



## Module 2 – Employment First

***“Success is no accident. It is hard work, perseverance, learning, studying, sacrifice and most of all, love of what you are doing.” PELE***

### Instructions

Please view the Employment First video before completing the checklists and worksheets. The video provides a comprehensive overview of the topic. While completing these worksheets, you may need to reference additional resources and reading. We have listed some resources that we have found helpful in the Additional Resources section.

### Topic Summary

Employment First is "a framework for systems change that is centered on the premise that all citizens, including individuals with significant disabilities, are capable of full participation in integrated employment and community life." – DOL.gov

It is crucial to understand the supports and resources that are available to you within the community and the adult service system to facilitate employment for individuals with disabilities. In the Employment First module, we review the importance of work for everyone and discuss the various supports and tools to help facilitate competitive integrated employment including adaptive technologies. We outline supports available in the community and within adult services and illustrate what parents can do to assist in securing employment.

### Checklists and Actionables

**How to conceptualize integrating opportunities and services to support your child in obtaining and maintaining a satisfying job or career?**

Directions: First check off what your child already can do or what already is in place for your child. For those you have not checked, ask yourself how your child could benefit from the opportunity/service if it were in place. If your child could benefit, ask yourself how you can arrange for it to occur even if you are approximating it. Approximating means that you are still providing some support or that your child is partially rather than fully participating.



## **Options for helping your child get and keep a real job:**

### ***Developing Personal Assets***

- Having chores and responsibilities at home or school
- Using an alarm to wake up and get ready for school or work
- Knowing how to access and use public transportation
- Having a summer job or other work experience
- Able to communicate needs
- Using a debit card
- Having and showing a written or visual resume of job-related experiences and personal strengths
- Being able to answer questions about information on your resume
- Applying social skills or is able to explain why some social skills may be difficult.
- Performing assigned tasks for a reasonable length of time
- Knowing your strengths, interests, and preferences
- Being able to state what supports and accommodations you need
- Understanding and being able to tell others about your disability
- Being able to self-advocate

### ***Building on Relationships***

- Job shadow family member
- Spend day with friend at their college or trade school
- Ask family friends, teachers what kind of job they think you would be good at
- Ask neighbors, friends or family about doing odd jobs for them
- Ask same age peers about their summer or part time jobs
- Ask friends and family about jobs or education plans after high school
- Talk to a school counselor about your job interests
- Contact your friends and families for their business network members



### ***Assistive Technology and other Tools***

- Online resume builders
- iPad or smart phone
- Computer
- Online classes
- Social media to connect and search for jobs
- Apps to help learn job skills or stay safe
- Vehicle or home modifications
- Calendar to keep track of schedule
- Alarm clock or app
- Electronic reminders
- Calculator
- Direct deposit and automatic bill pay

### ***Community Resources***

- Explore apprenticeship opportunities
- Attend career day or job fair at school or in community
- Go to bank and open a student or joint bank account
- Explore local transportation options
- Learn to use public transportation
- Participate in community theater, after school clubs, sports, scouts, boys/girls clubs to make connections
- Start a carpool or ride co-op
- Visit businesses to learn about jobs
- Visit colleges or technical schools where your child can take courses needed for a career



### **Eligibility-Based Supports**

School-based:

- IEP or Transition plan to learn skills and provide work experience
- IEP to develop a Circle of Friends
- IEP to participate in co-curricular activities or community experiences with non-disabled students who share your interests

Adult-service based:

- Check out Vocational Rehabilitation Services or Independent Living Centers for job exploration or assistance
- Area Career Center/American Jobs Center for job interest and skill assessment
- Agencies or providers who offer social skills classes
- Special Olympics or Challenger sports programs
- Disability specific social groups
- Disability system personal care and job coaching supports

## **Definitions**

### **Competitive Integrated Employment.**

The term 'competitive integrated employment' means work that is performed on a full-time or part-time basis (including self-employment) -

(A) for which an individual -

(i) is compensated at a rate that -

(aa) shall be not less than the higher of the rate specified in section 6(a)(1) of the [Fair Labor Standards Act](#) of 1938 (29 U.S.C. 206(a)(1)) or the rate specified in the applicable State or local minimum wage law; and

(bb) is not less than the customary rate paid by the *employer* for the same or similar work performed by other employees who are not individuals with disabilities, and who are similarly situated in similar occupations by the same *employer* and who have similar training, experience, and skills; or



(ii) is eligible for the level of [benefits](#) provided to other employees;

(B) that is at a location where the employee interacts with other persons who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employee) to the same extent that individuals who are not individuals with disabilities and who are in comparable positions interact with other persons; and

(C) that, as appropriate, presents opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.

(SOURCE: <http://www.wintac.org/topic-areas/resources-and-strategies-competitive-integrated-employment/law-reg-and-policy/5> )

### **Customized Employment.**

The term "Customized Employment" (CE) is defined in final WIOA regs, Federal Register, 361.5 (c) (11), as Competitive integrated employment, for an individual with a significant disability, that is:

- i. Based on an individualized determination of the unique strengths, needs, and interests of the individual with a significant disability;
- ii. Designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer; and
- iii. Carried out through flexible strategies, such as –
  - A. Job exploration by the individual; and
  - B. Working with an employer to facilitate placement, including –
    1. Customizing a [job description](#) based on current employer needs or on previously unidentified and unmet employer needs;
    2. Developing a set of job duties, a work schedule and job arrangement, and specifics of supervision (including performance evaluation and review), and determining a job location;
    3. Using a professional representative chosen by the individual, or if elected self-representation, to work with an employer to facilitate placement; and
    4. Providing services and supports at the job location.

(SOURCE: <http://www.wintac.org/topic-areas/resources-and-strategies-competitive-integrated-employment/law-reg-and-policy/5> )



## Self-employment.

(II) "... yields an income that is comparable to the income received by other individuals who are not individuals with disabilities, and who are self-employed in similar occupations or on similar tasks and who have similar training, experience, and skills...

(SOURCE: <http://www.wintac.org/topic-areas/resources-and-strategies-competitive-integrated-employment/law-reg-and-policy/5> )

Note that individuals who are self-employed may have "cottage industries" (such as making foods, doing crafts, or recycling products), do freelance work, or serve as an independent contractor for a number of entities. People who are self-employed may have special obligations under the Internal Revenue Service Code.

## Micro-enterprise.

A **microenterprise** is a small business that employs a small number of employees (usually fewer than 10 people) and is started with a small amount of capital. Most **microenterprises** specialize in providing goods or services for their local areas.

(SOURCE: <https://www.investopedia.com/terms/m/microenterprise.asp> )

## Supported Employment

- i. Supported employment means competitive integrated employment, including customized employment, or employment in an integrated work setting in which an individual with a most significant disability, including a youth with a most significant disability, is working on a short-term basis toward competitive integrated employment that is individualized, and customized, consistent with the unique strengths, abilities, interests, and informed choice of the individual, including with ongoing support services for individuals with the most significant disabilities –
  - A. For whom competitive integrated employment has not historically occurred, or for whom competitive integrated employment has been interrupted or intermittent as a result of a significant disability; and
  - B. Who, because of the nature and severity of their disabilities, need intensive supported employment services and extended services after the transition from support provided by the designated State unit, in order to perform this work.



## Microboard

A **microboard** is a non-profit society of family and friends, committed to knowing a person, supporting that person, and having a volunteer (unpaid), reciprocal relationship with that person. Some microboards become the entity through which paid services and supports are provided. Involvement, [caring](#), and *standing by* the person are valued over technical expertise.

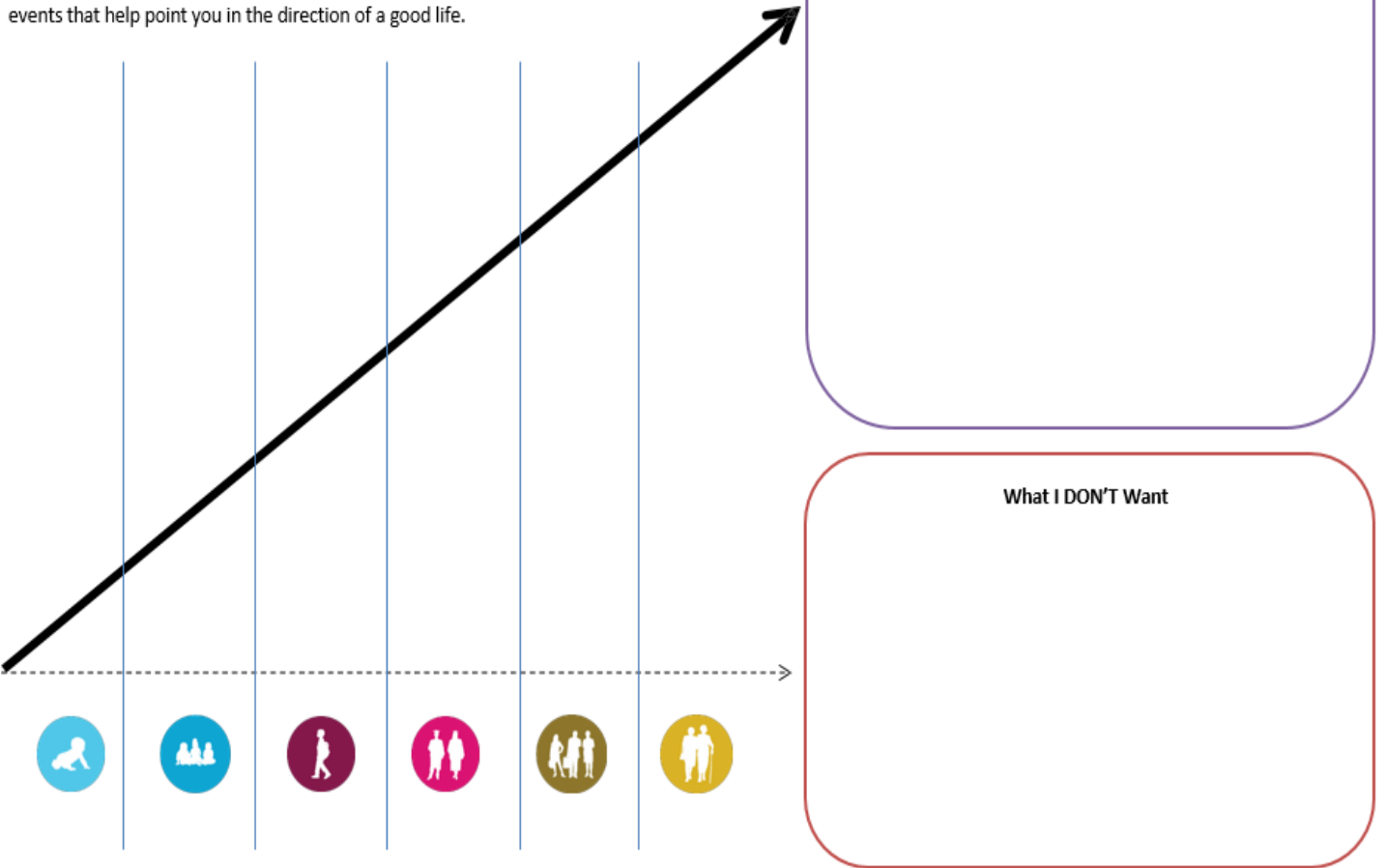
## LifeCourse Life Trajectory Worksheet:

The Life Trajectory worksheet asks you to develop a positive vision of a good life for your child as an adult (not an extension of his/her childhood!), what you want to avoid happening in the future, and life experiences that contribute to the vision of a good life. You will refer back to this often as you move through the remaining modules.

The reason for using only one page is to help you capture the most essential visions for his/her future as well as the major things that you fear as a parent or your son/daughter wants to avoid. You also will use this form to capture essential life events that will inform others about what's already been accomplished, what to build on, and what to work around to facilitate making the vision a reality and avoiding negative future outcomes.

## CHARTING the LifeCourse

**Life Trajectory Worksheet: Individual** Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identify what you know you don't want. You can use the space around the arrows to think about previous transitions at each developmental stage and any other significant life events that help point you in the direction of a good life.



Developed by the UMKC Institute for Human Development, UCEDD.

May 2016 REV Uconn UCEDD 2017





## **Additional Resources:**

**<http://abilitybeyond.org/resource-center/empoweringtechnology/>**

A resource outlining adaptive technologies to empower individuals with disabilities.

**<http://www.lifecoursetools.com/>**

“Charting the Life Course is a framework that was developed to help individuals with disabilities and families at any age or stage of life think about what they need to know, identify how to find or develop supports, and discover what it takes to live the lives they want to live”. – lifecoursetools.com

**<https://www.disabilitysolutionstalent.org/>**