” a person but you are negotiating the potential employee's abilities to fulfill the business' needs. It is simply the economic principle of supply and demand. If you focus on quality and value, your services will be in demand and stay in demand.

Important Attributes of Marketing Supported Employment

The three important attributes to remember when marketing Supported Employment are **quality**, **value** and **customer service**. These key attributes can create an unlimited amount of success in job development and build the

provider/employment specialist's reputation with employers, job seekers and families. Results will take time, but soon employers and job seekers will contact you and your agency rather than the other way around. Excellent services will result in solid relationships. Positive employment placements and employment outcomes will represent the value in which you have contributed to the employment process.

Attribute	Description
Quality	The work skills promised to the employer are delivered. The job seeker obtains the position targeted.
Value	The employer gets a good return on their investment. It is not charity; it makes good business sense. For the employee, it is obtaining the support necessary for job success.
Customer Service	The employment specialist is dependable and reliable, providing assistance to both customers (job seeker and employer) proactively.

IMAGE

What kind of impression or image are you leaving with the employer and the community?

- Dress professionally when meeting with community members and businesses.
- Demonstrate knowledge about your own company and the company you are pursuing for employment.
- Address the employer's needs.
- Develop a solid job analysis in the right job match.
- Maintain professional marketing materials:
 - Make sure your business card and brochure listing your services communicates effectively.
 - Make your presentation simple and to the point.

NETWORKING

Creating and organizing a network of business contacts can be quite advantageous. Supported employment providers shouldn't get discouraged when employers are not hiring. It is critically important to plan ahead in marketing. Research the employer well and develop your strategy:

- Know the economic trends *and* industries in the area.
- Know when companies are available and unavailable for communication.
- How often does the company hire job seekers?
- What is the percentage of turnover rates?
- Who does the hiring?
- Is the employer disability friendly?
- Identify a point of contact for the company.

Strategies that will save the employer money:**INNOVATIVE MARKETING**

Effective marketing is the promise of a good investment for the employer. The employer will experience:

- a savings of time and money
- reduced advertising expenses
- a lower turnover rate
- a reduction of training expense
- tax credits
- the creation of an enlightened corporate culture

THE INTERNET AND SOCIAL MEDIA

In the last few decades, the creation of the Internet and social media programs has become a new way to communicate with people throughout the world, and a new vehicle for marketing goods and services. Supported Employment professionals should tap into these contemporary marketing venues to take full advantage of these powerful and inexpensive resources.

The Worldwide Web and Email -

The Internet is a resource of great magnitude which offers an opportunity to reach millions of people by using a computer. Using a web browser, an individual can view web pages that may contain text, images, videos, and other multimedia, and navigate between them via hyperlinks. There are methods available for accessing the web in alternative mediums and formats, so as to enable use by individuals with disabilities. (Wikipedia.org)

There are a myriad of ways that the Internet may be used in the field of Supported Employment. It may be used to find a job, apply for services and identify important resources. For Supported Self-Employment, the Internet offers the ideal forum to market a small business.

Email has become the industry standard for communicating, rapidly replacing traditional mail or postal service in the United States. Having an email account is essential for anyone in business and may be accessed at no cost through dozens of online service providers including Yahoo, Google, and Hotmail. For individuals without computers, email accounts may be established and used for free at most schools and public libraries.

Facebook –

Established in 2004, Facebook is a social networking service with over 1 billion users. An estimated 41.6% of the U.S. population had a Facebook account as of

April 2010, according to Social Media Today. Originally created by college students to expand their social contacts, Facebook has become a phenomenon that has had an impact on the social life and activities of people in various ways. From staying in touch with family and friends, to connecting with others who have common interests, Facebook offers an array of services for those who want to connect with others.

In 2010, Facebook launched the Like Button. By clicking on the Like icon,



users can express their support of ideas, news, products and services. Businesses use Facebook's Like button to obtain feedback about their company and to improve performance.

Supported employees may find Facebook a good networking program to meet others who are seeking work and/or who are involved in a supported employment program. Many major employers have Facebook pages that feature job opportunities, so this medium serves as an important resource for both Employment Specialists and job seekers to learn about and understand. (www.facebook.com)

LinkedIn –

This social networking site was established in 2004 to provide an alternative to traditional professional networking. Users create an account, log-in, and then create a professional profile that lists the user's employment background, skills and experience. Once an account is created, the user may become "linked-

in” to other professionals called “Connections.” Resumes may be uploaded to the site and viewed by others.

Although LinkedIn is primarily a site for professionals, supported employees should be encouraged to register. The Employment Specialist may help the job seeker navigate the service and explore what opportunities it may hold. The LinkedIn site includes a mechanism to recommend individuals for job opportunities and to acknowledge their skill sets. (www.linkedin.com)

Twitter -



Twitter is an online social networking service and blogging service that offers users the opportunity to send and read text messages up to 140 characters, known as “tweets.” Founded in 2006, this social networking site has over 500 million registered users as of 2012.

Users do not have to participate in “tweeting” but can read tweets posted by others by logging onto fly.twitter.com. For individuals who want to post, Twitter allows for group posting by topic or type with the use of hashtags which are words or phrases that have the “#” sign as a prefix.

For Supported Employees, this networking site may be used to find out about employment opportunities or to promote a small business. Log onto www.business.twitter.com/ to learn more.

Other popular online social networking sites include Pinterest, MySpace and GooglePlus+, although there are hundreds of others that may be found by using an Internet search engine. Explore the benefits of using social networking to assist the job-seeker find gainful employment in the community.

SEARCHING FOR LEADS

1. Workforce Development Board (One-Stop Centers):

There are 85 One-Stop Career Centers in Florida. Each offers a variety of employment and training opportunities for all Florida citizens. Some One-Stops have a staff person called a Disability Program Navigator (DPN) whose job is to assist individuals with disabilities navigate the often complex One-Stop system.

- <http://www.workforceflorida.com/>
- Disability Program Navigators: <http://www.floridajobs.org/office-directory/division-of-workforce-services/workforce-programs/disability-program-navigator-initiative>

2. Internet Sources (Job Search Engines):

Any internet search engine will bring up hundreds of websites dedicated to job-seekers. Make sure the site you or your job-seekers utilize is credible. The following are examples of the multiple sources available to all job seekers:

www.employflorida.com
www.careerbuilder.com

www.jobcentral.com
www.jobs.com

3. Vocational Rehabilitation:

The Division of Vocational Rehabilitation (VR) is dedicated to assisting Florida citizens with disabilities obtain and maintain employment. There are local area offices throughout Florida, and job seekers must apply at the offices closest to their residence. For more information, go to www.rehabworks.org.

4. Self-Employment:

Over the past decade, self-employment has become a realistic vocational goal for individuals with disabilities. Vocational Rehabilitation offers supported self-employment through trained providers called CBTACs (Certified Business and Technical Assistance Coordinators).

- Florida CBTAC (Certified Business and Technical Assistance Consultants): griffinhammis.typepad.com/florida_cbtac/
- SCORE: <http://www.score.org/index.html>.
- Division of Blind Services: <http://dbs.myflorida.com/>
- Small Business Development Centers:
<http://www.sba.gov/aboutsba/sbaprograms/sbdc/index.html>.
- Small Business Administration:
<http://www.sba.gov/localresources/district/fl/>

5. Team Building:

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

- Florida Department of Education's Division of Vocational Rehabilitation
- Public and Private School Systems, Colleges and Universities
- Regional Workforce Boards

6. Identify and utilize other region-specific venues such as:

- "Think Beyond the Label" (TBTL) Campaign
(www.thinkbeyondthelabel.com) TBTL's tag line is: "Evolve Your Workforce" and appeals to employers interested in expanding the level of the diversity in their workforce and in their hiring practices
- Chambers of Commerce: <http://www.flchamber.com/>
- Newspaper Ads
- Local Community Events (Job Fairs, Business Expo's)

7. Resources of employment and earnings statistics on people with disabilities:

- www.usbln.org
- www.nod.org
- www.abletrust.org
- www.bls.gov/data/

EMPLOYER CONCERNS

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 businesses, industry management and human resource professionals participated in the research effort.

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 employees to more than 2,500 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, qualifications and level of experience was identified as the most significant workforce issue in the study [Cherry Engineering Support Services, Inc. [CESSI] AND Ogilvy Public Relations, July 2010].

Myth	Hiring workers with disabilities increases workers compensation insurance rates.
Fact	Insurance rates are based solely on the relative hazards of the operation and the organization's accident experience, not on whether an employer has hired workers with disabilities.
Myth	Providing accommodations for people with disabilities is expensive.
Fact	Did you know that for the minority of workers with disabilities who do need some sort of special equipment or accommodation, 56% of these cost less than \$600, with many costing nothing at all?'. Moreover, available tax incentives make it even easier for businesses to cover accessibility costs.
Myth	The ADA (Americans with Disabilities Act) forces employers to hire unqualified individuals with disabilities.
Fact	Unqualified candidates (candidates who are not qualified) are not protected under the ADA. To be protected from discrimination in hiring, an individual must first meet all requirements for a job and be able to perform its essential functions either with or without reasonable accommodations.
Myth	ADA lawsuits are flooding the courts.
Fact	The majority of ADA employment-related disputes are resolved through informal negotiation or mediation. The Equal Employment Opportunity Commission (EEOC), which enforces the ADA's employment provisions, carefully investigates the merits of each case and offers many alternatives to litigation as a way to resolve any potential problem. The number of ADA employment-related cases, whether filed privately or by the EEOC, represents a tiny percentage of the lawsuits filed against U.S. employers.
Myth	Job performance and productivity of workers with disabilities will be lower than that of workers without disabilities.
Fact	Workers with disabilities are often more proficient, productive, and efficient than their peers without disabilities according to researchers (Jewish Vocational Services, 2001). "Job performance by workers with disabilities was equal to or better than fully functioning peers," noted a 30-year DuPont study [Jewish Vocational Services, 2001].

(Think Beyond the Label Campaign, 2010)

JOB MATCHING

The end result of effective marketing should be a successful job match. As discussed earlier, practicing Discovery initially is the first step to ensure job longevity. Good job matching is the second step. It is important to match the job seeker's interests, skills and abilities with the needs of the employer. The basis for this is established with a proper job analysis.

JOB ANALYSIS

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

- Work routines.
- Cultural aspects.
- Staffing.
- Social groups.
- Job description.
- Typical work day.
- Rate of pay.
- Pay period.
- Benefits.
- Physical demands.
- Pace of work.
- Attire.
- Productivity expectations.
- Probationary period.
- Accommodations.
- Training.
- Orientation.
- Supervisor contact.

Job Development Strategies Exercise

Directions: Please review the scenario below to determine the approach you would take as a provider. Remember that you should market the job seeker and your organization. Be creative and innovative with your responses.

EXERCISE 1:

Totally Yours Clerical and Information Systems Services has two positions available, Administrative Assistant and Technical Support Systems Analyst. Both positions are salaried (\$30,000 and \$48,000 per year, respectively).

Mark Davidson is 27 years old, and he was diagnosed with Cerebral Palsy at the age of three years old. Mark is able to walk with braces. He has a speech impediment, but he is able to communicate effectively. Mark has a 4-year Bachelor's degree in Information Systems. However, he has worked in minimum wage positions due to employers' misperceptions about his abilities due to his visible disabilities.

Mark is certified in several areas of software and technical support. He interned at a naval base for two years while in college. He assisted the Director of Information Systems in formatting programs for the Naval Air Station.

Develop a presentation for Totally Yours Clerical and Information Systems Services based on Mark's scenario.

Step 1

Step 2

Step 3

Step 4

Directions: Please review the scenario below to determine the approach you would take as a provider. Remember that you should market the job seeker and your organization. Be creative and innovative with your responses.

EXERCISE 2:

Daniel & Daniel, a web-design company, is hiring a runner in their mail department. The individual must be able to walk all day. A runner is responsible for dropping off signed documents and confidential mail to employees. The position pays \$12.00 per hour.

It should be noted that Daniel & Daniel is a fast-paced, traditional corporation. It is mandatory for employees to dress in "business" attire Monday through Thursday and in "business casual" on Fridays. The company offers bonuses, and employees are promoted from within the company.

Josephine is 22 years old. She was diagnosed with autism at the age of five. Josephine is very energetic. She tends to be an overachiever, and she is a stickler for cleanliness. Josephine had worked in an office environment for 3 years, but the company went out of business six months ago.

Josephine was offered another job as a stocker at Tillman's Feed Store making \$9.00 per hour. However, she declined the position due to her desire to work in an office environment.

Develop a presentation for Daniel and Daniel based on Josephine's scenario.

Step 1

Step 2

Step 3

Step 4

Review 5

1. Name some of the resources that you can use to build job leads.
2. What are the three important principles of supported employment?
3. Name five components of a job analysis.
4. Why is job matching so considered critical for success?
5. How can social media be used to assist a supported employee?

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How to Teach Adults

INTRODUCTION

In this chapter, we will discuss the concepts of adult learning, fading of supports and follow-along services. Remember that you will be working with adults and, often, their families as well.

WE WORK WITH ADULTS

It is never appropriate to treat the people that we serve as if they were children. Remember, you are a role model. You set the standard on how others will treat this new employee. No one would appreciate being treated like a child in the workplace.

What is the difference between the teaching of adults and the teaching of children? The differences are very distinct, but are often overlooked when we try to teach new skills to the people that we serve.

PEDAGOGY VS. ANDRAGOGY

Pedagogy

This is defined as the teaching of children. It is characterized by a teacher giving lectures and then testing one's general knowledge of the same information afterward. The instructor tends to be the focus of attention. The student is passive in the learning process; the responsibility of learning falls on the instructor, not the student.

Andragogy (Knowles, Malcolm, 2005)

This term is defined as the teaching of adults. It is characterized by the instructor being a facilitator and the student taking an active role in his or her own learning. The responsibility of learning is solely the student's.

According to Knowles, adult learning should consist of the four basic principles:

1. Adults need to be involved in the planning and evaluation of their instruction.
2. Experience (including mistakes) provides the basis for learning activities.
3. Adults are most interested in learning about subjects that have immediate relevance to their jobs and personal lives.
4. Adult learning is problem-centered rather than content-oriented.

[Knowles, M., 1975]

MOTIVATION AND RESPONSIBILITY

People have a responsibility to contribute to society, and working is a major part of that contribution. There has to be an internal motivation or desire to learn. The motivations for learning are numerous: social, work related, self-realization, or necessity. The common denominator for adult learners is that they must first want to learn.

Individuals cannot be empowered to learn. The person must empower him or herself. You, as a Job Coach, need to understand what motivates new employees.

Motivation –

Do you work because you have to or because you want to? Most of us 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 that the people we serve should work to support themselves and improve the quality of their lives. Motivation can encompass many things, including:

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

WAYS WE LEARN

The employment specialist's responsibility is to help an individual identify his or her most effective learning style. There are different ways that people learn:

- Action.
- Experience.
- Repetition.
- Trial and Error.
- Success.

Learning is a five-sense experience: hearing, touching, seeing, smelling and tasting. An individual will use these senses in combination and will rely heavily upon one in particular.

Action

We learn best by performing the task. Learning the task where it will actually be performed is the best learning environment. Where did you learn the majority of the skills that made you successful in the workplace?

Experience

Find out what the individual 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. We often remember these experiences better than things that we have done correctly.

Success

Self-esteem and self-confidence are built on success.

BUILDING NATURAL SUPPORTS

Natural supports are individuals within our work or home life who facilitate continued successful employment. Natural supports come in a variety of forms such as mentors, friends, helpful co-workers, and social networks.

They do not receive monetary payments for the services that they provide. Who are the natural supports in your life?

It is part of the job coach's responsibility to facilitate the development of natural supports for every job seeker or employee served. The ultimate goal for a job coach is to work yourself out of a job, out of that particular job with that employee who is now succeeding independently with the help of natural supports – which in turn, allows you to go forward and assist other job seekers.

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

For example, the new staffer has a favorite football team. You see someone at the workplace wearing the team's t-shirt. Encourage the new person to start a conversation about the team or about the sport. It is an interest that they appear to share in common, and a new friendship can develop. This would be your first attempt at setting up a natural support on the job.

Additional ways of developing natural supports include:

- Observing the workplace culture:
 - Do they celebrate birthdays?
 - Is there a group that always takes breaks or has lunch together?
 - Are there after-hours social events?
- Developing relationships between co-workers:
 - Search for common interests;
 - Encourage co-workers to assist each other.
- Explaining standard operating procedures and unwritten rules.

- Job Coach/Employment Specialist should stay out of the middle.

While building natural supports, the job coach helps the person learn their employment responsibilities. When instructing anyone on improving job skills, they should be taught appropriately and respectfully. How do you prefer to be corrected while working on the job? Use the same techniques that you prefer when you giving the instructions to those you serve.

CHALLENGES ON THE JOB

Challenges will occur on the job. It is your job to identify potential stumbling blocks and assist the employee to overcome them. Certain issues may be a red flag:

- A change in direct supervisor.
- A change in assigned task(s).
- A change in an important natural support (one that is directly related to the job or within the work area).
- Change in medication.
- Changes occurring outside of the job.

These examples may warrant adjustments to the Employment Plan and, specifically, the fading timeframe. The Employment Plan is a living, breathing document, reflecting the current employment-related needs of the individual. Update the Employment Stability Plan as needed and required.

Fading

The number of hours the job coach spends on the job site is intended to diminish over the first few weeks of employment, as the supported employee becomes more productive and less dependent on paid supports. This reduction in time spent by the job coach at the work site is known as “fading.” Fading occurs as the new employee demonstrates job stability and will vary for each person being served. This includes satisfactory job performance as judged by the employer, provider, Vocational Rehabilitation counselor (if applicable) and the supported employee, or when the need for paid supports diminishes to fewer than 20 percent of weekly hours of employment. As the employee continues to perform the job satisfactorily, the service moves into extended, ongoing support services (Phase 2) [Agency for Health Care Administration {AHCA}, May 2010].

While you are fading, it is important to discuss the plan with the individual, support coordinator, other paid supports, employer and any family members involved in the circle of support. The goal of fading is to promote independence from you as a job coach.

During the fading process, the job coach must be available to everyone involved (the employee, the supervisor, the co-workers, etc.). This does not necessarily mean being at the job site but making yourself available as necessary. Your contact information (telephone number, email, and office address) 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 potential stress on all parties.

Follow Along

Follow along (Phase 2) is defined as providing long-term, ongoing supports needed to maintain employment indefinitely. The Medicaid Waiver Services and Limitations Handbook requires a minimum of two site visits monthly. However, with the employee and supervisor's permission, this can be reduced.

Supported employment services are limited to the amount, duration and scope of the services described in the recipient's support plan and current approved cost plan. The provider shall render services at a time mutually agreed to by the recipient and the provider. Off-hours support may occur as an alternative or supplement to the on-the job contacts. Decisions to change the duration or intensity of the service to less than twice monthly contacts, in the individual model of service delivery, or to terminate supported employment services, shall only be made through consensus among the recipient receiving services and his guardian; the Vocational Rehabilitation counselor, if applicable; the APD Area Office or waiver support coordinator; and the provider. If for any reason a recipient has terminated services and requests reinstatement due to the need for ongoing supports, he or she will be given priority for restoration of services [AHCA, May 2010].

Task Analysis

A task analysis breaks down an activity into smaller, discrete steps. This allows the learner to develop complex skills that would otherwise be difficult to acquire.

For example, learning to operate a dishwasher consists of many different operations that generally should proceed in a certain order. By breaking these steps into small learning units, an individual can concentrate on one step at a time (such as measuring detergent).

The first step in developing a task analysis is to decide on a method of performing the activity. Always consider the most natural procedure for the learner, as well as the most accepted method in the setting where it is to be performed.

Considerations When 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
- Most accepted method of doing the task in the work setting

Common Errors in Task Analysis

1. Are there any missing steps?
2. Is there an incomplete closure of the task?
3. Is there an inadequate beginning of the task?
4. Is the flow of steps inefficient?
5. Are there any competing steps?
6. Is there a lack of materials or needed preparation?
7. Is there poor task design leading to inefficient motion?
8. Is a step too complex for the particular learner?
9. Are there too many unnecessary steps?
10. Is there an over-reliance on the trainer?

Conclusion

If you have been diligent in your observation of the individual that you are serving and get to know the person before you start trying to teach them how to perform their assigned job duties, then you will have a better idea of how they learn. When the preferred method is found, make sure that you focus on it and utilize it to the best advantage of the person you are serving. Additionally, it is important to identify the motivation behind the individual wanting to learn. Be sure to participate and take seriously the Discovery process. This will make your job much easier because you will be developing the training techniques that are most appropriate and effective for the person with whom you are working.

Review 6

1. What are some of the differences in teaching adults and children?
2. Why should you help to build natural supports on the job?
3. Is motivation something that can be forced upon the job seeker?
4. Fading is an important and necessary part of the employment process. When should it begin?
5. What are some of the ways that people learn?

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ACRONYMS

ACHA	Agency for Health Care Administration - http://ahca.myflorida.com/
ADA	Americans with Disabilities Act
AFDC	Aid to Families with Dependent Children
APD	Agency for Persons with Disabilities - http://apd.myflorida.com/
APSE	Association of People Supporting EmploymentFirst http://www.apse.org/
CBTAC	Certified Business and Technical Assistance Consultants
CDC+	Consumer Directed Care (Plus)
CMS	Centers for Medicaid and Medicare Services - http://www.cms.gov/
DCF	Florida Department of Children and Families http://www.myflfamilies.com/
DD	Developmental Disability
DEO	Florida Department of Economic Opportunity http://www.floridajobs.org/
DOL	U.S. Department of Labor (federal agency) - http://www.dol.gov/
DOLETA	Department of Labor, Employment and Training Administration
DPN	Disability Program Navigator
EARN	Employer Assistance Resource Network www.dol.gov/odep/resources/EARN.htm
ESP	Employment Stability Plan
ETA	Employment and Training Administration
GR	General Revenue
HCBS	Home and Community Based Services
HIPAA	Health Insurance Portability and Accountability Act
HR	Human Resources
IDEA	Individuals with Disabilities Education Act
IB	IBudget
ID	Intellectual Disability
IEP	Individual Employment Plan
IPE	Individual Plan for Employment
IRS	Internal Revenue Service - http://www.irs.gov/
MIG	Medicaid Infrastructure Grant

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