



THE UNIVERSITY OF VERMONT  
CENTER ON DISABILITY &  
COMMUNITY INCLUSION

# Introduction to Supported Employment Training

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Research Assistant Professor

# Agenda

- Module 1:
  - Background, History, Philosophy
  - Discovery Process
- Module 2:
  - Defining Job Development
  - Employer Engagement
  - Customized Employment
- Module 3:
  - Role of the Job Coach
  - Workplace Culture & Natural Supports
  - Placement & Training
- Module 4:
  - Disclosure
  - Career Development
  - Challenging Behaviors

Aleah Chaput	Northeast Kingdom Human Services
Lindsey Woodie	VABIR
Josh Drown	NKHS
Amy Davis	VABIR
Estherr Behling	VABIR
Megan Pollander	Vermont Association of Business, Industry, and Rehabilitation
Melissa Moore	VABIR
Alexis Palmer	VABIR
Christian Raquet	Project Hire, Howard Center
Cara Metivier	Howard Center
Sarah McKinney	Hartford School District
Ellis Forman	Burlington School District
Michael Denerley	United Counseling Service
Cheryl Walton	United Counseling Services
Billie Wells	HCRS
Jennifer Williams	Community Care Network
Matt Maroney	United Counseling Service
Tucker O'Day	RETAIN

# Module 1:

- Background, History, Philosophy
- Discovery Process



## Background and Philosophy: Christmas in Purgatory, 1965

# Background and Philosophy:

Christmas in Purgatory

<https://www.disabilitymuseum.org/dhm/lib/detail.html?id=1782&page=all>

Last Great Disgrace 1972-Willowbrook

<https://geraldo.com/willowbrook-the-last-great-disgrace20221008000226>

Willowbrook 50 Years Later

<https://abc7ny.com/willowbrook-geraldo-rivera-staten-island-bill-ritter/11575075/>

Community Living Services: Path to Freedom

[https://www.youtube.com/watch?time\\_continue=803&v=qaHCvZeiPEg](https://www.youtube.com/watch?time_continue=803&v=qaHCvZeiPEg)

Brandon Training School (Vermont)

<https://ddsd.vermont.gov/brandon-training-school>

# Vermont State School for Feeble-Minded Children

- 1915-1993



*Act 81. It is hereby enacted by the General Assembly of the State of Vermont:*

Section 1. A state school which shall be called the Vermont State School for Feeble-minded Children is hereby created and established for the care, training and education of idiotic and feeble-minded children, otherwise called mentally defective children, between five and twenty-one years of age.

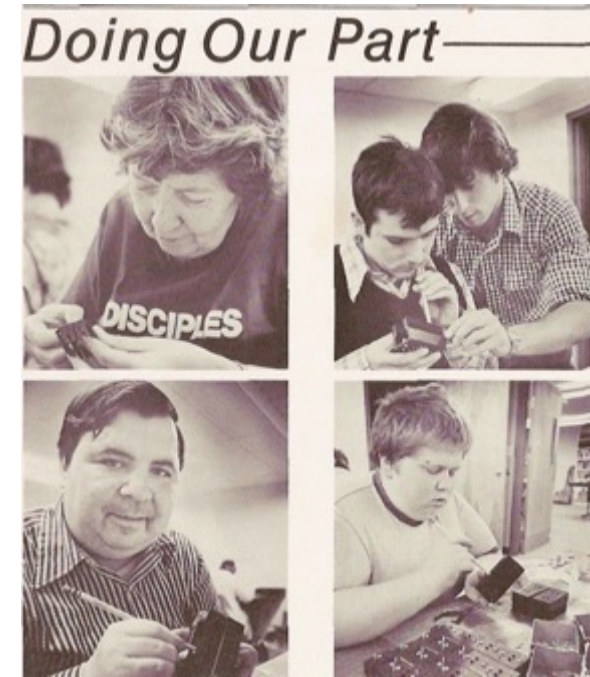
# Background and Philosophy: Sheltered Workshops

- Contracted work is brought in by outside companies.
- Workers are paid by the piece, earning a few dollars a week.
- Segregated facility





# Background and Philosophy: Charity/Pity



# Background and Philosophy: Charity to Civil Rights

- 1962 Ed Roberts
- Center for Independent Living
- 1975 Education for All Handicapped Children (IDEA)
- 1980 Supported Employment
- 1990 ADA
- Work Innovations & Opportunity Act
- Employment First
- Civil Rights Commission Recommendation (VT role)



# Peter:



## INSTITUTION

- “Because of (Peter’s) long psychiatric history, his excessive water drinking, and overall poor judgment and insight, prognosis for transition into the community is poor. Therefore transfer to a facility which specializes in long-term psychiatric treatment is recommended.”
- “Community placement is impossible due to his need for monitoring of fluid technique.”
- It was recommended that Peter stay in the sheltered workshop to work on his attendance and to “learn the skills and work behaviors necessary to function in a work setting.”
- Long-term vocational goals were to increase his schedule and responsibilities in the sheltered workshop.

# Paul:



## COMMUNITY

- “Paul’s doing really well. He moves right along and is always in a good mood.”
- “Paul’s good. Things run smoothly when he is working. We could use more workers like him.”
- “He’s doing a really good job. Better than a lot of other workers we’ve had, believe me.”

# Peter:



## INSTITUTION

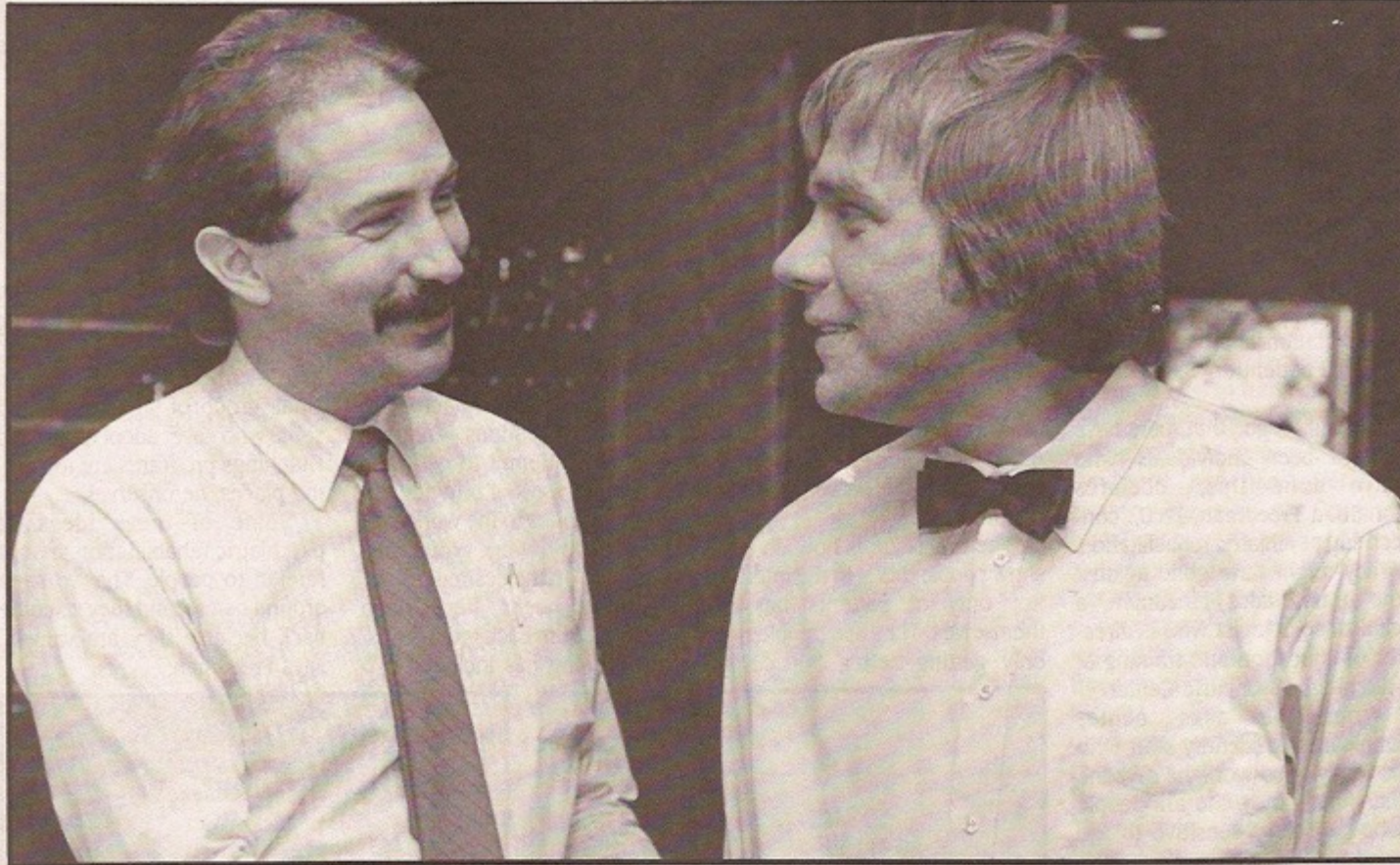
- Evaluation at rehabilitation units food service unit:
- Poor evaluation stating that he was:
  - A) Often Late or Absent,
  - B) Slow,
  - C) Needs Constant Supervision
  - D) Talked About Religion Constantly.
- Pay is \$10.00/week

# Paul:



## COMMUNITY

- Evaluation at Red Lobster restaurant: Overall rating of 3 on a scale of 1-4. Received perfect scores for: Takes Pride, Accepts Responsibility, Conscientious, Attendance.
- Your people skills are good. Make sure your cloth is wrung out and tables are clean and dry when you leave them. You work well with everyone
- Your work beliefs are good. Try to quicken your pace. Thanks for coming in when we call you
- Paul received a .15/hour pay raise for his good evaluation.
- Pay is \$100.00/week

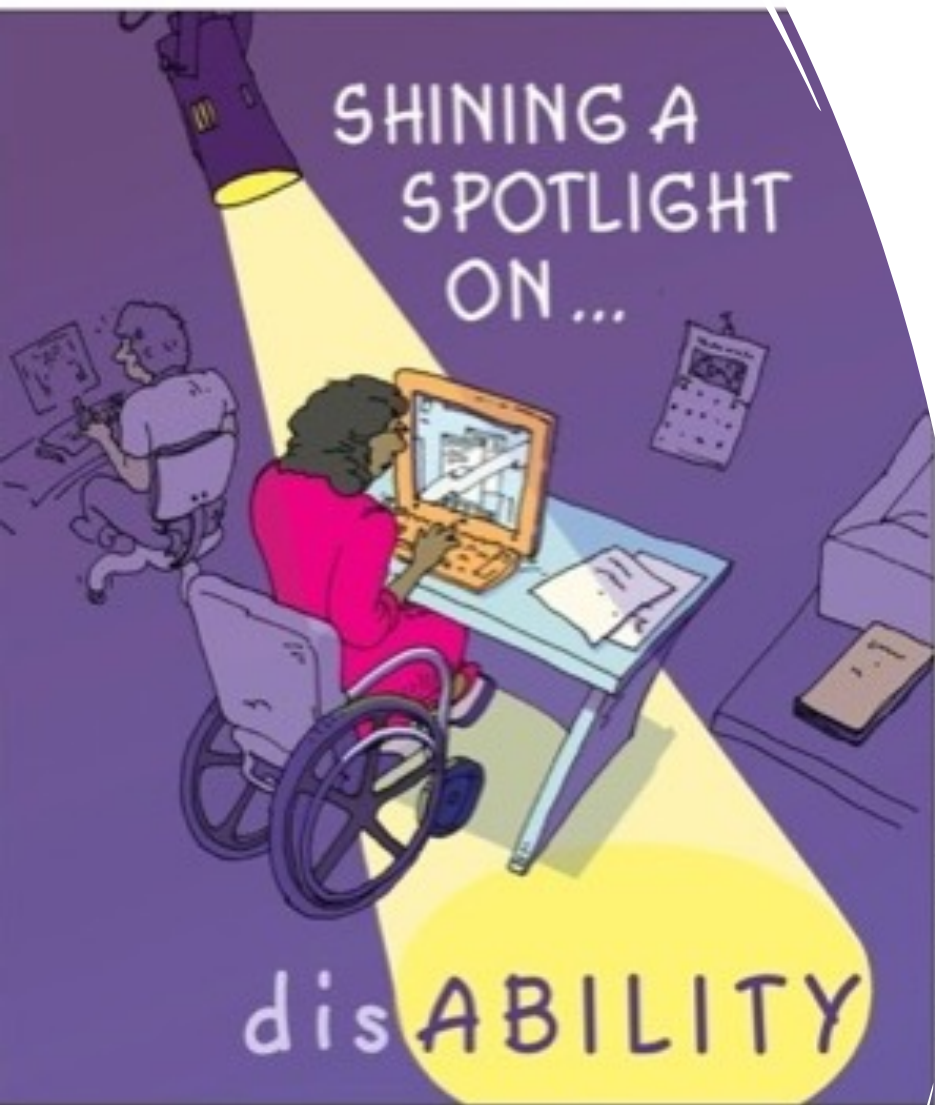


*Syracuse Red Lobster manager Ed Diaz (left) with Peter*

***At Hutchings PC***

**Linking patient with job  
of choice pays off in  
successful placement**

University of Vermont 2020



EMPLOYMENT FOR ALL!

# Full Inclusion

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- Employment for All!
  - Not just some
- Presume Competence
  - Everybody has gifts, skills and dreams
- “People with Developmental Disabilities have been found to thrive & flourish when they escape a forest of professional services and are provided community opportunities to express their unique gifts.” *John McKnight “The Careless Society”*
- It is our job to discover their gifts, skills and dreams

# Benefits of Employment- Risks of Unemployment

## **Employment**

- Enhance Self-Worth
- Increase Self Esteem
- Satisfy Creative Urges
- Contributing Member of Society
- Self-Realization & Achievement
- Income to Pursue Other Life Goals
- Social Capital

## **Unemployment**

- Negative Health Effects
  - Emotional
  - Physical
- Increased Anxiety
- Low Self-Esteem
- Poverty
- Lack of Choices
- Isolation

# Essential Skills

## Discovery/Assessment

- Getting to know the person and job goals

## Employer Engagement/Job Development

- Securing a good job match and negotiating tasks

## Employment Support

- Learning the tasks and inclusion in the workplace

## Follow-Along & Career Development

- Systematic reviews & assessment



# Supported Employment

- <http://standup-inc.com/blog/our-video-6/>



# McDonald's McJobs Program 1991

- <https://youtu.be/zlNUyg150UA>

# Assessment vs. Discovery

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- *Assessment*: a judgment about something based on an understanding of the situation, calculation of the value
- *Discovery*: differs from traditional assessments in that it doesn't measure anything
  - It supports utilizing involvement and interaction with the applicant in natural settings rather than in test settings.
  - It provides a complete picture of an applicant, rather than looking at one or two skill areas.
  - A specific job can then be identified consistent with the person's entire life, not merely from an instance of performance. Callahan, 2001
    - <https://transition.ruralinstitute.umt.edu/employment/customized-employment-components/using-discovery-and-the-vocational-profile-strategy/>



# Banana Personality Test:

<https://youtu.be/sz9Eu5hhrFc>

- 
- What was the point?
  - Is this valid?
  - Why or why not?
  - Are similar tests used?

# Discovery Process

- The Discovery process is an evidence-based alternative to comparative, standardized assessments, and evaluations. Discovery is a person-centered planning process that involves getting to know a person before supporting them in developing a plan for employment(Callahan, 2001)
- Getting to really know someone.
- “Discover” rather than assess. Don’t jump to conclusions, let discovery take you there.
- Identify “themes” not tasks.
- Discovery is “learning to listen.”
- Discovering Personal Genius
  - Strengths, interests, supports, contributions
    - Griffin-Hammis Associates

# Discovery Process

- Who is this person?
- What contributions can the person make?
- Where and when the person is at his or her best?
- What are the ideal conditions of employment (ICE)?
  - What type of environment would you thrive?
  - What type of environment should you avoid?
- What life experiences have I had?
- What are my strengths, interests, and preferences?
- What do I have to offer to an employer?
- What is important to me in a job?
- What motivates me to work?
- What supports will I need to be successful?
  - Griffin-Hammis Associates
- Discovery should be thorough but succinct (set deadlines)

# Discovery Methods

- Community-based functional assessment or HOWI (hanging out with intent)
- Job Try-Outs
- “Cautious” Record/Chart Review
- Interviews (individual, family, friends)
- Career Assessments
  - O’Net, CareerScope, etc.
- Observations (home, work, recreational)
- Previous work/school experiences
- Informational Interviews
- Interest Inventories
- Person-Centered-Planning (Maps, etc.)

# Person-Centered Planning

- “A person-centered plan can help those involved with the focus person see the total person, recognize his or her desires and interests, and discover completely new ways of thinking about the future of the person.” — *Beth Mount & Kay Zwernik, 1988*
- Purpose:
  - To look at an individual in a different way.
  - To assist the person in gaining control over their own life.
  - To increase opportunities for participation in the community.
  - To recognize individual desires, interests, and dreams.
  - Through team effort, develop a plan to turn dreams into reality.




# Person Centered Planning

- <https://www.youtube.com/watch?v=ECcH5SR4KzM>



# Person-Centered Planning

- Co-Facilitation (Host & Recorder)
- Graphic recording with color markers on chart paper
- Hospitality
- All key actors present
- Student w/family & friends
- Key issues addressed (what does the person and family want)
- Decision to meet again (with a date)
- Concrete plan of action

A large orange circle graphic on the left side of the slide, partially cut off by the edge.

# Variety of Person- Centered Planning Methods



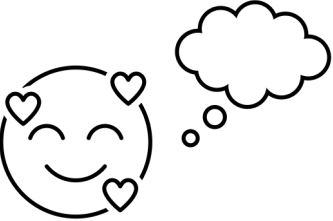



- Maps
- PATH
- Whole Life Planning
- Essential Lifestyle Planning
- STAR (Students Transitioning to Adult Roles)
- Others



# MAPS Ground Rules

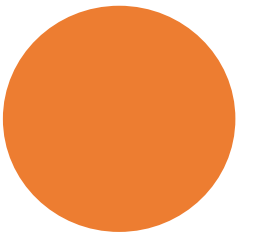
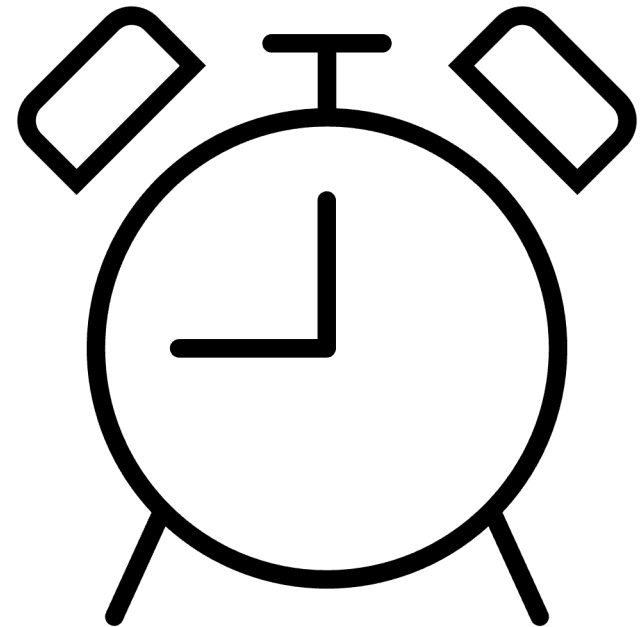
- At each step, the facilitator will ask the person/student to go first, then the family, then others
- All ideas will be recorded using actual wording as much as possible; All team members should remind the recorder to add or change things
- Team members have the right to “pass” at any time, if they wish
- Team members are encouraged to express ideas in a positive way
- Do not evaluate ideas until the end of the MAPS process; Keep things free-flowing and positive

# MAPS Steps

<p>History</p> 	<p>About You</p> 
<p>Dreams</p> 	<p>Fears</p> 
<p>Needs</p> 	<p><i>Action Plan!</i></p> 

# History

- How would you describe your life up until now?
- What people have been important to you?
- What are some important things that happened to you before now?
- Are there any special places you have been or things you have done?



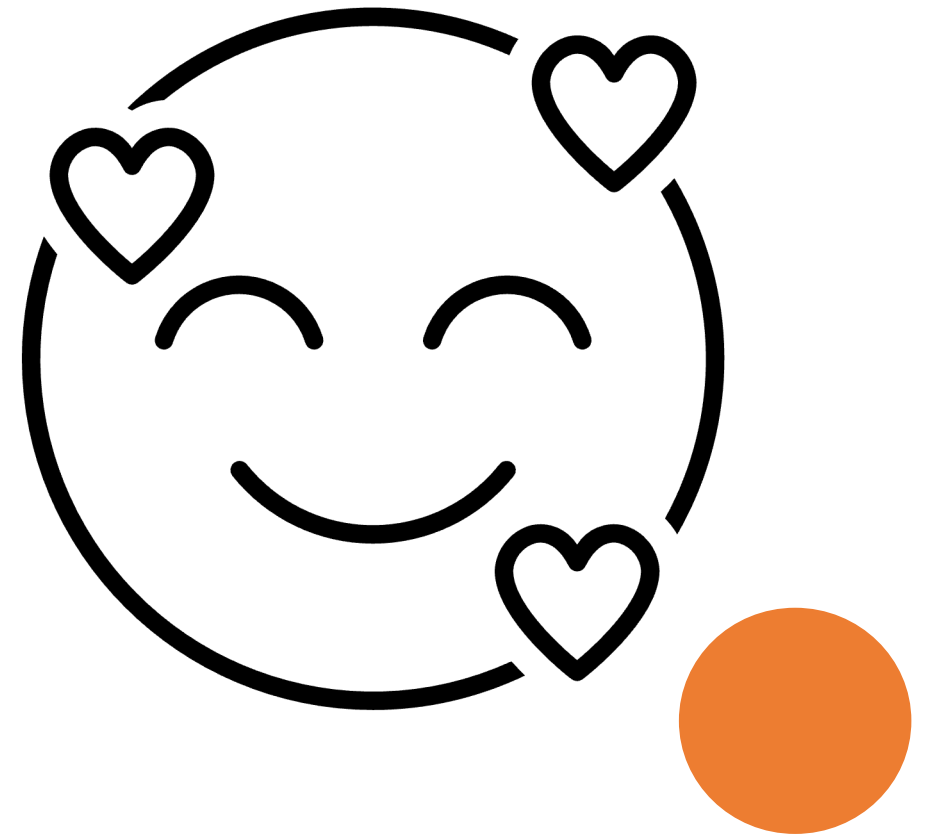
# About You

- Who are you?
- What are your strengths, gifts, talents, skills, likes, or dislikes?
- What do you like to do?
- Who are your friends?
- What were your favorite classes or activities in school?



# Dreams

- What are your hopes and dreams for the future?
- If you could have anything, what would you wish for (money is no object)?
- What is the one thing you would change to make life better?
- What are your goals for this year?
  - In five years?
  - What about in 10 years?
- What job would you have if you could do anything?





# Fears/Nightmares

- What do you not want to happen your life?
- What worries you about the future?
- What do you think will stand in your way of what you want?



# Needs

- Look at the dreams/goals you have listed, and think about who you are...
- What is needed to make your dreams come true?
- What would make your life better?
- Who could help you with your plans for the future?
- What do you think you might need to achieve your goals?
- What can other people do to help you meet your needs?



# Action Plan

- What are we going to do?
- Who is going to do it?
- When will it be done?
- How will we measure success?



<b>Short-term goals:</b>	<b>Person(s) responsible</b>	<b>Date</b>
1.		
2.		
3.		
4.		
5.		

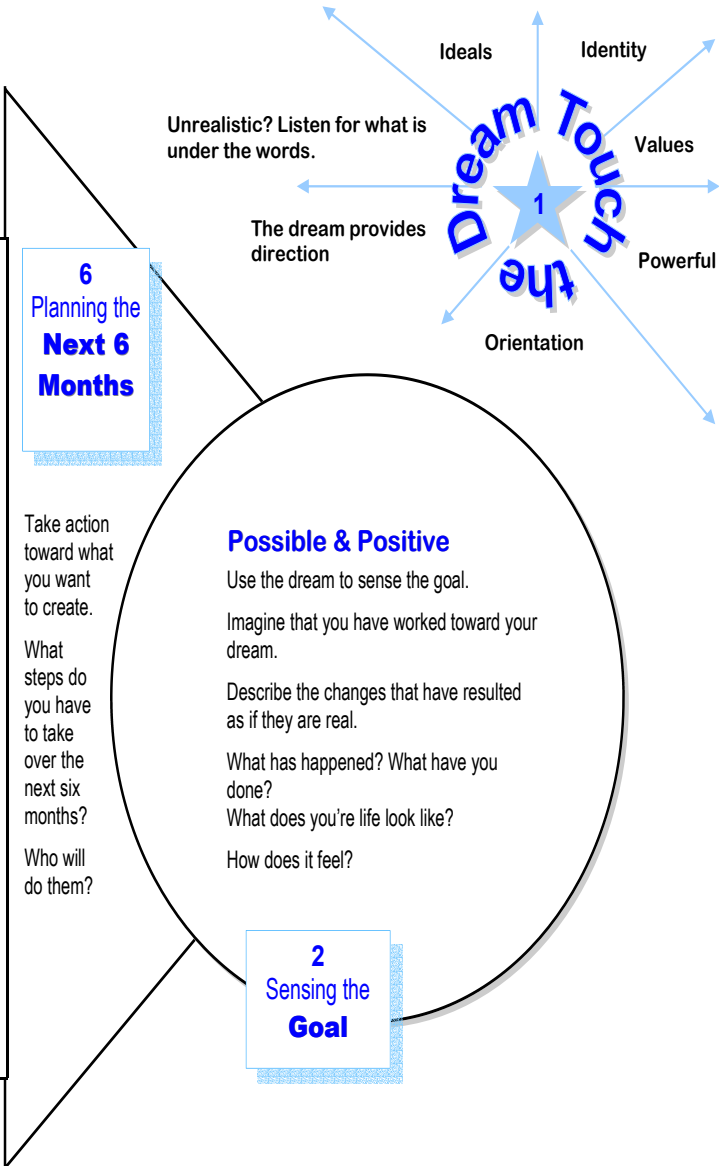
<b>Long-term goals:</b>	<b>Person(s) responsible</b>	<b>Date</b>
1.		
2.		
3.		
4.		
5.		

# PATH

Planning Alternative Tomorrows With Hope by Jack Pearpoint, John O'Brien & Marsha Forest

<p>The energy to follow a path comes from the tension between where you are now &amp; where you want to be in the future.</p> <div data-bbox="563 601 708 819" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p><b>3</b> Grounding in the <b>Now</b></p> </div> <p>Describe where you are now. What is the present like? "Now" versus the image of success in the future.</p>	<p>Who controls the resources necessary for success? Who do you need to help you?</p> <div data-bbox="759 601 904 819" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p><b>4</b> Identifying People to <b>Enroll</b></p> </div> <p>Negotiate an exchange with those who will not enroll or...find a way around them! Be specific!</p>	<p>What do you need to get strong &amp; stay strong as you work toward creating what you want? What knowledge do you need?</p> <div data-bbox="950 601 1095 819" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p><b>5</b> Ways to <b>Build Strength</b></p> </div> <p>What skills do you need to develop? What relationships do you need to maintain? To succeed, you must have the strength to endure the wait, the disappointments and to regroup &amp; redirect.</p>	<p>Moving from THINKING to ACTION requires commitment to a clear 1st step. What is the biggest barrier to taking the step?</p> <div data-bbox="1141 601 1286 819" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p><b>8</b> Committing to the <b>First Step</b></p> </div> <p>Who will support you in this step? How will you ask for their support? Check for blocks.</p>	<p>Focus the process on action. What will you have to do? By what day? Who does what, when?</p> <div data-bbox="1319 601 1465 819" style="border: 1px solid blue; padding: 5px; text-align: center;"> <p><b>7</b> Planning the <b>Next 3 Months</b></p> </div> <p>To accomplish what you want in the next three months, you will have to take action now—what will you have to do?</p>
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How are you feeling now?  
Use pictures and words to describe the "Now".



# Recording Your Findings

- You'll be gathering a lot of great information as you proceed through the Discovery process and you'll want to properly record it to expand a Positive Personal Profile and develop employment plans, education plans, etc.
- TransCen's *Positive Personal Profile* is a useful format:
  - <https://www.transcen.org/training-ta/resources/>

# Single-page Summaries



**ELLIE STAFFORD**  
**AGE 4**  
**PRE - K**

*Teach me to soar and I will*

**VISION STATEMENT**

We envision our daughter living a life of choice. We envision her having relationships she feels are valuable. In her future we envision her doing work that she enjoys and that makes her feel productive. We envision our daughter living a happy and meaningful life surrounded by love and support.

**STRENGTHS**

- Visual learner
- LOVES to read
- Knows ABC's
- Can count to 20
- Social and Kind
- Funny
- Smart
- Happy
- Loves to Dance
- Loves her Friends
- Fast Learner

**WHAT DOESN'T WORK**

- Being Rushed
- Sudden Change in Activity
- Negative Talk
- Yelling
- Assuming I Don't Understand

**WHAT WORKS FOR ME**

- Patience
- Schedule and Routines
- Praise for my Achievements!
- Include me
- Believe in my Abilities
- Positive Reinforcement
- Warn me about Transitions

**WHAT I'M WORKING ON**

- Talking in Sentences
- Fine Motor Skills, like Writing, Cutting Paper and Coloring!
- Gross Motor Skills, like Running!
- Conversational Speech

**I LOVE:** My Parents, My Brothers Will & Luke, Mickey Mouse, Taco Bell and Rap Music.



**Derek**

**Skills and Attributes**

- Very loyal & dedicated employee
- Strong work ethic
- High standard for his performance
- Methodical

**Fields of Interest**

- Office - Clerical
- Cleaning
- Carpentry

**Experiences**

- Co-founder of online clothing store *Cryptic and Droll*
- Property owner and landlord
- 12+ years of work at CarletonU Athletics Department

**20 - 25 HOURS**

**"THE MOST LOYAL WORKER... OUR TEAM CAN ALWAYS RELY ON HIM"**

- Current Supervisor

For more information contact:  
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Canada Revenue Agency Charitable Registration: #106222775RR0001

**LiveWorkPlay.ca**

Twitter: @liveworkplay Instagram: @liveworkplay.ca  
YouTube: @liveworkplay Facebook: @liveworkplay

# Learning Style Assessment

- <http://vark-learn.com>

When you..	Visual	Auditory	Kinesthetic & Tactile
Spell	Do you try to see the word?	Do you sound out the word or use a phonetic approach?	Do you write the word down to find if it feels right?
Talk	Do you sparingly but dislike listening for too long? Do you favor words such as <i>see, picture, and imagine</i> ?	Do you enjoy listening but are impatient to talk? Do you use words such as <i>hear, tune, and think</i> ?	Do you gesture and use expressive movements? Do you use words such as <i>feel, touch, and hold</i> ?
Concentrate	Do you become distracted by untidiness or movement?	Do you become distracted by sounds or noises?	Do you become distracted by activity around you?
Meet someone again	Do you forget names but remember faces or remember where you met?	Do you forget faces but remember names or remember what you talked about?	Do you remember best what you did together?
Contact people on business	Do you prefer direct, face-to-face, personal meetings?	Do you prefer the telephone?	Do you talk with them while walking or participating in an activity?
Read	Do you like descriptive scenes or pause to imagine the actions?	Do you enjoy dialog and conversation or hear the characters talk?	Do you prefer action stories or are not a keen reader?
Do something new at work	Do you like to see demonstrations, diagrams, slides, or posters?	Do you prefer verbal instructions or talking about it with someone else?	Do you prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture?		Do you ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Do you call the help desk, ask a neighbor, or growl at the computer?	Do you keep trying to do it or try it on another computer?

visual \* aural \* read/write \* kinesthetic

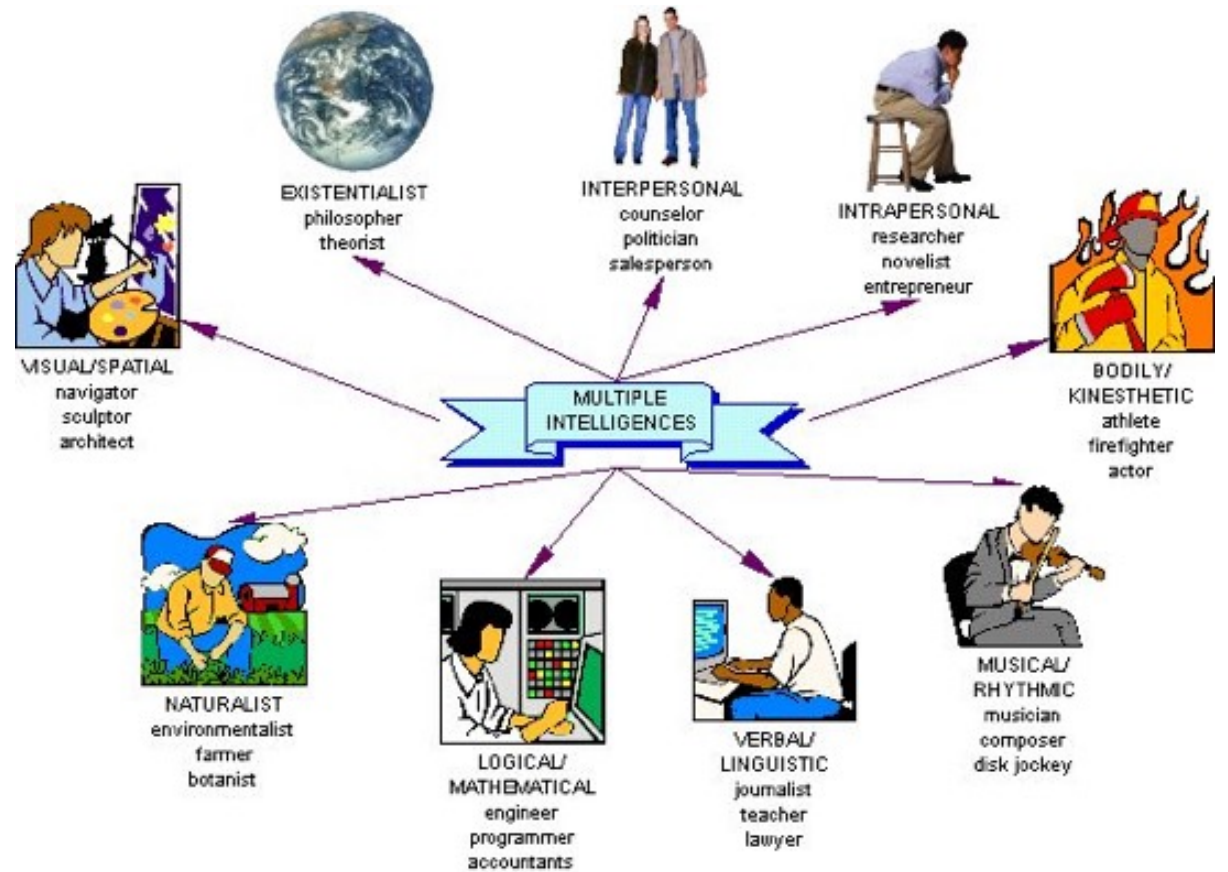
# VARK<sup>®</sup>

a guide to learning styles

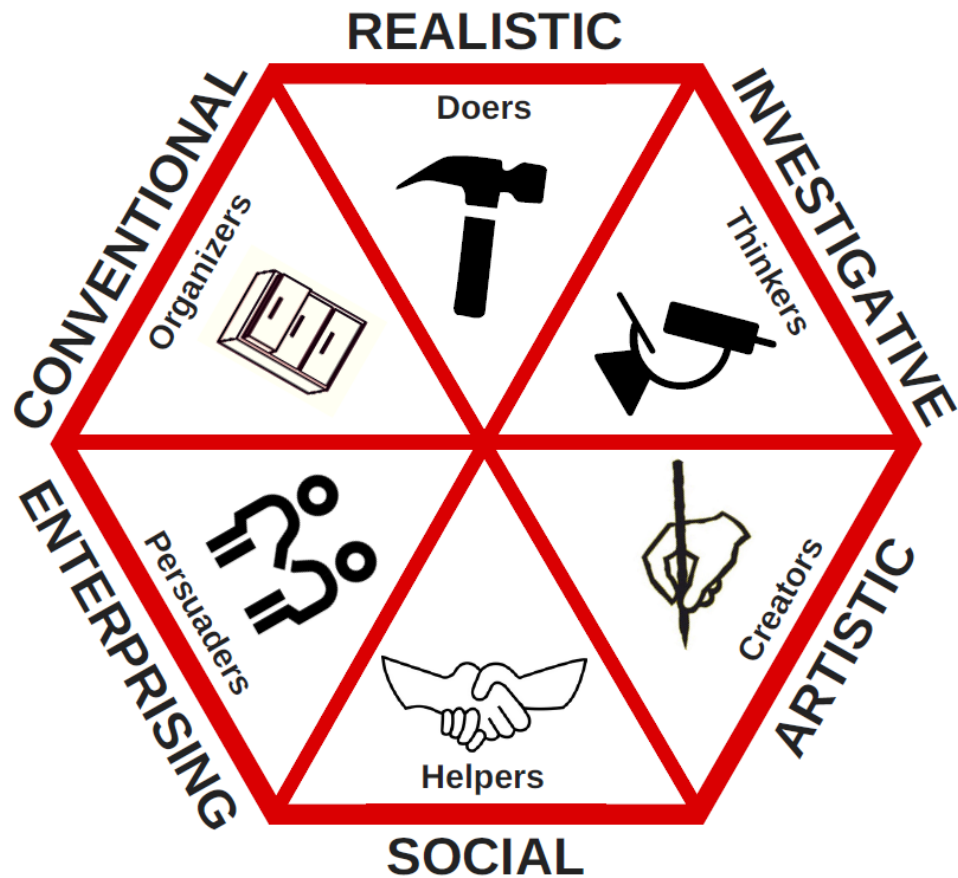


# Learning Styles (How you are Smart!)

<http://www.literacynet.org/mi/intro/index.html>



# Holland's Vocational Theory



- <https://louisville.edu/career/resources/hollands-theory-of-career-choice>

# Social Careers



**SOCIAL**

**ARE YOU:** Helpful, Friendly, Understanding, Talkative, Insightful, Sympathetic

**CAN YOU:** Work in a team, Teach/train others, Communicate, Listen, Mediate disputes, Help solve problems

**DO YOU:** Help/encourage others, Do community service work, Work in groups, Organize social events

**Explore  
Social  
Majors**

- [Anatomical Sciences & Neurobiology](#)
- [Art Education](#)
- [Art Therapy](#)
- [Asian Studies](#)
- [Audiology](#)
- [Autism & Applied Behavior Analysis](#)
- [Biochemistry & Molecular Biology](#)
- [Clinical Psychology](#)
- [Communicative Disorders](#)
- [Community Health](#)
- [Clinical Mental Health](#)
- [College Student Personnel](#)
- [Counseling Psychology](#)
- [Dentistry](#)
- [Diversity Literacy](#)
- [Early Childhood Education](#)
- [Early Elementary Education](#)
- [Educational Administration](#)
- [Educational Leadership & Organization Development](#)
- [Endodontics](#)

# O-net Interest Profiler

<https://www.careeronestop.org/ExploreCareers/Assessments/interests.aspx>

## O\*NET INTEREST PROFILER SHORT FORM



Read the 60 work activities below. Place a check in the box by the activities you would like to do. Do not think about how much education/training is needed or how much money you will make! Count the number of checks for each shaded section and write that total in the box to the right of each section. These are your scores for each interest area.

<input type="checkbox"/> Build kitchen cabinets <input type="checkbox"/> Lay brick or tile <input type="checkbox"/> Repair household appliances <input type="checkbox"/> Raise fish in a fish hatchery <input type="checkbox"/> Assemble electronic parts	<input type="checkbox"/> Drive a truck to deliver packages to offices and homes <input type="checkbox"/> Test the quality of parts before shipment <input type="checkbox"/> Repair and install locks <input type="checkbox"/> Set up and operate machines to make products <input type="checkbox"/> Put out forest fires	<b>Total</b> <input style="width: 30px; height: 20px;" type="text"/>
<b>Realistic checks =</b>		<input style="width: 30px; height: 20px;" type="text"/>
<input type="checkbox"/> Develop a new medicine <input type="checkbox"/> Study ways to reduce water pollution <input type="checkbox"/> Conduct chemical experiments <input type="checkbox"/> Study the movement of planets <input type="checkbox"/> Examine blood samples using a microscope	<input type="checkbox"/> Investigate the cause of a fire <input type="checkbox"/> Develop a way to better predict the weather <input type="checkbox"/> Work in a biology lab <input type="checkbox"/> Invent a replacement for sugar <input type="checkbox"/> Do laboratory tests to identify diseases	<b>Total</b> <input style="width: 30px; height: 20px;" type="text"/>
<b>Investigative checks =</b>		<input style="width: 30px; height: 20px;" type="text"/>
<input type="checkbox"/> Write books or plays <input type="checkbox"/> Play a musical instrument <input type="checkbox"/> Compose or arrange music <input type="checkbox"/> Draw pictures <input type="checkbox"/> Create special effects for movies	<input type="checkbox"/> Paint sets for plays <input type="checkbox"/> Write scripts for movies or television shows <input type="checkbox"/> Perform jazz or tap dance <input type="checkbox"/> Sing in a band <input type="checkbox"/> Edit movies	<b>Total</b> <input style="width: 30px; height: 20px;" type="text"/>
<b>Artistic checks =</b>		<input style="width: 30px; height: 20px;" type="text"/>
<input type="checkbox"/> Teach an individual an exercise routine <input type="checkbox"/> Help people with personal or emotional problems <input type="checkbox"/> Give career guidance to people <input type="checkbox"/> Perform rehabilitation therapy <input type="checkbox"/> Do volunteer work at a non-profit organization	<input type="checkbox"/> Teach children how to play sports <input type="checkbox"/> Teach sign language to people who are deaf or hard of hearing <input type="checkbox"/> Help conduct a group therapy session <input type="checkbox"/> Take care of children at a day-care center <input type="checkbox"/> Teach a high-school class	<b>Total</b> <input style="width: 30px; height: 20px;" type="text"/>
<b>Social checks =</b>		<input style="width: 30px; height: 20px;" type="text"/>
<input type="checkbox"/> Buy and sell stocks and bonds <input type="checkbox"/> Manage a retail store <input type="checkbox"/> Operate a beauty salon or barber shop <input type="checkbox"/> Manage a department within a large company <input type="checkbox"/> Start your own business	<input type="checkbox"/> Negotiate business contracts <input type="checkbox"/> Represent a client in a lawsuit <input type="checkbox"/> Market a new line of clothing <input type="checkbox"/> Sell merchandise at a department store <input type="checkbox"/> Manage a clothing store	<b>Total</b> <input style="width: 30px; height: 20px;" type="text"/>
<b>Enterprising checks =</b>		<input style="width: 30px; height: 20px;" type="text"/>
<input type="checkbox"/> Develop a spreadsheet using computer software <input type="checkbox"/> Proofread records or forms <input type="checkbox"/> Install software across computers on a large network <input type="checkbox"/> Operate a calculator <input type="checkbox"/> Keep shipping and receiving records	<input type="checkbox"/> Calculate the wages of employees <input type="checkbox"/> Inventory supplies using a hand-held computer <input type="checkbox"/> Record rent payments <input type="checkbox"/> Keep inventory records <input type="checkbox"/> Stamp, sort, and distribute mail for an organization	<b>Total</b> <input style="width: 30px; height: 20px;" type="text"/>
<b>Conventional checks =</b>		<input style="width: 30px; height: 20px;" type="text"/>

In the boxes below, write the names of the interest areas with the three highest scores. The first box is your highest or primary interest. If there are ties, choose the interest with activities that you think are the best fit for you.

1  2  3