Evidence-Based Practice
Basic Supported Employment

Training Manual

Provided through a partnership of
The Kansas Department of Social and Rehabilitation Services
and
The University of Kansas School of Social Welfare
Lawrence, Kansas
(785) 864-4720
Evidence-Based Practice
Basic Supported Employment Training

AGENDA

Day One
9:00 – 9:15 Introduction
9:15 – 10:00 Introduction to EBP - Supported Employment
10:00 – 10:30 Engagement
10:30 – 10:45 Break
10:45 – 12:00 Assessing for a Good Job Match
12:00 – 1:00 Lunch
1:00 – 2:00 Assessing for a Perfect Job Match (Continued)
2:00 – 2:45 Employment Plans
2:45 – 3:00 Break
3:00 – 3:45 Disclosure
3:45 – 4:00 Wrap-up – Questions, Evaluations

Day Two
8:30 – 10:00 Follow-along Supports
10:00 – 10:15 Break
10:15 – 12:00 Job Development
12:00 – 1:00 Lunch
1:00 – 2:00 Job Development, Continued
2:00 – 3:15 Role-plays with employers
3:15 – 3:30 Wrap-up – Questions, Evaluations
About the Trainers

**Linda Carlson, LMSW** – Linda is the Trainer Consultant for the Evidence-Based Practice in Supported Employment Project at the University of Kansas, School of Social Welfare’s Office of Mental Health. Linda’s 20 year career in CSS includes direct practice and program supervision in employment, case management, homeless, crisis, and psychosocial programs. In addition to her duties as trainer & consultant for supported employment, she oversees the supervisors training.

**Galen Smith, LMSW** – Galen is the Supported Employment Program supervisor at Bert Nash Mental Health Center. Galen’s employment program has been involved in the Evidence-Based Practice in Supported Employment, a national demonstration project, since 2002. He received his Master’s in Social Work from the University of Kansas in 2002. His prior work history includes fifteen years as an outside sales representative and an additional ten years as an entrepreneur and corporate officer.
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Section One

Introduction to Evidence-Based Practice Supported Employment

Learning Objectives

1. Define evidence-based practice
2. Identify the research outcomes of EBP Supported Employment
3. Identify and describe the seven principles of supported employment

Time Required: 1 hour

Outline

1-1 Definition of Evidence-based Practice
1-2 Research Outcomes of Supported Employment
1-3 Principles of EBP Supported Employment
Adult Mental Health Evidence-Based Practices

There are five identified evidence-based practices for people who have a serious psychiatric disability:

1. Supported Employment  
2. Integrated Dual diagnosis  
3. Assertive Community Treatment  
4. Illness Management and Recovery  
5. Family Psychoeducation

What is an Evidence-Based Practice?

Evidence-Based Practice is:

• A practice validated through rigorous research  
• Has guidelines describing critical ingredients  
• Has been successfully implemented in a wide range of settings
Research on Evidence-Based Practice
Supported Employment

Randomized Controlled Trials of Supported Employment

• In 13 of 13 studies, SE had significantly better competitive employment outcomes than controls.
• The mean across studies of consumers working competitively at some time:
  – 60% for supported employment
  – 22% for controls

Results of 13 Randomized Control Trials on Supported Employment
Principles of Evidence-Based Practice
Supported Employment

1. Eligibility based on consumer choice
2. Integration with mental health treatment
3. Competitive employment is the goal
4. Job search starts soon after a consumer expresses interest in working
5. Follow-along supports are continuous
6. Consumer preferences are important
7. Personal benefits planning is provided
Principle 1: Eligibility is Based on Consumer Choice

☐ Consumers are not excluded because they are not “ready” or because of prior work history, hospitalization history, substance use, symptoms, or other characteristics.

☐ The only eligibility criteria is the consumer says they want to work.

☐ No one is excluded who wants to participate

Client Factors Do Not Predict Better Employment Outcomes

- Diagnosis
- Substance Use
- Symptoms
- Age
- Hospitalization History
- Education
- Gender

Better Employment Outcomes
Principle 2: Supported Employment is Integrated with Mental Health Treatment

- The employment specialist is assigned to a case management team, attends team meetings regularly, is assigned at least 90% of the clients from the team, and coordinates plans with the treatment team.

- The employment specialist and case managers have frequent, informal contact discussing consumers.

Principle 3: Competitive Employment Is the Goal

- Agency programming devotes the majority of resources to helping consumers get competitive employment rather than sheltered employment, agency-run businesses or other non competitive vocational options.

- Consumers interested in employment are not steered into day treatment or sheltered work.

Definition of Supported Employment
- Mainstream jobs in the community
- Pays at least minimum wage
- Work setting includes people who are not disabled
- Service agency provides ongoing support
- Intended for people with most severe disabilities
Principle 4: Rapid Job Search

- Job search starts and there is employer contact within a month after the consumer expresses interest in working.
- Pre-employment assessment, training and counseling are kept to a minimum.
- Rapid job search is more effective than a step-wise vocational approach.

Principle 5: Follow-Along Supports Are Continuous

- Supported employment staff continue to stay in regular contact with the consumer and (when appropriate) the employer without arbitrary time limits.
- In a study, 71% of clients were still working who continues support, only 28% who discontinued support (Drake, McHugo, 1996).

Principle 6: Consumer Preferences Are Important

- Job finding is based on consumers’ preferences, strengths and work experience, not on a pool of jobs that are available.
- Matching the consumer with the job, work environment and support that meets their desires and needs rather than trying to change the consumer to fit the job.
Principle 7: Individualized Benefits Planning

☐ An employment specialist or other MH practitioner offer clients help obtaining comprehensive, individualized work incentive planning by a trained work incentives planner prior to starting a job.

☐ ES facilitate access to work incentives planning when the clients need to make changes in work hours and pay.

☐ Clients are provided information and help reporting earnings to SSA, housing, etc.
Section Two

Engagement in Supported Employment

Learning Objectives

1. Describe key aspect of engagement of client in supported employment
2. Identify and describe the stages of change as they apply to employment
3. Identify and describe interventions associated with key stages of change

Time Required: 1/2 hour

Outline

1-1 Introduction to Engagement
1-2 Stages of Change Application to Employment
1-3 Key Interventions Associated with Stages of Change
ENGAGEMENT IN EMPLOYMENT SERVICES

Key Concepts:

1. The Employment Specialist develops a working alliance and collaborative partnership with the consumer.

2. Engagement happens in the community.

3. The Employment Specialist enlists the involvement of the consumers’ support system including family when possible and other mental health practitioners.

4. The Employment Specialist does not discontinue services after a client misses a certain number of appointments. Rather the employment specialist continues to reach out to the consumer to find out what is happening. Engagement is particularly important during difficult periods when motivation appears to flag or relapse occurs.

5. The employment specialist never says, “I can’t provide services to her because she is drinking alcohol every day.” The employment specialist and treatment team continue to help the person with work despite the symptoms the person is having. Staff help the client clarify his/her life goals and what barriers exist for achieving them.
Returning or going to work can be a major change in a consumer’s life.

Consumers may be in different stages of change when referred to supported employment services.
Description of Pre-Contemplation and Contemplation

Pre-contemplation

✓ No intention to work in the foreseeable future
✓ Cannot see benefits of working
✓ May feel coerced into working
✓ May try working if pressured, but will soon quit.
✓ Shows resistance to the idea of working

Contemplation

✓ Ambivalence is the hallmark of this stage
✓ Thinks about work and may say they want to work, but has not committed to taking the first steps
✓ Not quite ready to take action
✓ Weighing the pros and cons
✓ Many people get stuck in this stage
Step 1: Assess the client’s motivation to work.

Assessing motivation is not to screen a person out of services and not to give the client the message that “you have to be highly motivated to work or get services”. Assessing motivation is for the purpose of understanding where the client is at in order to know what the next steps for intervention should be.

• Where is the client at in terms of their desire to work?

• What motivates them to work?

• How strong is their motivation to work (1-10 scale)?
## Interventions for Stages of Change

<table>
<thead>
<tr>
<th>Highly Motivated</th>
<th>Unsure, hesitant, somewhat fearful</th>
<th>Does not want to work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Stage</strong></td>
<td><strong>Contemplation Stage</strong></td>
<td><strong>Pre-contemplation</strong></td>
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</table>

### Interventions

**Who:** Employment Specialist and/or Case manager

**Vocational Profile**
- Work Goal
- Strengths/skills
- Benefits
- Needs/barriers

**Job Search**
- Job development
- Job history/resume
- Work on skills during job search
- Interviewing
- Networking
- Informational interviews
- Symptom Management

**Interventions**
- Explain SE services, process and benefits
- Benefits Counseling
- Motivational Interviewing
- Address Fears
- Weigh Pros and Cons
- Increase clients’ self-talk on benefits of work
- Client talk with other clients who are working
- Explore past work experience
- Gently, but regularly inquire about clients’ interest in work.
- Motivational interviewing
- Let client know that work is a possibility
- Explore how the client feels about work and their past experience with working.
- Expose clients to possibilities of work
Section Three

Assessment and The Vocational Profile

Learning Objectives

1. Describe the role of assessment in the EBP-Supported Employment Model.
2. Identify and describe key elements of the Vocational Profile.
3. Identify options for obtaining information to assist in making a good job match.
4. Be able to use a job options worksheet to identify options for a good job match.

Time Required: 2 hours

Outline

1-1 Introduction to Assessment
1-2 Assessment Exercise
1-3 Using the Vocational Profile
1-4 Job Matching
1-5 Job Options Worksheet Exercise
Assessment

Traditional assessments determine work readiness and depend heavily on testing, diagnostic and symptom status and psychiatric history. Predictive validity has not been established and the ineffectiveness of the content of traditional assessments has been documented.

What Are We Assessing For?

A Good Job Match versus Work Readiness

1. Specific to the work environment with implications for how to intervene.

2. Assessment of the consumers’ aptitude for the work.

3. Assessment of whether or not the consumer actually likes the job.

4. Assessment of whether a given work environment is suited to a consumers’ strengths and interests.
The Vocational Profile

The vocational profile should include:

- Work Goal – long and short term
- Work and Educational Background
- Interests & Skills
- Symptom Management and Work
- Disclosure & Accommodations
- Supports and Networking Contacts
- Work Environment Needs

Other Work-Related Factors

- Transportation
- Income and Benefits
- Criminal Record
- Substance Use
- Motivation to Work
Vocational

Consumer's long-term work goal:
- What is your dream job? If you could have any job, what would it be? What kind of job have you always wanted to do?

Consumer's short-term work goal:
- What kind of job would you like to have now?

Can you think of a job you could get now that would be a step towards your ideal job (give you experience towards your ideal job)?

Education/Training Background:
- What is the last school you attended?
- Have you earned any degrees or certifications?
- What is the highest grade you completed?
- Have you had any specialized training?
- What was your major (or the subject you that interested you the most)?

Work History (for each job held):
- What was your most recent job (job title)?
  - What were your job duties?
  - What did you like about that job?
  - What did you dislike the most about that job?
How many hours and days a week did you work?

About how long did you work there?

Why did you leave that job?

Assess Need for Accommodations/Disclosure:
- Do you think the symptoms of your illness ever interfere with your work? In what way?

Would you describe how you feel when you are experiencing symptoms (having a bad day or the consumer's own words for his/her symptoms)?

Do you have any warning that you are about to experience an increase in symptoms (warning you are going to have a bad day)? What are they?

Do you think other people can tell when you are experiencing symptoms (having a bad day)? How could I tell?

Is there anything you can do to decrease or alleviate symptoms during these times (is there anything you can do to help yourself feel better during these times)?

What kinds of situations and tasks cause you to feel stress?

Is getting or taking your medications ever a problem for you when you are working?
Do you think your medications help or hinder your ability to work?

Do you have any limitations that would prevent you from doing certain types of work, or make it difficult for you to do certain types of work?

Please fill out the table below. Mark the second box if the task is a problem for you and then describe how it is a problem (or the extent of the problem) in the describe limitation box. For example, if you can only stand for 15 minutes at a time, check the box next to standing and write “15 minutes at a time” in the describe limitations box.

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<thead>
<tr>
<th>task</th>
<th>X = limited</th>
<th>Describe limitation</th>
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<td>Interacting</td>
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<td>Phone work</td>
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<td>Other</td>
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Additional Comments about limitations:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Do you smoke cigarettes?

How many do you smoke a day?

How long do you think you could work without smoking a cigarette (or how often would you need a cigarette break)?

Do you prefer to work with other people or alone?

What are the most number of days per week and hours per day you could work?

What are the most number of hours you can work in one day?
What time of day would you prefer working (morning, afternoon, evening, night)?

What is your ideal schedule?

Do you have any regular appointments that you would have alter your work schedule for (e.g. medication checks)?

Do you think you need any accommodations for the job you have identified as your goal (explain accommodations)?

If necessary, are you willing to disclose your mental illness to your employer in order to receive accommodations?

Skills and Interests

Job-seeking skills: How have you gone about looking for jobs in the past?

What skills have you learned on-the-job?

What are some things that are important to you in terms of work?

What kind of things have other people told you that you are good at doing (both work and non-work)?

What kind of things do you enjoy doing (past and present)?

What kind of things do you think you are good at doing (past and present)?

What is most desirable/exciting to you about working?

Other Work-Related Factors

Transportation: do you have transportation to go to and from work? What? Is it reliable?

If you have a car, do you have a valid driver's license, insurance?
If you do not have transportation, how do you foresee getting to work?

- Income and Benefits: Do you get any of the following benefits?
  - SSI: ______ amount
  - SSDI: ______ amount
  - Medicaid _____ (yes or no)
  - Medicare _____ (yes or no)
  - Housing Assistance _____ type
  - VA Benefits _____ (yes or no)
  - Other: do you have any other source of income or benefits that might be reduced if you go to work?

- Are there other things we need to consider and address that effect the job search or when I assist you in getting a job for you (e.g. substance use, criminal record/felony charges)?

- Supports and Potential Networking Contacts
  - Type of social supports:
    - Who are family or close friends that you have regular contact with?
    - What do your family/friends think of your plans to work?
    - In what ways are they supportive/helpful? In what ways are they not helpful?

- Potential Networking Contacts for Job Search:
  - Family
  - Friends
  - Neighbors
  - Previous employers
  - Previous teachers
  - Community contacts
  - Other
Work History continued:

• What was your next most recent job (job title)?
  • What were your job duties?
  • What did you like about that job?
  • What did you dislike the most about that job?
  • How many hours a week did you work?
  • About how long did you work there?
  • Why did you leave that job?

• What was your third most recent job (job title)?
  • What were your job duties?
  • What did you like about that job?
  • What did you dislike the most about that job?
  • How many hours a week did you work?
  • About how long did you work there?
  • Why did you leave that job?
Getting Information for a Good Job Match

Ways to obtain information:

→ What does the person do in their free time?

→ What are they good at (hobbies, interests, skills)?

→ Interview family friends.

→ The Any Game (Exercise)

→ Use their strengths assessment

→ Daily log of what I enjoyed…

→ Business Research

→ Informational Interviews

→ Job Tours

→ Job Shadowing
Job Options Worksheet
Example/Exercise

What are the types of jobs I would enjoy?

• Loves sports – loves baseball the most.
• Worked as a janitor in the past and enjoyed some of the work
• People-oriented job

What are the things I value or are important to me about the job or place I work?

• Likes being around people
• Wants a nice boss who is understanding
• Close to home (no car)
• Part-time, Evenings
• Ability to have lots of breaks to smoke
• Simple Tasks
• Working around people

Given the above information, what are some ideas for places to contact for a job?
Job Options Worksheet

What are the types of jobs I would enjoy?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

What are the things I value or are important to me about the job or place I work?

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Given the above information, what are some ideas for places to contact for a job?

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Section Four

The Individualized Employment Plan

Learning Objectives

1. Describe the elements of a good individualized employment plan.
2. Critique goals and objectives based on the elements of a good plan.
3. Using a case example, be able to write a good individualized employment plan.

Time Required: 45 minutes

Outline

1-1 Elements of an Individualized Employment Plan
1-2 Evaluating Goals and Objectives
1-3 Exercise: Writing an Individual Job Search Plan
1-4 Large Group: Evaluate Employment Plans
Individualized Job Search Plan

A Job Search Plan should be:

• Individualized

• Descriptive Course of Action

• Specific rather than generic or vague

• Working Document

Elements of a Good Plan:

✓ A statement of the client’s vocational goals with as much detail as possible

✓ Behavioral objectives to meeting goals

✓ Interventions (small steps) toward meeting each objective

✓ Names of people, services and supports that will help client achieve objectives and interventions

✓ Timeline for achieving objectives and interventions
Do these goals and objectives meet the criteria for a good employment plan?

**Goal: Obtain part-time job**

**Objectives**
- Meet with employment specialist weekly to identify job leads
- Meet with vocational rehabilitation
- Fill out job applications weekly

**What criteria are not met?**
**Example**

**Goal:**
John would like to obtain a part time (15-20 hours per week) job by May 31, 2009 as a cashier in a retail setting and would prefer afternoon shifts.

**Objective: A**
Improve John’s interviewing skills to reduce his anxiety during interviews.

**Intervention: 1**
ES will role play with John as needed using generic interview questions.
People Responsible: John and ES
Target Date: 4/30/09 Date Achieved: 4/15/09

**Intervention: 2**
Identify an employer willing to provide John with a practice interview.
People Responsible: ES
Target Date: 4/30/09 Date Achieved: 4/20/09

**Objective: B**
Assist John to acquire transportation to and from work.

**Intervention: 1**
Contact John’s brother and father to see if one or both could provide transportation to and from work if needed.
People Responsible: John
Target Date: 4/30/09 Date Achieved: 4/15/09

**Intervention: 2**
Obtain a copy of city bus routes and identify best route to workplace and home.
People responsible: John
Target Date: 4/30/09 Date Achieved: 3/31/09

**Intervention: 3**
ES will coordinate with John’s CM and have CM and John ride the bus together as needed to help reduce John’s anxiety about using public transportation.
People Responsible: John, ES, and CM
Target Date: 4/30/09 Date Achieved: 4/30/09
Goal Planning Exercise:
Case Scenario

John would really like to work outside, he likes to keep busy and work with his hands. He is physically healthy and strong. His past work experience has included roofing, carpenter’s helper, and two jobs as a dishwasher in a restaurant. John has his GED.

As you have met with John, he has identified the following barriers to getting and/or keeping a job. These include:

1. He hears voices which, at times, can interfere with his ability to concentrate when looking for a job, interviewing for a job, and actually concentrating on job tasks.

2. He does not currently have a car and he doesn’t know how he would get to work if he got a job.

3. He has a felony on his record for aggravated assault when he became ill.

4. Although he is very motivated to work, is a hard worker, and has the skills to do roofing, carpentry, and dishwashing, he had difficulty communicating his skills and abilities to employers and therefore, does not get many job offers. John typically does not talk much, looks down on the ground, and mumbles when he talks.

5. John has not worked in two years (due to some time in prison and dealing with his illness) and does not know how to explain the gap in working to an employer.
Individual Job Search Plan

Date:

Overall Employment Goal: ____________________________________________________________

__________________________________________________________

OBJECTIVE : ________________________________________________________________

__________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: ____________________________________________
People Responsible: ____________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: ____________________________________________
People Responsible: ____________________________________________________________

DATE OBJECTIVE ACHIEVED __________

OBJECTIVE : ________________________________________________________________

__________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: ____________________________________________
People Responsible: ____________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: ____________________________________________
People Responsible: ____________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: ____________________________________________
People Responsible: ____________________________________________________________

DATE OBJECTIVE ACHIEVED: ________________________________

DATE OBJECTIVE ACHIEVED: ________________________________

DATE OBJECTIVE ACHIEVED: ________________________________

DATE OBJECTIVE ACHIEVED: ________________________________
OBJECTIVE : ________________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: __________________________
People Responsible: __________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: __________________________
People Responsible: __________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: __________________________
People Responsible: __________________________________________________________

DATE OBJECTIVE ACHIEVED: ________

OBJECTIVE : ________________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: __________________________
People Responsible: __________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: __________________________
People Responsible: __________________________________________________________

Intervention: ________________________________________________________________

Target Date: __________ Date Achieved: __________________________
People Responsible: __________________________________________________________

DATE OBJECTIVE ACHIEVED: ________
Section Five

Disclosure

Learning Objectives

1. Define disclosure and identify key elements.
2. Identify pros and cons to disclosure.
3. Describe and give examples of different levels of disclosure.
4. Identify advantages and disadvantages of when to disclose.

Time Required: 45 minutes

Outline

1-1 What is Disclosure?

1-2 Key Elements of Disclosure

1-3 Discussing Disclosure with Consumers: pros & cons, levels of disclosure and when to disclose
Disclosure

Informed Consent to Disclose:
An individual with a psychiatric disability giving permission to another person to provide information about their psychiatric disability at whatever level they choose to a third party after they are informed of the benefits and consequences of providing that permission.

Disclosure or Self-Disclosure:
An individual with a psychiatric disability freely choosing to inform another person about their psychiatric disability at whatever level they choose.

Key Elements of Disclosure

1. Discussing Pros and Cons to Disclosure

2. Discussing Levels of Disclosure and Specific Information to be Disclosed

3. Discussing When to Disclose

4. Discussing Disclosure on More Than One Occasion
Pros & Cons to Disclosure

What are the advantages to disclosing?

What are the disadvantages to disclosing?
Levels of Disclosure

1. Helping and empowering your client to know they are in control of what you disclose to third parties.

2. Discussing specific information to be disclosed and how that information is communicated to employers.

3. Can provide different levels of disclosure to different employers for the same client.

Examples of Levels of Disclosure

• Job candidate is receiving services from your agency – clients’ strengths, skills, abilities.

• Job candidate has challenges. Discussing challenges, such as anxiety, in relation to specific job duties and ways to help the job candidate be successful.

• Job candidate has mental health challenges, but not revealing diagnosis.

• Job candidate has a psychiatric disability.
## When to Disclose?

### Prior to client being hired

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>- If the employer is covered under the ADA accommodations can be negotiated prior to the job start.</td>
<td>- No upfront accommodations can be arranged.</td>
</tr>
<tr>
<td>- ES can assist the client in all phases of the employment process.</td>
<td>- ES may not be able to assist client in the interview process.</td>
</tr>
<tr>
<td>- Sets the stage for ES to provide support at the workplace.</td>
<td>- If problems arise and then disclosure is provided the employer may feel betrayed.</td>
</tr>
<tr>
<td>- Potentially helps to build a trusting relationship with the employer.</td>
<td>- Employer can find ways to circumvent the ADA and not hire your client.</td>
</tr>
<tr>
<td>- Potentially reduces client’s anxiety about “keeping secrets”.</td>
<td>- Client may face potential stigma from co-workers.</td>
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### After the client is hired

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Client does not lose right to disclose, can disclose at any point.</td>
<td>- Employer may feel betrayed.</td>
</tr>
<tr>
<td>- All applicable ADA regulations apply when client discloses.</td>
<td>- Places ES at a disadvantage to negotiate work supports.</td>
</tr>
<tr>
<td>- Client has opportunity to perform without potential stigma from disclosing upfront.</td>
<td>- May create an adversarial relationship with the employer.</td>
</tr>
<tr>
<td>- Client can judge for themselves when an if supports are needed.</td>
<td>- Employer could circumvent the ADA</td>
</tr>
</tbody>
</table>
Other Aspect of Disclosure

1. Discuss disclosure at the beginning of your work with the client.

2. Indicate the client can change their mind at any time to allow or deny disclosure to a specific employer.

3. If the client does not want to disclose, bring up disclosure again periodically – particularly if the client is has not gotten an interview after a period of time.

4. Never require a client disclose to obtain services.
End of Day One

Homework Assignment for Job Development Presentation
1. Learn Introductory Script for Job Development Presentation
2. Review Employer Biography
3. Review Questions for Employers

SES Employer 1\textsuperscript{st} Contact Introduction Script

“Hello, my name is John Smith and I represent ABC Mental Health here in Wichita. If you are like most employers, finding, getting, and keeping good employees is very important. My job as a supported employment specialist is to help individuals who have experienced some challenges in their lives obtain jobs by matching their skills, abilities, and interests with the needs of the employer. But before I can do that I need to obtain some basic information about your business, what you value in the people you hire, and what kinds of positions you hire for. Would it be possible to get an appointment to return and spend about 15 or 20 minutes with you?”

SES Employer 2\textsuperscript{nd} Contact Script

“Mr. Jones as I indicated when we spoke last, purpose of our meeting today is to get some basic information about your business, and to provide you with information about the services I can provide to help you find and keep good employees. This will take about 15 or 20 minutes, is that still ok with you?”

(Begin to ask questions for employer assessment)

Some Examples:

☐ What types of positions do you hire for?

☐ What makes an outstanding employee in your business?

☐ What qualities are you looking for in this position?

☐ Do you have good success at retaining staff without a lot of turnover?
  No? What positions do you struggle with turnover? Why?
Business Biography

<table>
<thead>
<tr>
<th>Interview Date:</th>
<th>Principal Recruiter:</th>
</tr>
</thead>
<tbody>
<tr>
<td>President/CEO:</td>
<td>Company Representative:</td>
</tr>
<tr>
<td>Address:</td>
<td>Title:</td>
</tr>
<tr>
<td></td>
<td>Highest Ranking Manager:</td>
</tr>
<tr>
<td>Phone:</td>
<td></td>
</tr>
<tr>
<td>Person Completing Form:</td>
<td></td>
</tr>
</tbody>
</table>

1. Describe what your company does.

2. How many people do you currently employ: Do they all work at this location?

3. Describe the types of entry-level jobs you typically hire for. What types of skills are critical to these positions?

   A. Full Time:

   B. Part Time:

4. Describe higher-level skilled positions that your company hires for.

   A. Full Time:

   B. Part Time:

5. For which positions do you hire most frequently? Do you recruit at specific times of the year?
6. Describe your typical recruitment process.

7. Would you describe your experiences in recruiting new employees as easy or difficult?

8. What would make your job easier?

9. What makes people successful at your company?

10. What are your future projections for your company?

11. Do you utilize temporary staffing services? If so, how? Do you utilize students or have apprentice/OJT at your company?

12. What format(s) would be most effective and efficient to meet your training and consultation needs?

13. Do you have any current openings that you are trying to fill?

14. How would you prefer to meet and/or interview potential candidates?

☐ In person
☐ Complete application
☐ Telephone
☐ Other: ______________________________________________________

Notes: __________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
_______________________________________________________________________________________________
Section Six

Job Development

Learning Objectives

1. Identify what works and what does not work for job search activities.
2. Define job development
3. Identify key ingredients for engaging an employer.
4. Demonstrate the ability to introduce yourself to an employer during an initial contact.
5. Identify elements of a good employer contact
6. Demonstrate the ability to perform a good employer contact
7. Identify questions to ask an employer to understand their needs
8. Identify information to present the employer about your program and individual job candidates.
9. Identify at least ten ways to obtain a commitment from the employer.

Time Required: 3 hours

Outline

1-1 Introduction to Job Development
1-2 Engaging the Employer
1-3 Getting an Appointment: 1st Employer Contact
1-4 Exercise: Role Play 1st Employer Contact
1-5 Element of Good Employer Contacts
1-6 Role Play Exercise with Employers
How do employers fill a job opening?

The Hidden Job Market

Denise Bissonnette

1. The supervisor hires someone he or she knows.
2. The supervisor hires someone a co-worker knows.
3. Human resources’ hires someone they have already interviewed.
4. The business contact private employment agencies or programs.
5. The business advertised the job in the newspaper.

Anywhere between 80-90% of all jobs are filled using steps 1, 2, and 3. As a Result, only 10-20% of openings ever reach the open job market.

Yet, most job seekers and job developers begin a job search by looking in the newspaper!

✔️ We want to be someone the supervisor knows!
✔️ Our applicants are people the co-workers should know!
✔️ We want our applicants interviewed by Human Resources before an opening!
✔️ If business is advertising in the newspaper, it is probably in great need of an employment resource like your program!
What Does **Not** Work

- Primarily Using the Newspaper and Want Ads.
- Going to businesses and filling out applications.
- Using the internet to find jobs.
- Primarily using large corporations when seeking positions for consumers.

What Works

- Doing a thorough job of finding out what a consumer desires for work and the work environment needs.
- Making a list of employers that have the potential to match what the consumer wants.
- Having face-to-face contact with those employers, developing a relationship, and finding out about the employer
Definition of Job Development

Job Development is the process of facilitating employer decisions to hire people with disabilities by understanding employers’ needs as well as clients’ preferences, abilities and skills.
Engaging the Employer throughout the Job Development Process

1. Your Presentation

2. Building Credibility and Trust

Your Presentation:

- Good Eye Contact
- Firm Handshake
- Be Genuine and Show Enthusiasm
- Smile & Have Engaging Affect
- Dress appropriately and professionally
- Observe your surroundings

Building Credibility and Trust

- The amount of trust employers will have in you is directly related to the amount of information you have/gain about their business.

- Credibility is established by your actions: being consistent, doing what you say you will do, and not over promising.
Getting an Appointment
1st Employer Contact

Introducing yourself

- State who you are
- Who you work for
- What you do
- Purpose of your call

The goal of this call is to get an appointment to meet with the employer to get information about their business and hiring preferences.

Example Introductory Script:
“Hello, my name is John Smith and I represent ABC Mental Health here in Wichita. If you are like most employers, finding, getting, and keeping good employees is very important. My job as a supported employment specialist is to help individuals who have experienced some challenges in their lives obtain jobs by matching their skills, abilities, and interests with the needs of the employer. But before I can do that, I need to obtain some basic information about your business - what you value in the people you hire and what kinds of positions you hire for. Would it be possible to get an appointment to return and spend about 15 or 20 minutes with you?”
2\textsuperscript{nd} Employer Contact

1. State the purpose of the meeting
2. Get Information about the business and hiring preferences of the employer
3. Give information about your program/client based on the employers needs and hiring preferences.
4. Next Steps: getting the employer to make a commitment to move the process forward.

State the Purpose of Your Meeting

1. Short and concise
2. Done at the beginning of every meeting with an employer
3. Establishes why you are there
4. Establishes your professionalism

Sample Script

\textbf{Stating the purpose of the meeting:}

“Mr. Jones as I indicated when we spoke last, the purpose of our meeting today is to get some basic information about your business, and to provide you with information about the services I can provide to help you find and keep good employees. This will take about 15 or 20 minutes, is that still ok with you?”
Getting Information about the Business: Identifying What the Employer Needs

• Listen – spend more time listening than speaking
• Be inquisitive and interested
• Ask Open Ended Questions
• Take Notes
• Use a business biography

Sample Questions for Employer Assessment

• Tell me about your business?
• What are the qualities you look for in your employees?
• What types of positions do you have?
• How many employees do you have?
• How many part-time and how many full-time positions do you have?
• What difficulties do you have in getting and keeping good employees?
• What are the most important values of your organization?
Giving information to the Employer:

Presenting the Benefits of Your Program:

• I get to know the job applicants, their strengths and skills and your needs so that I can screen applicants and recommend those who would most likely be successful in your business.

• I can provide assistance with the person learning the job and doing the job.

• I can give you information that may assist you in helping the person reach their optimal job performance.

• I keep in contact, long-term, with both you and the employee to make sure the placement is successful.

• Work Opportunities Tax Credit

Presenting the Benefits of the Job Candidate:

<table>
<thead>
<tr>
<th>Motivation</th>
<th>Habits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>Abilities</td>
</tr>
<tr>
<td>Training</td>
<td>Attitudes</td>
</tr>
</tbody>
</table>
Next Steps
Getting Commitment

After each employer contact, your goal is to ask for a commitment to move the relationship forward. The following are examples of commitments:

- Return to present benefits of your SE program
- Obtain a list of job descriptions
- Meet with dept. supervisors
- Talk with collaborative employer
- Tour of the company
- Shadow a particular job
- Pre-interview applicant for future opening
- Agree to bypass application process
- Allow me to tag application w/business card
- Allow me to present applicant face-to-face
- Allow me to be present at interview
- Community job tryout
- Agree to hire a job applicant
- Watch a DVD on supported employment
Subsequent Contacts

1. State Purpose of Contact/Agenda of Meeting
2. Get More Information, when needed
3. Give More Information, when needed
4. Get Commitment to the Next Step

If you have enough information to determine a good job match then you can introduce/recommend client for interview or hire.

You have enough information to determine a good job match, but you do not have a good job match.
Section Seven

Follow-Along Supports

Learning Objectives

1. Identify reasons, based on the research, consumers lose their jobs.
2. Identify factors contributing to job retention.
3. Identify key features of effective job supports.
4. Define and describe six main areas of an environmental assessment.
5. Identify three key elements of a work support plan.
6. Demonstrate the ability to write a work support plan for a consumer.

| Time Required: | 1 1/2 hours |

Outline

1-1 Research on Job Retention
1-2 Effective Job Supports
1-3 Using an Environmental Assessment
1-4 Using a Work Support Plan
1-5 Exercise: Writing a Work Support Plan
Follow-Along Supports

Reasons for Job Loss
(Qualitative Study by Rapp & Ridgeway)

- Job was not satisfying or did not match preference.
- Difficult Working Conditions.
- Daily Hassles and Strains
- Limited Assistance
- Ambivalence and Self-Doubt (low self-esteem)

Symptoms/Illness

- Fluctuating course of the illness
- High levels of anxiety
- Fluctuation in mood
- Inability to concentrate due to hearing voices
- Side effects of medications
- Neuro-cognitive impairment

Other

- Discrimination, stigma and negative attitudes of coworkers and supervisors.
- Impaired interpersonal skills
- Abuse of alcohol/drugs
- Performance of specific job tasks
10-Year Follow-up of Day Treatment to Supported Employment Conversion
(Salyers, 2004)

- 92% worked during follow-up
- 47% currently working
- 33% worked at least 5 years
- Many reported increases in hope, self-esteem, relationships
- 86% consumers receiving services

What Contributes to Job Retention?

- Jobs that match consumer preference.
- Good, Supportive Workplace Climates.
- Accommodations
- Cognitive Interventions
- Assistance managing illness
- Employment specialist support and interventions.
Follow-Along Supports that are Not Effective

- How is it going?
- One time a week check in.
- Call me if you are having difficulty.

Structural Features of Follow-Along Supports

- Frequency of contact
- Where to contact
- Getting Information: Specificity in questions
- Interventions that match the need

Approaches Depend on Disclosure

Disclosure

- Information and Intervention with employer
- Job Site Observation and Intervention

Non-Disclosure

- Rely only on off-work site discussions and interventions
Environmental Assessment

1. Assessment of barriers and ability to recommend/provide support or accommodations that will compensate.
2. Assessment of job satisfaction, job match and job fit.

Areas of an Environmental Assessment

Work Quality and Performance
- Follows and retains directions
- Quality of work at standard of employer
- Degree of supervision needed

Work Behaviors
- Attendance/Absences
- Punctuality
- Personal Grooming for the Work Situation
- Behavior

Cognitive (Ability to think critically, plan, organize and problem-solve)
- Sustaining concentration
- Ability to remember and recall information
- Ability to process information
- Ability to respond to information

Interpersonal Relationships
- Cooperation and rapport with co-workers
- Cooperation and rapport with supervisor

Work Attitudes
- Initiatives towards tasks
- Flexibility and Adaptability
- Ability to accept feedback
- Ability to recognize errors and correct them

Physical/Mobility Limitations
- Stamina to complete tasks
- Coordination
- Ability to lift/strength
- Moving
- Standing
Tips on Doing Environmental Assessments

1. Use as a tool to identify areas to improve and use in developing a work support plan.

2. Do not do the whole assessment at one time.

3. Do not go through the document and make the employer/consumer rate each item, use as an informal discussion tool and make ratings later.

4. Use your own observations to make ratings.
Intervention
Work Support Plan

1. Area to Accommodate or Support
2. Intervention/Plan for Accommodation or Support
3. How Often/Date

Example of Work Support Plan

Area to Support:
Difficulty with attendance, many absences

Intervention/Plan
– Work on short-term rather than long-term projects
– Allowing extended periods of absence to accommodate periods of symptom increases

Example of Work Support Plan

Area to Support:
Quality of work tasks are not at standard of employer

Intervention/Plan:
– Clear and predictable timeframes and deadlines
– Regular feedback about job performance
– Clear instructions reviewed often and thoroughly
– Frequent checks for accuracy and completeness of work.
Employer Involvement

1. Obtain agreement on regular, purposeful contacts.

2. Use a systematic method for obtaining employer feedback on employee performance.

3. Devise a clear plan on addressing areas for improvement and areas of success (who will do what, when).
# Work Support Plan

Client ____________________

Employment Specialist ___________________

Job (s) Desired/Obtained:

<table>
<thead>
<tr>
<th>Area to Accommodate or Support</th>
<th>Intervention/Plan</th>
<th>How Often/Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Examples of Areas of Work Performance with Interventions

<table>
<thead>
<tr>
<th>Area</th>
<th>Interventions</th>
</tr>
</thead>
</table>
| Attendance/Absences                       | - Short-term rather than long-term projects  
                                          | - Allowing for extended periods of absence to accommodate periods of symptom increases |
| Punctuality                               | - Flexible Scheduling                                                         |
| Personal Grooming for work situation      | - Job match to fit personal grooming  
                                          | - Clear guidelines and expectations with regard to grooming                    |
| Behavior towards others                   | - Regular feedback about social interactions                                  |
| Work Attitudes                            |                                                                               |
| Initiative toward work tasks              | - Clear and predictable timeframes and deadlines                               |
| Initiative toward working                 |                                                                               |
| Interpersonal Relations                   |                                                                               |
| Cooperation and rapport with co-workers   | - Regular feedback about social interactions                                  |
| Cooperation and rapport with supervisors  | - Work by self with minimal supervision                                       |
| Willingness to help others voluntarily    |                                                                               |
| Ability to accept criticism or feedback   |                                                                               |
| Ability to ask others for help            |                                                                               |
| Work Quality and Performance              |                                                                               |
| Quality of work tasks at standard of employer | - Clear and predictable timeframes and deadlines  
                                          | - Regular feedback about job performance  
                                          | - Clear instructions reviewed often and thoroughly  
                                          | - Frequent checks for accuracy and completeness of work.  
                                          | - Errors are pointed out in a direct manner and directions for correcting them  
                                          | - Predictability, little change in tasks and expectations from day to day  
<pre><code>                                      | - Allowing for extra time to complete projects |
</code></pre>
<p>| Degree of supervision                     |                                                                               |
| Ability to recognize errors and correct them |                                                                               |
| Stamina and persistence in completing tasks |                                                                               |
| Speed in task completion                  |                                                                               |
| Adaptability and flexibility to change in work environment |                                                                               |
| Willingness to accept disliked tasks      |                                                                               |</p>
<table>
<thead>
<tr>
<th>Physical/Mobility Limitations</th>
<th></th>
</tr>
</thead>
</table>
| Stamina to complete tasks   | • Flexibility with regard to pace of work, breaks  
                              | • Clear and predictable timeframes and deadlines   
                              | • Allowing for extra time to complete projects    |

<table>
<thead>
<tr>
<th>Work Environment</th>
<th></th>
</tr>
</thead>
</table>
| Screening out environmental stimuli | • Taking breaks when over stimulated  
                                         | • Asking for a partition to reduce distractions |

<table>
<thead>
<tr>
<th>Cognitive</th>
<th></th>
</tr>
</thead>
</table>
| Sustaining concentration    | • Simple, straight forward tasks and expectations  
                              | • An outlet for creative or social energy to minimize boredom |
| Ability to pay attention (easily distracted) | • Clear, written work protocol and guidelines  
                                               | • Allowing for extra time to complete projects  
                                               | • Asking for a partition to reduce distractions  
                                               | • Working alone to reduce distractions. |
| Ability to remember and recall information |  |
| Ability to process information quickly |  |
| Ability to respond to information quickly |  |
| Ability to think critically, plan, organize and problem solve |  |
| Ability to initiate speech   |  |
RESOURCES

Readings in Employment

Books


Hall, Douglas T. *The Career is Dead- Long live the Career. A Relational Approach to Careers.*

Websites on Employment

**EMPLOYMENT RESOURCE AND TRAINING**

Rehabilitation Continuing Education Program for Region 7 – University of Missouri, Columbia  
www.rcep7.org

Matrix Research Institute  
www.matrixresearch.org

Institute for Community Inclusion – National Center on Workforce and Disability  
www.communityinclusion.org

Diversity World – employment and disability  
www.diversityworld.com

Rehab Research and Training Center on Workplace Supports  
www.worksupport.com

NAMI-Specific info on EBP  
http://ks.nami.org/project.html

Enablemart  
www.enablemart.com

Training Resource Network (these articles cost)  
www.trninc.com/seintlinks.html

Employment Support Institute, School of Business, Virginia Commonwealth University  
www.bus.vcu.edu/esi/index.htm
**ADA**

ADA Homepage  
www.ada.gov

ADA – US Dept of Justice  
www.usdoj.gov/crt/ada/adahom1

Job Accommodation Network  
www.jan.wvu.edu

ADA  
www.adaproject.org

Cornell University-non-discrimination info  

PACER Center  
http://pacer.org/pride/adaQA.htm

University of Iowa-Office of Equal Opportunity & Diversity. Accommodation Plan  
http://www.uiowa.edu/%7Eoaa/topicdis.htm

**BENEFITS AND WORK INCENTIVES**

SSA – Office of Employment Support Programs – work incentives  
www.ssa.gov/work

Social Security Advisory Service (Get Redbook)  
www.ssas.com/main.htm

Kansas Working Healthy Program  
www.das.kucrl.org/medicaid

RSA – Rehabilitation Services Administration  
www.ed.gov/offices/OSERS/RSA

A citizens handbook for the Rehabilitation Act  
www.trfn.clpgh.org
O*Net Online – occupations resource center
Kansas Rehabilitation Services
Ticket to Work

“It Doesn’t Take a Rocket Scientist to Understand & Use Social Security Work Incentives”

OTHER

Disability Employment 101: Learn to Tap Your “HIRE” Potential – This is a manual targeted to employers to hire people with disabilities. This manual is through the US Department of Education’s Office of Special Education and Rehabilitative Services and the Center for Workforce Preparation, an affiliate of the US Chamber of Commerce.

The Employment Intervention Demonstration program Coordinating Center

Office of Disability Employment Policy (ODEP)

Evidence Based Practice in Supported Employment

Kansas Health Care Policy EBP Website:

Center for Mental Health Services: SE-EBP Toolkit

Dartmouth Psychiatric Research Center