2018 Webinar Series

Webinar 2 – 12/5/2018
Planning for the LifeCourse - Employment Uses

Charting the LifeCourse for Everyday Lives -

Today:

- National Community of Practice: Supporting Families throughout the Lifespan – Focusing on the Daily Life and Employment
- Foundational beliefs of the LifeCourse Framework and how they support the employment journey
- LifeCourse tools – Applicability when helping a student envision and plan for their employment dreams and goals.
Everyday Lives: our framework for change

https://www.myodp.org

Values in Action: Recommendations

3. INCREASE EMPLOYMENT

Employment is a centerpiece of adulthood and must be available for every person. The benefits of employment for people with disabilities are significant and are the same as for people without disabilities.

Employment is:
- Feeling proud
- Meeting new people
- Having self-confidence
- Building new skills
- Getting a paycheck
- Paying taxes

Competitive, Integrated Employment (CIE)

- WIOA defines CIE as work that:
  - Is performed on a full-time or part-time basis for which an individual is compensated at a rate that:
    - a) Minimum wage or higher;
    - b) 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; and
    - c) In the case of an individual who is self-employed, 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; and
    - d) Is eligible for the level of benefits provided to other employees; and
  - 2) Is at a location—
    - a) Typically found in the community; and
    - b) Where the employee with a disability interacts for the purpose of performing the duties of the position with other employees within the particular work unit and the entire work site, and, as appropriate to the work performed, other persons (e.g., customers and vendors), who are not individuals with disabilities (not including supervisory personnel or individuals who are providing services to such employees) to the same extent that employees who are not individuals with disabilities and who have similar positions interact with these persons; and
    - c) Presents, as appropriate, opportunities for advancement that are similar to those for other employees who are not individuals with disabilities and who have similar positions.;

Services have evolved to be individualized

Values in Action: My Life, My Way

VALUES STATEMENTS

WHAT IS IMPORTANT TO PEOPLE WITH DISABILITIES?

Everyday Lives in Action: My Life, My Way

Employment/meaningful contribution: I want to work and/or have other ways to contribute to my community. My family, supporters, and community support me to find and keep a real job that I like with good wages and benefits or start and run my own business, and/or volunteer the way I want in my community.
Core Belief:
All people have the right to live, love, work, play and pursue their life aspirations in their community.

The Life Course Principals

- ALL PEOPLE
- FAMILY SYSTEM & CYCLES
- LIFE STAGES & TRAJECTORY
- LIFE OUTCOMES

The Lifecourse Framework:

- Starts with the LifeCourse principles
- Conversation starters
- Problem solvers
- Encouraging creation and ownership of a vision for an everyday life
- Can be used by anyone in any setting
- Focused on all stages of the lifespan

The Life Course Framework
Everyday Life Domains

- **Daily Life and Employment**
  - School/education, employment, volunteering, routines, life skills

- **Community Living**
  - Housing, living options, home adaptations and modifications, community access, transportation

- **Social and Spirituality**
  - Friends, relationships, leisure activities, personal networks, faith community

- **Healthy Living**
  - Medical, behavioral, nutrition, wellness, affordable care

- **Safety and Security**
  - Emergencies, well-being, legal rights & issues, guardianship options & alternatives

- **Citizenship and Advocacy**
  - Valued roles, making choices, setting goals, responsibility, leadership, peer support

The Three Buckets

- **Discovery & Navigation**
  - Info and Training

- **Connecting & Networking**
  - Talking to someone that has been there

- **Goods & Services**
  - Day to Day, Medical, Financial Supports

**OVR Employment Services for Students**

- **Group or Individual Job Shadowing**
  - Onsite experience at integrated community worksite(s) to observe work being done, to learn from people currently practicing in an occupation, and to explore areas of vocational interest.

- **Community Work Instruction (CWI)**
  - Allows multiple students to do real work at the same integrated community worksite to connect school experiences to real-life work activities and future career opportunities. Students will also receive components of independent living skills training and/or workplace readiness training in coordination with their work experience.

- **Work Based Learning**
  - Instructional method that uses community workplaces to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities.

**OVR Employment Services for Graduating Students/Adults**

- **Discovery and Customized Employment**
  - A flexible process designed to personalize the employment relationship between a job candidate and an employer in a way that meets the needs of both. It is based on an individualized match between the strengths, conditions, and interests of a job candidate and the identified business needs of an employer.

- **Supported Employment**
  - An array of coaching services such as assessments, job development, soft skills training, or accommodations support to assist a person with a significant disability with obtaining and maintaining competitive employment in the community.
How can the LifeCourse Framework Help with Employment?

Daily Life and Employment

What you do as part of everyday life—school, job, volunteering, your daily routines, and interdependence.

Information and Resources Bucket

- Discovery and Navigation
- Additional OVR Services for Graduating Students:
  - Counseling and Guidance, Job Placement, On the Job Training Contracts, Financial Aid for Training, Transportation Assistance, Evaluation and/or Purchase of AT, Work Clothing or Equipment Purchase

Agency Involvement: IEP Process

- Special Education Transition Planning: Assessments, Interest/Preference, Academics, Activities to Support Postsecondary Education, Employment, Independent Living
- OMHSAS - County-Based Mental Health Services (CHM)
- OVR - Early Reach Initiative
- Pre-Employment Transition Services (beginning age 14)
- OVR - Pre-Employment Transition Services and Individual Cases (beginning at age 16)
- OVR - Individual Cases
- ODP - ODA Waivers - Based on capacity and eligibility
- ODP - Adult Autism Waiver (AAW) and Adult Community Autism Program (ACAP) - Age 21 and older
- OMHSAS - County-Based Mental Health Services (Adult)

Life Course can help us understand the many benefits of working, beyond making money.

- Earning money is certainly a primary reason for getting a job, but working is also an opportunity to build friendships, learn new things, and achieve a sense of accomplishment and pride.
- Working gives people meaningful structure to their days, builds social capital, and is an important part of adult identity and purpose.
- Having the right job with the right supports can greatly increase a person’s satisfaction and quality of life.

Agency Involvement: IEP Process

- Before, During, and After High School
- Before High School and early High School career
- During High School
- After High School
LifeCourse can help us have **high expectations** and envision the kind of work that will be fulfilling and where we can make a difference.

**Barriers**
- Historically, people with disabilities did not have many chances to work in their communities.
- Low expectations and focus on limitations rather than strengths.
- Low employer expectations – subminimum wage.

**Moving Forward**
- The LifeCourse framework and tools breakdown these barriers – beginning with a **dream**.
- Empowering the person and their family.

The importance of having a vision of a good life

Having a vision sets the dream, the positive expectation for the future.

But without a vision, there is no expectation of what the future might look like.

Connecting and Networking Regional Collaboratives

- Counties, SCOs, ASERT and ODP staff (ID and autism, regional and central office staff)
- Self-advocates and families
- Other human services programs
- Provider agencies and direct support staff
- School districts and IUs
- Broader community partners...

...collaborating to build a vision and a reality of communities where all members are valued, included and supported to have meaningful Everyday Lives.
Employment Coalitions

Interagency Groups that meet regularly to help individuals obtain competitive-integrated employment.

- Western Region – 13
- Northeast Region – 6
- Central Region – 5
- SE Region – 2

Employer Engagement

ODP Regional Structure

*Please Note: Hamburg Center closed in August 2018.

The most powerful force in changing transition outcomes for young people with significant disabilities is not ultimately found in the transition plans we craft, the educational services we offer, the instruction we provide, or the systems we build, but rather in the expectations and aspirations individual parents hold for their sons and daughters. All of these other efforts are no doubt essential, but absent families equipped with a clear and compelling vision for a “good life” after high school, we are missing something utterly essential.

- Erik Carter
  “What Matters Most: Research on Elevating Parent Expectations”
  www.supportsfamilies.org/parent-expectations

LifeCourse Focuses on day-to-day experiences, relationships, supports, and resources that will keep us moving toward our vision.

- What happens everyday is important. Questions to consider:
- Are the experiences we are having today following the trajectory toward our dreams?
- What relationships and opportunities can help make this happen?
- Where can we be involved in community and build those contacts and experiences?
- What skills or training may be helpful in keeping me moving toward my vision of an everyday life?

The LifeCourse Tools lead people to think creatively and anticipate what’s next.
THE LIFECOURSE TOOLS:
Daily Life and Employment

ONE PAGE PROFILE
TRAJECTORY: ENVISIONING YOUR EVERYDAY LIFE
INTEGRATED SUPPORTS AND SERVICES STAR

The LifeCourse Portfolio

The One-Page Profile
- What people like and admire about me
- What’s important to me
- How best to support me

Life Trajectory
- Past and future experiences that support my vision
- Past and future experiences that do not support my vision

Integrated Services and Supports Star
- Exploring, discovering and integrated a combination of supports and opportunities to support my everyday life.

The LifeCourse Tools:
- Conversation starters
- Problem solvers
- Visioning about the future
- Empowering ownership of a vision
- Can be used by anyone in any setting
- Focused on all stages of the lifespan

Benefits of the One Page Profile in an educational setting:
- Students have the opportunity to share and take ownership and pride in what sets them apart, what is important to them and the best ways to support them in the classroom setting.
- A brief but effective way to introduce students to new staff and or substitutes.
- Doing it as a staff provides an avenue for dialog and increases everyone’s sense of value to the team and a way to effectively work together.
- Empower the family to have open dialog during team meetings.
- Focuses on strengths rather than barriers.
Practical benefits of the Trajectory in an educational setting:

- Students have the opportunity to share and take ownership and pride in what their personal visions, hopes and dreams are.
- Provides a timeline of the past, current and future experiences that may/may not be leading towards their vision.
- Empowers the family to have open dialog during team meetings to communicate what their vision is for their children.
- Focuses on creating a path to assist the student and their family to dream big, set high expectations and communicate what they don’t want for their children.

Life Stages and Trajectory Toward the Good Life

What is my vision of an everyday life?

What do I know I DON’T want?
Trajectory Isn’t Always Straight

Getting back on track

Incidents shouldn’t become life sentences

Practical benefits of the Integrated Supports Star in an educational setting:

• Creative approach to support a student in general and also with a specific goal.
• Provides a snapshot of what supports are in place and where there is a need to increase these types of supports.
• Empowers the family to have open dialog during team meetings to communicate a goal they are working on or in general and what supports they have/need and how you can assist them where applicable.
• Focuses on creating a path to connect students and families to resources outside of the educational system to support their vision and goals.

Integrated Supports Employment
Uniqueavatars supports located around town, using a combination of our or different agencies on support helps in place to enhance a student and exposure to support teams. They need to work together.

Integrated Services and Supports Star #1 - Beautician/Stylist
Integrated Services and Supports Star #2 – Makeup Artist/Apprentice in Salon

Questions to Ask and Consider During Different Life Stages - Employment

https://www.lifecoursetools.com
### Questions to Ask and Consider During Different Life Stages - Employment

<table>
<thead>
<tr>
<th>Transition</th>
<th>Adulthood</th>
<th>Aging</th>
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<tbody>
<tr>
<td>Employment</td>
<td>What will I do during the day now that I am an adult?</td>
<td>Can I afford to retire?</td>
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<td>What are the things I really like or want to do?</td>
<td>What will I do to keep busy if I retire?</td>
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<td></td>
<td>Can I find a job or volunteer opportunity that matches my passion or interests?</td>
<td>Do I have funds or support to replace my income when I retire?</td>
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<td>Would I prefer to have a full time job, part time job, volunteer?</td>
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<td>Where can I learn or improve my employment skills?</td>
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<td>Can I turn an interest of mine into a way to earn income/start my own business?</td>
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<td>Who can help me to get a job or start my own business?</td>
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### Questions to Ask and Consider - Individual and Family Life

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<tr>
<th>Prenatal &amp; Infancy</th>
<th>Early Childhood</th>
<th>School Age</th>
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<tbody>
<tr>
<td>Individual and Family Life</td>
<td>What are the routines/strategies that will help you and me throughout the day?</td>
<td>Are you helping me learn ways to communicate my thoughts, ideas, and needs to others?</td>
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<tr>
<td>How can technology assist you with helping me with daily activities?</td>
<td>Are you helping me to start to see myself as separate from you?</td>
<td>Do I know when it’s okay to talk to, who it’s okay to talk to, or what to say?</td>
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<td>Are you sharing information with extended family members so they feel comfortable spending time with me?</td>
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<tr>
<td>What daily independent living skills am I working on as part of my transition plan?</td>
<td>Do I know how to get a job, keep a job or change jobs, and build a long-term career?</td>
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<td>What are we doing at home to prepare for adult life? Are you teaching me everyday living skills such as preparing meals, doing laundry, or household keeping?</td>
<td>How might my life change if I had more money to do things I like?</td>
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<td>Do I have responsibilities at home, school, or in the community?</td>
<td>Has anyone helped me think about what has or hasn’t worked well for me in previous jobs and do I have a plan to address those things?</td>
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<td>What does my ideal day look like?</td>
<td>Have I thought about how to address barriers to getting the job I want?</td>
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<td>What makes a bad day for me (things I want to avoid)?</td>
<td>Would assistive technology help me with college or a career?</td>
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<td>Have you talked to me about how I envision my life as an adult and what I need to reach that vision?</td>
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<td>What supports do I need to continue living as independently as possible in my own home and community as I age?</td>
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<td>Are there community resources for seniors I can utilize, such as Meals on Wheels or housekeeping assistance?</td>
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<td>If I’m still living at home with my parents, what will happen when they are too ill, and with whom?</td>
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<td>How can technology like magnification, assistive listening or other technology assist me to live as independently as possible?</td>
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<td>Do I need help with budgeting or paying bills?</td>
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A Pennsylvania-Specific Daily Life and Employment Booklet is in development.

Anticipated for release in Spring 2019. Stay tuned!

https://www.myodp

Envisioning an everyday life starts with a dream!
We can help students and their families feel empowered, heard and learn in a supportive inclusive environment together. All students should feel like they not only belong but have value...because it’s the path to a good life.

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QUESTIONS?

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