



Supported  
Employment:  
Core Refresher

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<b>SE Core Refresher Agenda</b>	
<b>9:00-9:15</b>	<b>Introductions</b>
<b>9:15-9:30</b>	<b>Supported Employment Overview</b>
	<b>Core Values</b>
	<b>Definitions and Glossary</b>
<b>9:30-11:30</b>	<b>SE Process</b>
	<b>Assessment</b>
	<b>Job Development</b>
	<b>Job Placement</b>
	<b>Job Training</b>
	<b>Job Stabilization</b>
	<b>Natural Supports</b>
	<b>Follow Along</b>
<b>11:30-12:00</b>	<b>LRS SE Individual Placement Model</b>
<b>12:00-1:00</b>	<b>LUNCH</b>

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	<b>Follow Along</b>
<b>11:30-12:00</b>	<b>LRS SE Individual Placement Model</b>
<b>12:00-1:00</b>	<b>LUNCH</b>

### SE Core Refresher Agenda

<b>1:00-2:00</b>	<b>SE Funding Sources</b>
	LRS
	NOW Waiver
	Supports Waiver
	Ticket To Work
<b>2:00-3:00</b>	<b>SSA Benefits &amp; Work Incentives</b>
	SSI
	SSDI
	Medicaid & Medicare
	PASS, IRWE, BWE, SEIE
<b>3:00-3:30</b>	<b>Staying Connected</b>
	APSE
	Louisiana APSE
	CESP

## What is Supported Employment?

- Competitive employment in integrated settings with ongoing supports
- Collaboratively funded service
- Opens the door to employment for people with high support needs
- Individualized package of services
- Place and train model



## CESP Domain: Core Values & Principles

- All people having the right to work and being entitled to equal access to employment in the general workforce
- Zero exclusion
- Disability etiquette
- People First Language
- Job seeker strengths interests and talents
- Full inclusion in the general workforce
- Self determination and empowerment

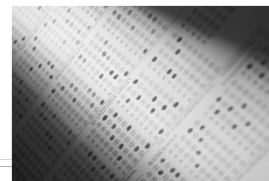


CESP Domains

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## CESP Domain: Individualized Assessment & Career Planning

- Rights and responsibilities related to disclosure of disability
- Counseling job seeker on disability disclosure
- Practices unique to school-to-work
- Rapid engagement in the employment process
- Limitations of traditional vocational evaluation for job seekers with significant disabilities
- Motivational interviewing techniques



CESP Domains

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## CESP Domain: Community Research & Job Development

- Gathering and analyzing labor trend information
- Identifying patterns in job markets
- Disability etiquette
- Maintaining updated information on businesses type of jobs available and locations of jobs within the community
- Developing and communicating effective marketing and messaging tools for employment
- Positioning the agency as an employment service
- Targeting message to specific audience



CESP Domains

## CESP Domain: Workplace & Related Supports

- Communicating with job seeker/employee and his/her natural and paid supports
- Impact of earned income on entitlements
- Transportation for work
- Family support
- Housing/residential staff cooperation
- Gathering clear job expectations from employers
- Preparing and coordinating for the first day on job



CESP Domains

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## CESP Domain: Ongoing Supports

- Scope and limitation of funding sources for ongoing support
- Access to community resources and supports (e.g. transportation counseling food assistance financial housing)
- Impact on benefits/entitlements as earned income changes and ongoing access to benefits counseling (e.g., Community Work Incentive Coordinators)
- Collaboration with employees employers and family members to ensure successful employment
- Support employees for job and/or career advancement



CESP Domains

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## Core Values

### Person Centered Planning

Employment support is guided by the job seeker in order to achieve their career aspirations

### Competitive Employment

The job seeker receives the same rate of pay and benefits as other employees doing the same job. Individuals receive their paychecks directly from the employer.

### Partnership

Job seekers, employers, and direct service providers determine the individualized strategies for providing support that will assist in career enhancement and ultimately facilitate long-term satisfaction for the job seeker and the employer.

### Full Inclusion

When job seekers become employees, the goal is to find inclusion both socially and economically.

[www.employmentforall.ca](http://www.employmentforall.ca)

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## Core Values, cont.

### Job Search

Timely and appropriate support is provided to achieve successful employment. Job acquisition is the goal of supported employment. While volunteering is valuable, it is **not paid employment**.

### Individualized

Negotiate to meet the unique/specific needs of the employer and skills of the job seeker, one person at a time. One job—one person at a time.

### Natural Supports

Employment supports are as unobtrusive as possible and (may) fade over time by building on community support and social capital.

### Long-term Support

All stakeholders require long-term support to ensure employment stability is maintained and career enhancement is achieved.

### Continuous Quality Improvement

Stakeholders are involved in the evaluation of services for the job seeker, and the service provider implements improvements.

## Employment Specialist Duties (aka...Job Coach)

- Get to know job seeker
- Identify job seeker's skills, job preferences, interests, strengths and abilities
- Manage job search and placement
  - Job Development
- Identify accommodation and support needs
- Train on the job site
  - Job Coach
- Develop natural supports
- Fade over time

## SE Model/Components

- ❖ Assessment
- ❖ Job Development and Marketing
- ❖ Job Match & Placement
- ❖ Job Training
- ❖ Fading & Natural Supports
- ❖ Job Stabilization
- ❖ Follow Along

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## Important SE principles

ALL individuals are capable of working in competitive, community based integrated employment if they are provided

1. "instruction/training-systematic
2. The necessary on-going follow along supports



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# Employment Support Options



## Typical Job

Dictionary of Occupational Titles (DOT)



## Job Readiness Training

Training to improve and develop skills to obtain and retain employment including job search, resume writing, interview skills



## Direct Placement

Needs support with Job Development and Interview Process but not much on-the-job training and no follow-along



## Supported Employment

Needs support with Job Development and Interview Process  
Needs on-the-job training and follow-along



## Customized Employment

Needs job carving or negotiation, modified job description, reduced hours or job duties  
Needs more intensive job accommodations and supports including on-the-job training and follow-along

# Some Definitions

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## Customized Employment

A flexible blend of strategies, services, and supports designed to increase employment opportunities for job seekers through negotiating with businesses to meet the needs of both the business and the job seeker.

- <http://www.griffinhammis.com/customizedemployment.html>
- <http://www.marcgold.com/Publications/White%20Papers/Supported%20Employment%20Customized%20Employment%20Matrix.pdf>

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## Employment - Supported or Customized

What's the difference between Supported Employment and Customized Employment?

In theory – nothing

In practice –

- refocused attention to individuals with significant support needs
- refocused attention to creativity in developing employment opportunities – e.g. the “customize”
- refocused attention on the importance of the “assessment” or “discovery”

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## Employment First

Employment First is a concept to facilitate the full inclusion of people with the most significant disabilities in the workplace and community. Under the Employment First approach, community-based, integrated employment is the first option for employment services for youth and adults with significant disabilities.

This philosophy presumes employability of all people in the community regardless of disability. Components include:

- Being the first and preferred outcome for working-age youth and adults with disabilities, including those with complex and significant disabilities, for whom working in the past has been limited, or has not traditionally occurred,
- Using typical or customized employment techniques to secure membership in the workforce, where employees with disabilities are included on the payroll of a competitive business or industry or are self-employed business owners,
- Where the assigned work tasks offer at least minimum or prevailing wages and benefits,
- And where typical opportunities exist for integration and interactions with co-workers without disabilities, with customers, and/or the general public.

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## Job Carving

The process of listing the key components of jobs and employment needs to develop a written proposal for an employer on how those needs can be met.

A proposal typically includes language identifying job tasks for increased work efficiencies and the matching of an individual's skills with workplace needs. (e.g., Job Match Analysis)

This process can result in either job restructuring or job creation.

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## Natural Supports

Support from supervisors and co-workers occurring in the workplace to assist employees with disabilities to perform their jobs, including supports already provided by employers for all employees.

These natural supports may be both formal and informal, and include mentoring, supervision (ongoing feedback on job performance), training (learning a new job skill with a co-worker) and co-workers socializing with employees with disabilities at breaks or after work.

- originate from within rather than from outside the workplace or community system
- are consistent with the culture
- are typically available and/or perceived as usual
- can occur automatically in the workplace, or can be facilitated by job coach

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## People First Language

People First Language (PFL) represents more respectful, accurate ways of communicating. People with disabilities are not their diagnoses or disabilities; they are people, first.

Aiming to avoid perceived and subconscious dehumanization when discussing people with disabilities, as such forming an aspect of disability etiquette, the basic idea is to impose a sentence structure that names the person first and the condition second, for example "people with disabilities" rather than "disabled people", in order to emphasize that "they are people first". The term people-first language first appears in 1988 as recommended by advocacy groups in the United States.

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## Examples of People First Language

### SAY:

People with disabilities  
 He has a cognitive disability  
 She has autism (or a diagnosis of...)  
 He has Down syndrome  
 She has a physical disability  
 He uses a wheelchair

### INSTEAD OF:

The handicapped or disabled  
 He's mentally retarded  
 She's autistic  
 He's Down's; a Down's person;  
 mongoloid  
 She's a quadriplegic/is crippled  
 He's confined to/is wheelchair  
 bound

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## Person Centered Planning

Person Centered Planning is an ongoing problem-solving process in which a person with a disability works with other important people in his or her life to plan for their future. This "person-centered" team meets to identify opportunities for the focus person to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals.

Person Centered Planning depends on the commitment of a team of individuals who care about the focus person. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

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## Systematic Instruction

Systematic Instruction refers to any kind of instructional systems design model or method that: is carefully thought out and designed before activities and lessons are planned; builds upon prior knowledge; and is strategic building from simple to complex. Materials and instruction are organized to follow the logical order of the language. The sequence of the instruction proceeds methodically from the easiest and most basic elements to more difficult and complex material.

Choose Individualized Instructional Strategies:

- Prompts and Cues (e.g., Gestural, Verbal, Model, Physical)
- Explanations and rationales to heighten awareness
- Reinforcements
- Compensatory Strategies (e.g., environment modifications, adaptive equipment)
- Self-monitoring and self-reinforcement

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## Zero Exclusion

The most important, fundamental principle of supported employment is that everyone is included. With the right job match and the right support, everyone can be employed.

**The 2008 UN Convention on the Rights of Persons with Disabilities** "[Rights of Persons with Disabilities](#)" recognizes the right to an "opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to people with disabilities."

Discrimination happens when people are stereotyped or treated unjustly based on their actual or perceived differences. Discrimination can be based on age, ability, ethnic background, gender, language, marital status, national ancestry, political affiliation, race, religion, sexual orientation, or socio-economic status. Therefore, excluding anyone from employment is discrimination.

Supported employment is about actively facilitating gainful and meaningful employment for job seekers.

Pre-vocational work units, sheltered workshops, long-term volunteering or work experiences that are long term, are not considered job acquisition or supported employment.

Ideally, the percentage of employees with disabilities in the workforce should reflect the percentage of persons who live with disabilities in the community (usually 10% or 1 in 10).

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# WIOA – Workforce Innovation and Opportunities Act



**THE INSTITUTE BRIEF**  Issue No. 31  
August 2014

**WIA IS NOW WIOA: WHAT THE NEW BILL MEANS FOR PEOPLE WITH DISABILITIES**  
By David Hoff

*Suggested audience for this brief: policymakers, federal and state agency personnel, service providers, educators*

With the passage of the Workforce Innovation and Opportunity Act (WIOA), Congress has reauthorized the Workforce Investment Act of 1998 (WIA), including the Rehabilitation Act, through 2020. Commenting on the bill's passage, President Obama stated that the bill "will help workers, including workers with disabilities, access employment, education, job-driven training, and support services that give them the chance to advance their careers and secure the good jobs of the future."

What does this 300-page legislation mean for people with disabilities? Major highlights include:

- ▶ A much larger role for public vocational rehabilitation (VR) as people with disabilities make the transition from school to adult life.
- ▶ Efforts intended to limit the use of sub-minimum wage.
- ▶ Required agreements between state VR systems and state Medicaid systems, and state intellectual and developmental disability (IDD) agencies.
- ▶ A definition of "customized employment" in federal statute, and an updated definition of "supported employment" that includes customized employment.
- ▶ A definition for "competitive integrated employment" as an optimal outcome.
- ▶ Enhanced roles and requirements for the general workforce system and One-Stop Career Centers in meeting the needs of people with disabilities.
- ▶ A number of disability agencies moving from the Department of Education (DOE) to the Department of Health and Human Services, including the Independent Living Program.
- ▶ Changes in performance measures, with potentially major implications for VR.

In general, WIOA has the potential for significant advancement in employment of people with disabilities. Here are some more details about the act's anticipated impact:

**Increased VR role in transition:** Each state's public VR program will now have a much larger role in the transition from school to adult life. Under WIOA, 15% of public VR funds must now be used for transition services, specifically pre-employment transition services as defined within the act. These services include job exploration counseling, work-based learning experiences, counseling on post-secondary opportunities, workplace readiness training, and training on self-advocacy. Other services are also allowed if funds are available.

*President Obama stated that the bill "will help workers, including workers with disabilities, access employment, education, job-driven training, and support services that give them the chance to advance their careers and secure the good jobs of the future."*

In addition, each local VR office must undertake pre-employment transition coordination activities, including working with schools and the local workforce development system to engage these entities in transition activities.

**Limitations on sub-minimum wage:** A new section has been added to the Rehabilitation Act, Section 511. It requires (in of one's) a series of steps before an individual under the age of 24 can be placed in a job paying less than minimum wage (almost all of which are positions with community rehabilitation providers in sheltered workshops or enclaves). Section 511 also prohibits schools from contracting with sub-minimum wage providers.

**Requirement for formal cooperative agreement between VR and state Medicaid and IDD agencies:** WIOA requires that state public VR agencies have formal

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## Vocational Rehabilitation under WIOA

### WIOA – Workforce Innovation and Opportunities Act

**Competitive integrated employment** - The Rehabilitation Act previously used "competitive" employment but never defined. WIOA defines competitive integrated employment as full-time or part-time work at minimum wage or higher, with wages and benefits similar to those w/o disabilities performing the same work, and fully integrated with co-workers without disabilities. Considered the optimal outcome under WIOA.

**Customized employment** - "competitive integrated employment, for an individual with a significant disability, based on an individualized determination of the strengths, needs, and interests of the individual with a significant disability," "designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer," and "carried out through flexible strategies." As a result, customized employment is now among the available services from public VR nationally.

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## Vocational Rehabilitation - Cont'd

- **Changes in definition of supported employment:** The adapted definition makes it clear that supported employment is integrated competitive employment, or an individual working on a short-term basis in an integrated employment setting towards integrated competitive employment. In addition, customized employment is now included within the definition of supported employment. Also, the standard post-employment support services under supported employment have been extended from 18 to 24 months.
- **Focus of supported employment state grants on youth:** Under WIOA, half of the money that states receive under the supported employment state grants will now have to be used to support youth with the most significant disabilities (up to age 24), and these youth may receive extended services (i.e., ongoing supports to maintain an individual in supported employment) for up to four years. The definition of "youth with the most significant disabilities" in the implementing regulations will be a key issue.
- **Technical assistance for post-secondary education:** The new law allows the RSA commissioner to fund technical assistance to "better enable individuals with -intellectual disabilities and other individuals with disabilities to participate in postsecondary educational experiences and to obtain and retain competitive integrated employment."
- **Role of VR in One-Stop system:** WIOA designates certain programs as "core programs" in the workforce development system. Public VR is among those designated as a core program, and as such will continue to be a mandatory member of state and local workforce boards. Other core programs are Adult, Dislocated Worker, and Youth workforce investment programs, the state Employment Service (Wagner-Peyser), and Adult Education and Literacy.

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## Vocational Rehabilitation - Cont'd

- **Changes in performance measures:** Under WIOA, the core programs are subject to common indicators of performance. For adults, these include a) entering and retaining employment, b) median earnings, c) obtaining an educational credential (high school diploma, post-secondary credential), d) skill gains via post-secondary education and training, and e) effectiveness in serving employers. These performance measures are a new requirement for state VR programs, and the changes in current VR performance indicators will be a critical implementation issue.
- **Funding of One-Stop infrastructure:** Under the new law, payment for One-Stop infrastructure and other costs will be determined at the local board level. However, if agreement cannot be reached, the governor will develop the requirements for payment of One-Stop costs by One-Stop partners. Under WIOA, public VR can be required to use a maximum of 0.75% of its funds for One-Stop infrastructure, which will gradually increase to a maximum of 1.5% after five years.
- **Increased emphasis on role of general workforce development system:** A number of provisions in WIOA emphasize and increase the requirements for the general workforce development system and One-Stop Career Centers to meet the needs of job seekers with disabilities. These include:
  - Local workforce development boards will have to **ensure that there are sufficient service providers in the local area with expertise in assisting individuals with disabilities** with their career and training needs.

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## Vocational Rehabilitation cont'd

- **Increased VR role in transition:** Each state's public VR program 15% of public VR funds must now be used for transition services, specifically pre-employment transition services as defined within the act to include;
  - job exploration counseling, work-based learning, counseling on post-secondary opportunities, workplace readiness training, and training on self-advocacy.
- ***Limitations on sub-minimum wage:*** A new section has been added to the Rehabilitation Act, Section 511. It requires (as of 2016) a series of steps before an individual under the age of 24 can be placed in a job paying less than minimum wage (almost all of which are positions with community rehabilitation providers in sheltered workshops or enclaves)..
- **Requirement for formal cooperative agreement between VR and state Medicaid and IDD agencies**

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## SE Components

### ❖ **Assessment**

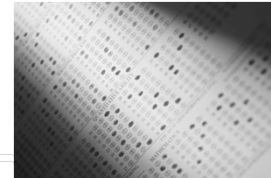
- ❖ Job Development and Marketing
- ❖ Job Match & Placement
- ❖ Job Training
- ❖ Fading & Natural Supports
- ❖ Job Stabilization
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## CESP Domain: Individualized Assessment & Career Planning

- Rights and responsibilities related to disclosure of disability
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CESP Domains

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## Assessment & Career Planning

12. **Traditional vocational evaluation:** effectiveness and limitations for people with significant disabilities.
13. **Person-centered planning processes**, including personal futures/PATH planning, developing circles of support, and their relationship to career planning. 14. Personal career profile development.
- *a) encourage the active participation and decision making of the person served in the career planning process.*
  - *b) interview the individual and others who are familiar with his or her abilities and work history.*
  - *c) identify the impact of an individual's cultural and social background, including class, race, gender, culture, and ethnicity, as well as role in family, church, and community; native and spoken language; and family income.*
  - *d) review individual records and collect pertinent information related to employment.*
  - *e) observe the individual in his or her current daily routines and environments.*
  - *f) explore non-work needs that may impact the achievement and maintenance of employment outcomes.*
  - *g) assess the individual's preferred style of learning, work skills and tolerances, and preferred modes of communication.*
  - *h) integrate relevant employment information regarding each person served into a vocational profile.*

From APSE SE Competencies

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## Assessment & Career Planning

15. **Situational assessments**, paid work trials, job tryouts, volunteer work, or job shadowing: uses and procedures.

- *a) develop career exploration sites aligned with the interests and desires of each individual.*
- *b) assess needed environmental or job-task modifications for the person to succeed in his or her choices of employment settings.*
- *c) assess the availability of community supports and transportation.*
- *d) conduct effective situational assessments, paid work trials, job tryouts, volunteering, and job shadowing.*

16. Assisting individuals to develop personal career goals and meaningful career plans.

17. Writing meaningful vocational objectives.

18. Making referrals to appropriate agencies, organizations, and networks based on individual career plans.

From APSE SE Competencies

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## Assessment Definition

Information that is gathered from a variety of sources across a variety of environments identifying a consumer's skills, preferences, abilities, interests and support needs as related to their employment goals. The process of evaluating a client's potential for successful competitive employment is based on the following information:

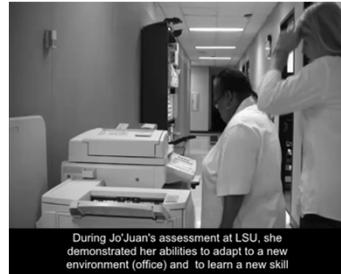
- Interviews
- Informal observations,
- Information gathering
- Interpretation of formal standardized evaluations,
- Behavioral assessment of skills and abilities

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## Situational Assessments

Situational assessment (also known as job sampling, on-the-job assessment, or environmental assessment), is assessment using actual employment and community settings.

These assessments are typically used to augment the community-based assessment information and are conducted at work settings.



During Jo'Juan's assessment at LSU, she demonstrated her abilities to adapt to a new environment (office) and to learn a new skill

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## Trial Work Assessment

Trial Work Assessments are used when there is reason to believe that the individual may not be able to benefit from SE services

Required by federal law if VR denies eligibility for the individual

The Rehabilitation Act requires that a trial work assessment be completed to ensure that the individual has been assessed at various work environments



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## SE Components

- ❖ Assessment
- ❖ **Job Development and Marketing**
- ❖ Job Match & Placement
- ❖ Job Training
- ❖ Fading & Natural Supports
- ❖ Job Stabilization
- ❖ Follow Along

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## Community Research & Job Development

- Gathering and analyzing labor trend information
- Identifying patterns in job markets
- Disability etiquette
- Maintaining updated information on businesses type of jobs available and locations of jobs within the community
- Developing and communicating effective marketing and messaging tools for employment
- Positioning the agency as an employment service
- Targeting message to specific audience



CESP Domains

## Marketing Job Development

### 19. Marketing plans targeted to employers.

- *a) gather current information about local job opportunities, including labor trends, employer needs, and job requirements.*
- *b) use local employment studies, conduct market surveys, research business groups, and other methods for updating information about employment opportunities in the local job market.*
- *c) develop a viable Employer Advisory Committee.*
- *d) target and identify types of businesses to contact based on the needs and interests of job seekers.*
- *e) develop a system for compiling and organizing information on businesses.*
- *f) develop a file of pertinent information on each employer identified.*
- *g) maintain updated information on new area businesses, type of jobs available, and locations of job sites within the community.*
- *h) analyze the gathered information to identify trends in the local job market.*

## Marketing Job Development

### 20. Effective marketing messages for supported employment.

- *a) position the agency as an employment service.*
- *b) target messages to audience needs.*
- *c) describe services that the agency provides to employers.*
- *d) use language and images that do not disclose the presence of disabilities in the job seekers represented.*

### 21. Effective marketing tools for supported employment.

- *a) publication strategies for marketing employment services, including: employment brochures, employment fact sheets, cover letters to businesses*
- *b) presentations to individuals and/or parent groups, advocacy groups, local civic organizations, service providers, and employers.*
- *c) participation in community business organizations.*
- *d) consultant to businesses on disability issues.*

## Marketing Job Development

- 22. Job seeker portfolios, including resume, letters of introduction, and references.
- 23. Personalized job development and relationship marketing, utilizing personal networking.
- 24. Maximally involving job seekers in the job search process, including participation in completing job applications and interviews.
- 25. Understanding workplace cultures and climates.
- 26. Job matching strategies.
- 27. Employer contact, including approaches and presentations.
- 28. Negotiating typical job designs, including hours, wages, tasks, work area, breaks, orientation, training, and supports.

From APSE SE Competencies

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## Marketing Job Development

- 29. Job carving: identifying and recommending job carving options.
- 30. Equal Employment Opportunity Commission regulations that govern non-disclosure of disability to employers.
  - *a) identify job development and marketing issues that arise related to disclosure.*
  - *b) appropriately handle employer questions about job seekers' disabilities.*
- 31. Work incentive provisions available to employers for hiring employees with disabilities, including: Work Opportunity Tax Credit, Arc Wage Reimbursement Program, Disabled Access Tax Credit, Architecture?/Transportation Tax Deduction, VR On-the-Job Training Wage.
- 32. How to close employer contact meetings that result in a job or interview offer.

From APSE SE Competencies

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## Job Developer Duties

- Contact potential employers
- Develop job leads
- Capitalize on strength of job seeker
- Assist with resume, applications & cover letter
- Identify employer needs
- Negotiate with employers
- Secure job match for job seeker

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## Skills Employers Want:

- Soft Skills
  - Attendance
  - Punctuality
  - Teamwork
  - Work Ethic
  - Ability to Follow directions
- Hard Skills
  - The specific physical and mental skills that an individual needs to perform his or her job.
  - Performing the “essential functions” of the job (ADA)



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## Tips for Developing the Resume

- Maximize the content of your resume...skills, strengths and abilities
- Use keywords that are reflected in the job opening
- Tailor each resume to each job opening
- Keep it short and simple
- Highlight education and/or training programs
- Including References will benefit you greatly

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## Resume portfolios

- ❖ Resume
- ❖ Letters of Recommendation/Reference
- ❖ Certificates
- ❖ Photos
- ❖ Video
- ❖ Awards/Accomplishments
- ❖ Unique Skills/Abilities
- ❖ Hobbies/Interests

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## SE Components

- ❖ Assessment
- ❖ Job Development and Marketing
- ❖ **Job Match & Placement**
- ❖ Job Training
- ❖ Fading & Natural Supports
- ❖ Job Stabilization
- ❖ Follow Along

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## Job Match & Placement

### *Job Analysis and Design*

#### 36. Comprehensive job analysis

- *a) identify strategies for creating or designing jobs that make use of integrated and natural supports.*
- *b) evaluate the integration potential offered by a position, including physical, social, and cultural factors.*
- *c) determine effective methods to establish natural supports within work environments.*
- *d) list job duties and requirements of the job in sequence and the approximate time required to perform each task.*
- *e) identify and describe each job skill that an employee will be required to perform.*
- *f) identify job modification and accommodation strategies.*
- *g) identify reinforcers natural to the work site.*

From APSE SE Competencies

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## Job Match & Placement

### *Job Acquisition*

33. Appropriate communication with relevant team members (e.g., job seeker, parents/caregiver, rehabilitation counselors) to ensure all members are fully informed.

34. Social security benefits and their impact on employment.

35. Preparations for the first day on the job (e.g., transportation, employment-required medical examinations and testing, special equipment, uniforms).

From APSE SE Competencies

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## Job Match & Placement

### *Worker Orientation*

37. *Travel/transportation arrangements and training for getting to and from the job.*

38. Strategies for establishing effective entry into a job.

- *a) maximize hours on the job, including natural social times (breaks and lunch).*
- *b) ensure the new employee is introduced to coworkers by worksite personnel.*
- *c) Adhere as closely as possible to typical new employee orientation and training procedures.*
- *d) Ensure necessary modifications and accommodations are in place.*

From APSE SE Competencies

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## Job analysis

Should be completed using:

- 1) interviews with employer and coworkers;
- 2) observation of the job; and
- 3) a summary review of the information collected during a and b.

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## Job Match Analysis

Before accepting/agreeing to the placement for an individual, make sure that:

- There is informed choice – that the individual actually had a choice
- There is reliable transportation
- The wage and hours are sufficient to meet the individual's needs
- The individual understands how working will affect his or her benefits
- The provider has identified sufficient supports and strategies that the individual will need to be successful
- There is a clear understanding that the individual will receive long term support for as long as s/he is employed.

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## Job Placement Considerations

Individuals in supported employment typically need some “tailoring” of job duties or negotiations with the employer – if the placement is a “off-the-shelf” type of job without any special accommodations then make sure that the position “fits” the individual

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## SE Components

- ❖ Assessment
- ❖ Job Development and Marketing
- ❖ Job Match & Placement
- ❖ **Job Training (aka Job Coaching)**
- ❖ Fading & Natural Supports
- ❖ Job Stabilization
- ❖ Follow Along

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## Workplace & Related Supports

- Communicating with job seeker/employee and his/her natural and paid supports
- Impact of earned income on entitlements
- Transportation for work
- Family support
- Housing/residential staff cooperation
- Gathering clear job expectations from employers
- Preparing and coordinating for the first day on job



CESP Domains

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## Ongoing Supports

- Scope and limitation of funding sources for ongoing support
- Access to community resources and supports (e.g. transportation counseling food assistance financial housing)
- Impact on benefits/entitlements as earned income changes and ongoing access to benefits counseling (e.g., Community Work Incentive Coordinators)
- Collaboration with employees employers and family members to ensure successful employment
- Support employees for job and/or career advancement



CESP Domains

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## Job Training

### *Workplace Supports*

39. Strategies for developing workplace supports.

- a) define natural supports and rationales for their use.*
- b) analyze work cultures to better understand sources of support and social relationships at the worksite.*
- c) facilitate training of supported employees by coworkers.*
- d) identify artificial support strategies that can stigmatize or stereotype supported employees.*
- e) facilitate mentor relationships between supported employees and coworkers.*

## Job Training

40. Systematic training, including task analysis, natural cues and reinforcers, error correction procedures, and self instruction techniques.

- a) task analyze job duties that require instruction.*
- b) conduct a baseline assessment from a task analysis.*
- c) analyze baseline data.*
- d) establish an instructional plan that includes: schedule for training, instructional procedures, natural prompts, natural reinforcers, reinforcement procedures, and evaluation/data collection procedures.*
- e) utilize effective verbal, visual, auditory, and/or tactile prompts.*
- f) understand individualized reinforcement strategies, including: reinforcement preferences and hierarchies, satiation effects, effect of quantity and quality, and natural versus artificial approaches.*
- g) define the various reinforcement schedules: continuous, fixed ratio, variable ratio, fixed interval, variable interval, and how to fade reinforcers to naturally occurring levels.*
- h) identify and promote use of naturally occurring reinforcers and natural cues.*
- i) develop data collection procedures using frequency, duration, interval, and performance scoring.*
- j) describe how to enhance natural cues and reduce dependence on prompts.*
- k) describe strategies to systematically fade prompts and other forms of assistance.*
- l) analyze a graph to determine the progress of a worker over time.*

# Job Training

## *Job Site Adaptations*

41. Job adaptations and accommodations that match the needs of the worker and employer.
- a) identify commonly available and non-stigmatizing accommodations and modifications.*
  - b) develop individualized adaptations.*
  - c) teach the use of assistive technology.*
  - d) assess the ongoing need for, and appropriateness of, adaptations and accommodations.*

## *Appropriate Social Behavior on the Job*

42. Assisting individuals to meet the social behavior expectations of the workplace culture.
- a) identify cultural norms of the workplace culture.*
  - b) describe behaviors in measurable and observable terms.*
  - c) assess the communicative functions of behavior.*
  - d) identify consequences that may maintain interfering behaviors.*
  - e) identify considerations before implementing behavioral procedures.*
  - f) describe the relationship between behavior and environment, including the events and situations that predict occurrences of behaviors.*
  - g) Develop appropriate strategies for supporting individuals to acquire social behaviors.*
  - h) understand methods of reinforcement procedures, including DRO, DRI, DRL and Alt-R. Stabilization*

# Job Training

## *Job Site Adaptations, cont.*

43. Maximizing worker job performance and social integration.
- a) monitor worker on-task behavior.*
  - b) develop strategies to increase worker productivity, if necessary.*
  - c) assist the worker in using self-management strategies.*
  - d) expand worker performance so it generalizes across supervisors, job duties, and diverse social contexts.*

## Marc Gold



***'A lack of learning in any particular situation should first be interpreted as an inappropriate or insufficient use of teaching strategy, rather than an inability on the part of the learner'***

(Gold, 1980, p. 3).

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## Job Coach Duties

- Prepare Client for Job Entry
- On-The-Job Training and Instruction
- Identify Needed Accommodations
- Develop Compensatory Strategies
- Facilitate Appropriate Social Interactions
- Develop Fading Schedule
- Identify Natural On-going Supports
- Identify Contingency Plan

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## Job Coaching

- Individualized
- Diminishes over time
- Might that look like.....
  - First week– Job Coach present at the job site all the time
  - First month– Job Coach present at the job site nearly every day for some time
  - Second week/month – Job Coach present only on “difficult” tasks/days
  - Third week/month –Job Coach makes regular spot checks, active training and intervention has been successfully completed
  - Fourth Month – Extended Follow Along – Job Coach stops by work site two times per month

\*\*\*\*\*Please realize that for some individuals, - especially those who have a mental health diagnosis – the intervention may need to occur OFF and ON the employment site\*\*\*\*\*

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## Job Coaching

- Fade Gradually...over Time
- Caution when
  - Job Coach spends little to no time at the job site
  - There is no evidence of any “real” assistance
  - Strategies for employment related issues only involve “counseling” or “talking” to the supported employee

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# Sequence of Job Duties

Sequence of Job Duties							Sequence of Job Duties						
Employee: _____			Job Site: _____				Employee: <u>Ronald McDonald</u>			Job Site: <u>Taco Bell</u>			
Job Title: _____			ESP: _____				Job Title: <u>Lobby Attendant</u>			ESP: <u>Job Coach</u>			
<input type="checkbox"/> Daily, Job duties remain the same everyday			<input type="checkbox"/> Varies Day to Day, Job duties vary from day to day (if checked complete a separate form for each different sequence; circle day or days for which this form is completed)				<input checked="" type="checkbox"/> Daily, Job duties remain the same everyday			<input type="checkbox"/> Varies Day to Day, Job duties vary from day to day (if checked complete a separate form for each different sequence; circle day or days for which this form is completed)			
Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Approximate Times		Job Duty					Approximate Times		Job Duty				
							10-10:02		Clock in				
							10:02-10:05		Consult with supervisor				
							10:05-10:30		Clean glass doors and dirty windows				
							10:30-11:00		Sweep and mop lobby				
							11:00-11:30		Clean Bathrooms				
							11:30-1:00*		Gather trays, wipe and return to tray pick up area				
							11:30-1:00*		Clear tables of garbage and Wipe clean, neatly push in chairs				
							11:30-1:00*		Clean drink dispenser area				
							11:30-1:00*		Refill condiments trays, drink tops and straws as needed				
							1:00-1:30		Clean and sweep outside entrance and sidewalk areas				
							1:30-1:55		Clean Bathrooms				
							1:55-2:00		Clock out				
Comments: _____							Comments: Duties during the peak lunch period of 11:30-1:00 are completed in a continuous rotation.						
Signature: _____ Date: _____							Signature: _____ Date: _____						

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## Developing a Task Analysis

- Identify all required materials, tools and equipment
- Each step is **one** observable behavior
  - resulting in a visible change towards completing the task
- Build in natural cues and compensatory strategies
  - resulting change in one step becomes the natural cue to begin the next step
- Steps are chronologically ordered
- Each step is in narrative form using least number of words: descriptive, precise and avoids ambiguities
  - Words can be used as verbal prompts
- Task is completed as efficiently as possible
- Simplify complex steps
- Try to eliminate discrimination (i.e., having to determine if a task was completed with good quality), instead build in quality.
  - Remove decisions so task steps are repeatable and standardized
  - For example, "clean entire area in a specific pattern to cover all areas" instead of "clean only dirty areas".
- Test the task analysis and modify as needed

*Adapted from: Moon, S.M., Inge K.J., Wehman, P., Brooke, V., & Barcus, J.M. (1990). Helping persons with severe mental retardation get and keep employment: Supported employment issues and strategies. Baltimore: Paul H. Brookes Publishing Co.*

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# Task Analysis

### Task Analysis Form

Trainer: \_\_\_\_\_

Customer: \_\_\_\_\_

Environment: \_\_\_\_\_

Work Cue: \_\_\_\_\_


**Data Collection:**

+	independent correct response	m	model prompt
-	incorrect response	p	physical prompt
v	verbal prompt		

### Task Analysis Form

Trainer: John

Customer: Ronald McDonald

Environment: Restaurant

Work Cue: Clean Table

Obtain one soft cloth, one clean cloth, drying cloth, bucket with clean clear water filled half.	-	V																	
Fill the sink with warm water.	+	+																	
Add 1/2 cup of vinegar and/or a small amount of dish soap.	P	V																	
Agitate the water to mix well.	M	V																	
Moisten the soft cloth with the sudsy water or vinegar mixture.	P	V																	
Bring bucket, clean cloth and moisten cloth to table.	+	+																	
Use the moisten cloth to wipe the table. Pay special attention to edges and any designs that may hold dirt. The vinegar and/or soap will disinfect as it removes the daily grime from meals and children.	P	P																	
Rinse the cloth with bucket of clean water.	P	+																	
Wipe the table again with the rinsed clean cloth.	P	P																	
Dry the surface with a dry, soft cloth or allow it to air dry completely before allowing the table to be used again.	P	+																	

**Data Collection:**

+	independent correct response	m	model prompt
-	incorrect response	p	physical prompt
v	verbal prompt		

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## SE Components

- ❖ Assessment
- ❖ Job Development and Marketing
- ❖ Job Match & Placement
- ❖ Job Training
- ❖ **Fading & Natural Supports**
- ❖ Job Stabilization
- ❖ Follow Along

## Fading

Fading is the process in which the job trainer, over a period of several weeks or months, **slowly and systematically decreases his or her presence on the job site.**

The actual schedule of fading is determined by the client's ability to perform job tasks independently and to maintain a satisfactory level of work performance when the trainer is off-site.

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## Natural Supports

- Used to help people keep the job once Job Coach has faded
- Provided spontaneously or through facilitation
- Categories include:
  - Training Supports (e.g., Systematic Instruction, Task Analysis, Videos)
  - Organizational Supports (e.g., Schedules, Alarms)
  - Social Supports (e.g., Who and What to do When)

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## SE Components

- ❖ Assessment
- ❖ Job Development and Marketing
- ❖ Job Match & Placement
- ❖ Job Training
- ❖ Fading & Natural Supports
- ❖ **Job Stabilization**
- ❖ Follow Along

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## Job Stabilization

Occurs when individual is performing job duties **independently 80% of the time**

Support time should diminish over the length of employment

Retraining or assistance may be needed at times but support should decline over time

Make sure there are strategies in place to help with supports and retraining needs – strategies that will work without the employment staff present

Be leery of an individual “achieving” stabilization within a month of placement , it’s possible but unlikely - either the individual didn’t need SE services – or the individual may under-supported at the worksite

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## SE Components

- ❖ Assessment
- ❖ Job Development and Marketing
- ❖ Job Match & Placement
- ❖ Job Training
- ❖ Fading & Natural Supports
- ❖ Job Stabilization
- ❖ **Follow Along**

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## Ongoing Supports

44. Sources for long-term, ongoing support.
45. Supporting individuals, families, and employers/coworkers over time.
46. Evaluating quality in supported employment services through outcome measurement, satisfaction indicators, and process indicators.
47. Ongoing review of the supported employee's performance
- *a) determine supervisor's satisfaction with assistance provided by employment consultant. b) determine supervisor's satisfaction with performance of supported employee.*
  - *c) determine additional or different support needs.*
  - *d) obtain additional information regarding supported employee's progress from family members, coworkers, counselors, or support coordinators.*
  - *e) conduct on-site observations to evaluate job performance.*
  - *f) record progress in a consistent manner.*

From APSE SE Competencies

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## Ongoing Supports

- 48. Collaborative working relationships with other human service professionals.
- 49. Supporting the job seeker and family in self-advocacy.
- 50. Circles of support as an ongoing resource.
- 51. Community resources that will assist supported employee in maintaining and improving his or her quality of life.
- 52. How to handle job stress and burnout.

From APSE SE Competencies

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## Follow Along

Follow Along is the process of on-going assessment of a client's job performance which begins after the job trainer has faded from the job-site.

Methods of evaluating client progress include written evaluations, periodic on-site visits and telephone contact. These methods allow the job trainer to monitor a client without being on the job-site on a daily basis and can last for an indefinite period of time.

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# LRS Supported Employment Individual Placement Model

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SE COMPONENTS MAP TO LRS MILESTONE SYSTEM

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LSU HSC HUMAN DEVELOPMENT CENTER

## Louisiana Definition Mapping

Vocational Rehabilitation Services (VR) = Louisiana Rehabilitation Services (LRS)

Community Rehabilitation Provider (CRP) = LRS Vendor

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# LRS Documentation Summary

		Send to LRS	Auth rcvd	Sent to LRS	Pay rcvd
<b>Intake</b>	When Authorization for Assessment is received, Provider must contact consumer within 1 week				
<b>Community-Based Assessment (CBA)</b>	Within 90 days, after three separate assessment meetings and Assessment is completed.	<ul style="list-style-type: none"> <li>• SE1</li> <li>• SE1A</li> <li>• Invoice (\$500)</li> </ul>			
<b>Monthly during Job Development</b>	After IPE is signed, send SE2 monthly until job match is found.	<ul style="list-style-type: none"> <li>• SE2</li> </ul>			
<b>MILESTONE 1 (One Week)</b>	Job Placement: After seven days of employment send to LRS	<ul style="list-style-type: none"> <li>• SE2</li> <li>• SE2A</li> <li>• SE4</li> <li>• Invoice (\$2000)</li> </ul>			
<b>MILESTONE 2 (One Month)</b>	After one (1) month of employment (Job retention).	<ul style="list-style-type: none"> <li>• SE3</li> <li>• SE4</li> <li>• Check stubs</li> <li>• Invoice (\$1000)</li> </ul>			
<b>Monthly until Case Closure</b>	Send SE4 monthly until case closure.	<ul style="list-style-type: none"> <li>• SE4</li> <li>• Check stubs</li> </ul>			
<b>MILESTONE 3 Job Stabilization</b>	When Job Stabilization occurs – 80% independent (Transition to Extended Follow-Along)  Case record must document the date job stabilization occurs and transition to extended follow-along occurs.	<ul style="list-style-type: none"> <li>• SE3</li> <li>• SE4</li> <li>• SE5</li> <li>• Check stubs</li> <li>• Invoice (\$1000)</li> </ul>			
<b>MILESTONE 4 (90 Days Consecutive after Milestone 3)</b>	Minimum 90 days of consecutive work days following Milestone 3 Successful Case Closure	<ul style="list-style-type: none"> <li>• SE3</li> <li>• Check stubs</li> <li>• Invoice (\$2250)</li> </ul>			
<b>High Quality Indicators</b>	If two of the three high quality indicators are met, per official documentation from the employer, an additional payment of \$1,000.00 is made to the vendor at the time of Milestone 4 payment <ul style="list-style-type: none"> <li>• Consumer is employed 25 or more hours per week</li> <li>• Consumer is compensated at or above \$10.00 per hour</li> <li>• Health insurance benefits are made available to the consumer through the employer</li> </ul>	<ul style="list-style-type: none"> <li>• Consumer's most recent pay check stub or other official documentation provided by the employer</li> <li>• Invoice (\$1000)</li> </ul>			

## Referral / Intake

Community Rehabilitation Provider (CRP), aka SE vendor, receives Purchase Authorization for Assessment from LRS

CRP must contact consumer **within 1 week\***

**Job Seeker completes:**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>➢ Intake Form</li> <li>➢ Employment History Form</li> <li>➢ Legal Status</li> <li>➢ Privacy Practices</li> <li>➢ Confidential Agreement</li> <li>➢ Waiver Of Confidentiality</li> <li>➢ Hold Harmless Agreement</li> </ul> | <ul style="list-style-type: none"> <li>➢ Media Consent &amp; Revocation</li> <li>➢ Grievance &amp; Signature Page</li> <li>➢ Rights Of Individual</li> <li>➢ I-9</li> <li>➢ W-4</li> <li>➢ 8850</li> <li>➢ ...</li> </ul> |
|---|---|

*\*Let your LRS Office know if you have a substantial waiting list so that this can be explained to consumers before referrals are made*

## Community Based Assessment

LRS Payment is \$500

- Authorization for Assessment Received - Supported Employment Vendor **contacts consumer within 1 week**
- Community-Based Assessment – Employment Specialist meets with client on **at least three separate occasions in at least three different settings in the community** to obtain the necessary information.
- Employment Specialist may also review any available documentation (e.g., intake packet, LRS file, resume, etc.) and interview others (e.g., client's family, friends, former teachers and supervisors) for additional information.
- Within 90 days, send to LRS:
  - SE1 - Supported Employment Community Based Assessment Narrative Report
  - SE1A - Supported Employment Community Based Assessment Activities Form
  - Invoice for \$500

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## LRS Assessment Quality Indicators

- Identifies an appropriate vocational goal
- Identifies support needs
- Conducted in **three different places** in the community and on **more than one day**
  - *( For LRS: Consumer's home is not considered one of these three places)*

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## LRS Staffing / IPE Signed

After receipt of the assessment report, “staffing” held with:

- job seeker
- vendor
- LRS counselor

Individual Plan for Employment (IPE) is signed by job seeker

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## MILESTONE 1 - Job Placement / First Week of Employment

LRS Payment is \$2000

- Employment is found
- Employment Specialist ensures a good job match by completing Form SE2A (Job Match Analysis) prior to client starting work
- Employment Specialist provides support and job site training/ job coaching for client to begin and continue working
- After one week of work, SE vendor sends to LRS:
  - SE2A - Job Match Analysis
  - Final SE2 - Job Development and Placement Activities Log
  - First Week of SE4 - Job Coaching Time Log
  - Invoice for \$2000

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## M-1 Quality Indicators

- SE:2 submitted for each month of job development until consumer is placed
- Placement matches vocational goal of IPE
- No temporary or seasonal employment
- Consumer and counselor must agree with placement
- Consumer maintains job for seven days and reports satisfaction to the vendor
- SE:4 completed to document the job coach accompanied consumer to the job the first day of work
  - Dropping off the consumer is not sufficient

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## MILESTONE 2 - One month Job Retention

- LRS Payment \$1000
- Employment Specialist continues support and job coaching, intensive at first and gradually fading over time
- After one month of work, SE vendor sends to LRS:
  - SE3 – Job Retention Progress Report
  - SE4 – Job Coaching Time Long
  - All Check Stubs
  - Invoice of \$1000

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## M-2 Quality Indicators

- Consumer completes one month of employment (cumulative not consecutive)
- Documented with pay stubs
- SE:3, Job Retention Progress Report, completed and signed by vendor and consumer
- SE:4, Job Coaching Time Log, completed by job coach, vendor manager and consumer

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## SE3 – Job Retention Progress Report

- Use feedback from employee, employer, coworkers
- Look at progress as well as areas in need of support – or for any issues that are new...
- Be leery of general comments – “doing well” “john’s happy” – ask for specific measurements, e.g.,
  - John arrived at work on time every day except once (if getting to work on time was an issue)
  - Sally remembered to punch in and out everyday without prompting (if sequencing/or remembering was issue)
  - When problems are identified (and they should be) make sure that the strategy for resolution is appropriate

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## Milestone 3 - Job Stabilization / Transition to Extended Follow-along

- LRS Payment is \$1,000
- **Minimum two months** of job retention
- Job Stabilization Occurred
  - Job Coach has gradually faded over 2-4 months of employment as needed until client is performing job independently **80% of the time**
- Natural Supports Plan Identified (SE5)
  - Strategies and coworkers are identified that provide the client with support when job coach is not present
- When Job Stabilization occurs, after minimum of two (2) months, vendor records the date and sends to LRS:
  - SE3 – Job Retention Progress Report
  - SE4 – Job Coaching Time Log
  - SE5 – Natural Supports Plan
  - All Check Stubs
  - Invoice of \$1,000

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## M-3 Quality Indicators

- Completed 60 days of employment (cumulative)
- Consumer must be stable on the job
- Counselor agrees consumer is stable on the job
- Justification that consumer is ready to transition to extended follow-along services
- Documented with pay stubs
- SE:3, Job Retention Progress Report, completed and signed by vendor and consumer
- SE:4, Job Coaching Time Log, completed by job coach, vendor manager and consumer

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## After LRS M-3 Job Stabilization: Monthly until Case Closure

Vendor sends to LRS monthly until case closure:

- SE4 – Job Coaching Time Log
- Check stubs

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## Milestone 4 - Successful Case Closure Closed/Rehabilitated

- LRS Payment is \$2,250
- The provision of only *minimal* support is necessary to maintain employment
- After **minimum of three months**, Vendor sends to LRS:
  - SE3 – Job Retention Progress Report
  - Check stubs
  - Invoice of \$2,250

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## M-4 Quality Indicators

- Only *minimal* support is necessary to maintain employment
- Resist the urge to close a case because the “time” period is completed if;
  - The individual has continued to have difficulty in some aspect of his/her job.
  - You are not clear how the individual will maintain employment after LRS’s funding is discontinued.

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## High Quality Indicators \$1000

- If two of the following conditions are met:
  - The consumer is employed **25 or more hours per week**
  - The consumer is compensated **at or above \$10.00 per hour**
  - **Health insurance benefits** are made available to the consumer through the employer
- Information must be verified on the consumer’s most recent pay check stub or other official documentation provided by the employer

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## LRS Supported Employment Milestone Payment System

Each individual Milestone Outcome Payment can only be paid **once** to the CRP providing the supported employment services, **even if the worker loses a job after the completion of a Milestone** and continues to receive services with that same CRP.

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## LRS Supported Employment Milestone Payment System

- If consumer loses job, the milestone payments pick up where the consumer left off.
  - For example, if consumer met M-1 and M-2 and then lost their job, payment will resume once the consumer reaches M-3 (cumulative)
- If a consumer chooses to change vendors, milestones are to be negotiated with the counselor

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## Extended Follow Along

- Monthly minimum for lifetime of employment
  - two work site visits
  - one work site visit with 2 phone calls to client and employer

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## LRS Vendor Training Certification

### Initial Training Certification

- Newly hired Managers and Direct Service staff must be "CERTIFIED" by completing a 40 hour university based core S.E. training course (approved by LRS) within six months of initiation of services with LRS consumers

### Yearly Re-certification

- All S.E. staff must complete 20 hours of training every three years for renewal. Documentation of training must be provided (e.g., certificates, agendas for meetings, etc.)

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# LA Employment Funding

Funding Source	Target Population	Wait Time	Funding Structure
LRS Supported Employment	All individuals who meet VR current order of selection (e.g., 1 as of Jan 2017)	0-90 days	SE Milestone Rates
LRS Direct Placement	All individuals who meet VR current order of selection criteria (e.g., 1)	0 – 90 days typically	Direct Placement Rates
NOW – New Opportunities Waiver	Individuals with Intellectual disabilities who meet DD Act definition	Long waiting list for services	NOW Rates and Units
Supports (Adult) Waiver	Individuals with Intellectual disabilities who meet DD Act definition	Waiting list – but not as long as NOW waiver	Supports Waiver Rates and units
Ticket to work or Partnership Plus Employment Networks	SSDI or SSI beneficiary who has a “ticket”	0-7 days	National rates – Outcome or milestone outcome payment methods

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## LRS Louisiana Rehabilitation Services

[http://www.laworks.net/WorkforceDev/LRS/LRS\\_Main.asp](http://www.laworks.net/WorkforceDev/LRS/LRS_Main.asp)

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Workforce Development > Louisiana Rehabilitation Services

**Louisiana Rehabilitation Services**

Louisiana Rehabilitation Services (LRS) assists persons with disabilities in their desire to obtain or maintain employment and/or achieve independence in their communities by providing rehabilitation services and working cooperatively with business and other community resources.

**Programs & Services**

**Blind Services**  
Provides both vocational rehabilitation and independent living services to eligible individuals who are blind or visually impaired.

- Randolph-Shepard Business Enterprise Program - Provides career opportunities for qualified individuals in the food service field.
- Older Blind/Visually Impaired Program - Expands independent living services for persons who are age 55 or older and have a severe visual impairment.

**Independent Living Program**  
The Independent Living program allows individuals to have the option to choose to live or remain in their home or community setting, with emphasis on community based supports and services. This includes such services as information and referral sources, independent living skills training, peer support, system and individual advocacy, and other independent living services.

Louisiana Rehabilitation Council - works with LRS to ensure the involvement of individuals with disabilities in the development and delivery of vocational rehabilitation services to Louisianians with disabilities.

**Vocational Rehabilitation Services**  
Provides comprehensive rehabilitation services that go far beyond those found in routine job training programs. This frequently includes work evaluation and job readiness services, assessment for and provision of assistive technology, such as customized computer interfaces for persons with physical or sensory disabilities, job counseling services, and medical and therapeutic services.

**Employer Services** - offer a cost-effective alternative to advertising for job candidates and can save employers time and money. LRS offers placement services for job ready individuals to help employers achieve their goals.

LRS State Offices  
LRS Regional Offices

The following programs were transferred from Louisiana Rehabilitation Service to the Department of Health and

**MORE INFO**

- Louisiana Rehabilitation Services
- LRS Policy
- Tech Assistance & Guidance Manual
- Blind Services
- Independent Living Program
- Louisiana Rehabilitation Council
- Vocational Rehabilitation Program
- LRS State Office
- LRS Regional Offices

## LRS Employment Services

[http://www.laworks.net/WorkforceDev/LRS/LRS\\_Tech\\_Asst\\_Guidance.asp](http://www.laworks.net/WorkforceDev/LRS/LRS_Tech_Asst_Guidance.asp)

- Job Readiness & Work Ethic Training (RE)
- Job Development and Placement (JDP)
- Time Limited Job Coaching (TLJC)
- Supported Employment (SE)
- Trial Work Experience (TWE)
- Pre-Employment Transition Services (PETS)

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## LRS Eligibility

- Physical or mental disability
- Be able to benefit from services
- Requires services to prepare for, enter, engage in, or retain gainful employment.
- Order of Selection Priority
  - Currently Selection Group 1

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## LRS Eligibility: Functional Capacity Areas

LRS assigns Selection Group after determination of eligibility for VR services based on functional limitation in the following eight (8) functional capacity areas:

1. Mobility
2. Motor Skills
3. Communication
4. Self-Care
5. Self-Direction
6. Interpersonal Skills
7. Work Tolerance
8. Work Skills

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## LRS Eligibility: Order of Selection

- Selection Group 1
  - Most Significantly Disabled, Four (4) or more functional capacity areas are limited as a result of the disability (physical or mental impairment)
- Selection Group 2
  - Most Significantly Disabled, Three (3) functional capacity areas are limited as a result of the disability
- Selection Group 3
  - Significantly Disabled, Two (2) functional capacity areas are limited as a result of the disability
- Selection Group 4
  - Significantly Disabled, One (1) functional capacity area is limited as a result of the disability
- Selection Group 5
  - Non-Significantly Disabled, has a physical or mental impairment and has been determined eligible for VR services but does not meet above criteria

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## NOW – New Opportunities Waiver

- Individuals with Intellectual Disabilities who meet DD Act definition
- Long waiting list for services
- NOW Rates and Units
  - [http://www.lamedicaid.com/provweb1/Providermanuals/manuals/NOW/NO\\_W.pdf](http://www.lamedicaid.com/provweb1/Providermanuals/manuals/NOW/NO_W.pdf)

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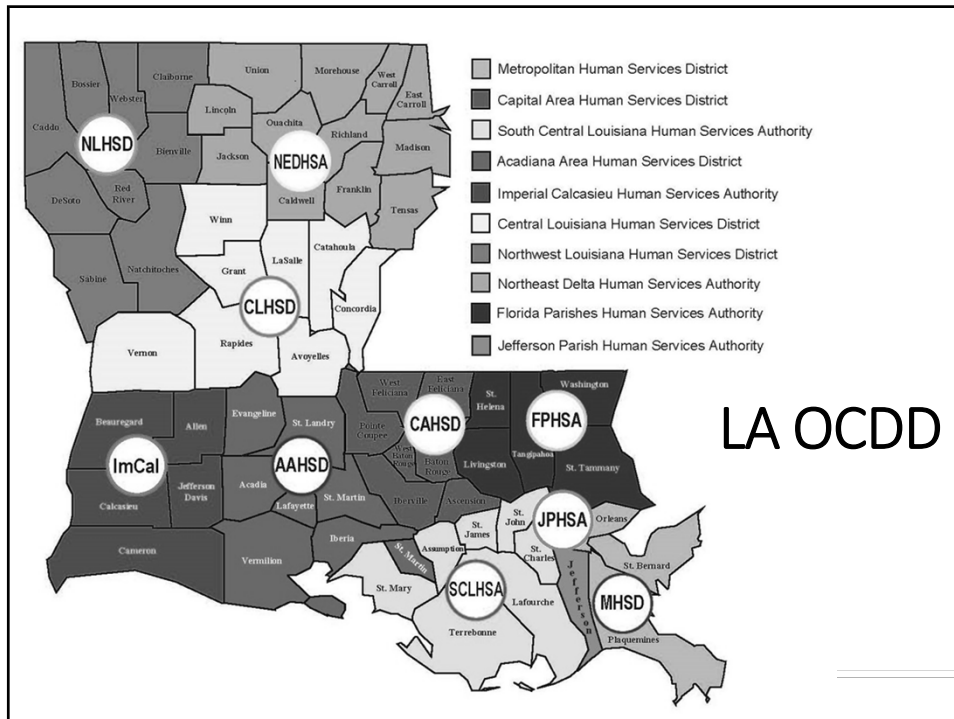
## Supports (Adult) Waiver

- Individuals with Intellectual disabilities who meet DD Act definition
- Waiting list – but not as long as NOW waiver
- Supports Waiver Rates and Units

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## Authorities / Regional DD Agencies

- Louisiana Office for Citizens with Developmental Disabilities (LA OCDD)
  - <http://new.dhh.louisiana.gov/index.cfm/subhome/11/n/8>
- Ten Human Services Districts/Authorities
- Serve Individuals with Intellectual
- Waiting Period Depends
- Based on waiver rates



# TTW Employment Network

## Employment Networks In Social Security's Ticket To Work Program



**T**icket to Work is an employment support program for people with disabilities who are interested in going to work or increasing their work. Its goal is to increase opportunities and choices for Social Security disability beneficiaries to obtain vocational rehabilitation, employment and other support services from public and private providers, employers and other organizations.

Participation in the Ticket to Work program begins when a person reaches an agreement with an employment network (EN) or state vocational rehabilitation (VR) agency.

### What is an EN?

An EN is an entity that contracts with the Social Security Administration to either provide or coordinate the delivery of the necessary services to Social Security disability beneficiaries. The EN can be a single individual, a partnership/alliance (public or private) or a consortium of organizations collaborating to combine resources to serve eligible individuals.

### Does it cost anything to become an EN?

The application process to become an EN is free. For more information or to contact the Employment Network Contracts Team, go to the Ticket to Work website at [www.yourtickettowork.com](http://www.yourtickettowork.com) or call toll-free, 1-866-588-5380 (TTY 1-866-588-5381).

### How many ENs will Social Security approve?

There is no limit to the number of ENs that will be approved. Social Security is contracting with as many qualified entities as possible from both the public and private sector.

### Do ENs receive upfront funding?

The Ticket to Work program is a performance-based program. ENs receive payments when the beneficiary achieves certain employment-related milestones or outcomes.

ENs that need upfront capital can find guidance at [www.yourtickettowork.com/web/ttw/open-capitalization](http://www.yourtickettowork.com/web/ttw/open-capitalization).

### Do beneficiaries have to participate in the Ticket program?

The Ticket to Work program is voluntary. A beneficiary can choose if, when and where to participate in the program.

### How do ENs and beneficiaries connect?

Social Security uses a wide range of strategies to connect beneficiaries with ENs, including webinars, social media, targeted automatic telephone calls and language about the Ticket program in various notices.

Social Security encourages beneficiaries to contact the Ticket Call Center toll-free at 1-866-968-7842 (TTY 1-866-833-2967). Eligible individuals also can view an online directory that is open to the public. Interested beneficiaries can contact any EN they wish.

ENs have access to basic contact information on eligible individuals who are in their service area and not working with another EN. ENs are encouraged to reach out to Social Security disability beneficiaries and advocates in their communities.

### Are ENs required to serve everyone?

Unless otherwise mandated by other legislation or rules governing their organization, ENs are not required to serve everyone. ENs elect which specific services they want to offer, which people they are capable of serving and in which geographical area they will work.

[www.socialsecurity.gov](http://www.socialsecurity.gov)

11111  
Employment Networks In Social Security's Ticket To Work Program

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## SSI and Work Incentives

- Student Earned Income Exclusion (SEIE)
- Impairment Related Work Expense (IRWE)
- Blind Work Expenses (BWE)
- Plan for Achieving Self-Support (PASS)



# SSI and SSDI

	SSI	SSDI
<b>Title</b>	Title XVI	Title II
<b>Full Name</b>	Supplemental Security Income (SSI)	Social Security Disability Income (SSDI) Social Security for the Disabled Adult Child (SSDAC) Social Security Childhood Disability Beneficiary (SSCDB)
<b>Qualifying Factors (besides disability)</b>	Limited Income and resources	Insured status as a worker (or child or widow/widower of a worker)
<b>How Benefits are Determined</b>	Benefits based on income and living situation, intended to be a "supplement" to a wage	Benefits based on worker's FICA payroll contributions
<b>Additional Eligibility Considerations</b>	If eligible, will receive benefits to bring income level up to Federal Benefit Rate (FBR), which is \$735 in 2017	Either eligible and receive full benefit check or ineligible and receive no benefits (all or nothing), based on the amount of earnings received. The earnings threshold is called Substantial Gainful Activity (SGA), which is currently \$1170 in 2017
<b>Impact of Work</b>	Reduction in SSI check = (wages - \$85)/2	Phase 1 - Trial Work Period, until total of nine months with earnings over \$770 in 2014  Phase 2 - Continuous Period of Eligibility for 36 months, no check for any month with earnings over SGA (\$1170 in 2017)

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# SSA Plan to Achieve Self-Support (PASS Plan)

<http://www.ssa.gov/disabilityresearch/wi/pass.htm>

Social Security Administration

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**PLAN TO ACHIEVE SELF-SUPPORT**

In order to minimize rechecks or processing delays, please complete all questions and provide thorough explanations where requested. If you need additional space to answer any questions, use the Remarks section or a separate sheet of paper.

Name \_\_\_\_\_ SSN \_\_\_\_\_

**PART I - YOUR WORK GOAL**

A. What is your work goal? (Show the job you expect to have at the end of the plan. Be as specific as possible. If you cannot be specific, provide as much information as possible on the type of work you plan to do. If you do not yet have a specific goal and will be working with a vocational professional to find a suitable job match, show "VR Evaluation" and be sure to complete Part II, question F on page 4.)

\_\_\_\_\_

\_\_\_\_\_

If your plan involves paying for job coaching, show the number of hours of job coaching you will receive when you begin working \_\_\_\_\_ per  week  month (check one)

Show the number of hours of job coaching you expect to receive after the plan is completed. \_\_\_\_\_ per  week  month (check one)

B. Describe the duties and tasks you expect to perform in this job. Be as specific as possible.

\_\_\_\_\_

\_\_\_\_\_

C. How did you decide on this work goal and what makes this type of work attractive to you?

\_\_\_\_\_

\_\_\_\_\_

D. Is a license required to perform this work goal?  YES  NO  
(If yes, include the steps you will follow to get a license in Part II.)

E. How much do you expect to earn each week/month (gross) after your plan is completed?  
\$ \_\_\_\_\_ per  week  month (check one)

Form SSA 888-BK (03-2015) of 2/01/2015 Page 1

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## PASS

- About PASS - <http://www.ssa.gov/pubs/11017.html#a0=4>
  - SSI Recipients
  - Must be in writing (preferably SSA Form 545)
  - Have income or resources to set aside (above SSI, i.e., work)
  - Stated work goal
  - Reasonable time frame (36 months max)
  - Include expenses that are necessary to achieve work goal
- Elements of the PASS
  - <https://www.ssa.gov/disabilityresearch/wi/passcadre.htm>
- PASS Plan Form SSA-545
  - <http://www.socialsecurity.gov/online/ssa-545.html>
- PASS Cadres Location & Contact Information
  - Lafayette, LA 1-888-619-4771, ext. 15868
  - <https://www.ssa.gov/disabilityresearch/wi/passcadre.htm>
- Resources
  - [A Guide to the PASS Application Form \(SSA-545-BK\) for People Who Are Blind or Visually Impaired](#)
  - <https://www.ssa.gov/disabilityresearch/wi/pass.htm>
  - <http://www.passonline.org/>
  - <http://www.passplan.org/> (defunct but good examples)
  - [http://www.communityinclusion.org/article.php?article\\_id=66](http://www.communityinclusion.org/article.php?article_id=66)
  - <http://ilr-edi-r1.ilr.cornell.edu/pass/> (passonline.org)
  - <http://ruralinstitute.umn.edu/transition/SSAworkincent.asp>

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## Medicare vs. Medicaid

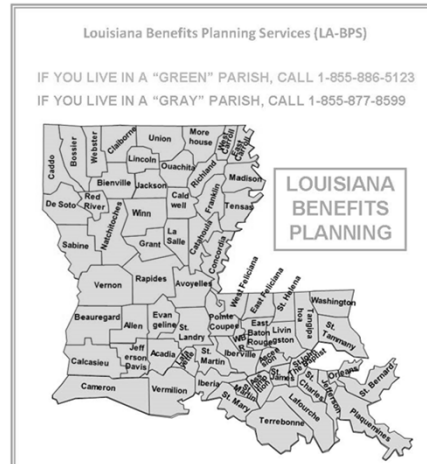
### Medicare

- Federally run program that has the same eligibility standards and coverage rules across all 50 states.
- Entitlement: earned by someone who has paid into the Medicare trust fund through taxes on earned income; it is not needs based nor means tested.
- Coverage involves premiums, co-payments and deductibles.

### Medicaid

- State-run program designed primarily to help those with low income and little or no resources.
- Needs based/Means tested – Limited Income and Resources
- Coverage is typically free (with some exceptions in some States)

# Louisiana Benefits Planning Services (LA BPS)



## LA BPS

- How does work affect SSDI and/or SSI benefits?
- Can you work and keep Medicaid or Medicare coverage?
- How work changes other benefits like: Food Stamps, Subsidized Housing, Waiver Services, VA Benefits and Workers Compensation?
- What are Social Security Work Incentives and how can they help?
- How to report income to the Social Security Administration and when?

# APSE, Louisiana APSE & CESP

LSU HSC HUMAN DEVELOPMENT CENTER

## APSE [www.apse.org](http://www.apse.org)

The screenshot shows the APSE website homepage. At the top, there is a navigation bar with social media icons and links for Home, Contact Us, Member Login, Join, Regional Interest, Your Chapters, and Donate. Below this is a secondary navigation bar with links for Home, Policy & Advocacy, Conferences & Trainings, CESP Certification Exams and Recertification, and About APSE. The main content area is divided into two columns. The left column is titled 'Join APSE' and contains the following text: 'Be a part of Advancing Employment First! Businesses, policy makers, citizens with disabilities and their families, supported employment and rehabilitation professionals, and educators - APSE wants you! APSE members are the foundation of advocacy for integrated employment. There truly is strength in numbers at local, regional, state-wide and national levels.' It then lists 'Top Five Reasons to Join APSE...' with five numbered points: 1. Take a Stand, 2. Make a Difference, 3. Effect Change, 4. Learn from Others, and 5. Stay on the Cutting Edge. The right column contains three sections: 'For APSE Members' with a 'Go to Login' link, 'Why Join APSE?' with a link to 'Lead in the advancement of equitable employment for citizens with disabilities', and 'For Employers and Businesses' with a link to 'Reach out and partner with one of the strongest labor & customer groups in the country - The Disability Community Resources for Employers'. At the bottom of the right column, there is another 'For APSE Members' section with a link to 'Login to access information and benefits for APSE members'.

## APSE = ESP Moral Compass

- APSE Statement on Employment First
- APSE Supported Employment Competencies
- APSE Top 10 Myths & Facts of Social Security Benefits & Work
- APSE Ethical Guidelines for Professionals in Supported Employment
- APSE Supported Employment Quality Indicators



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## What is Certification?

- Process by which individuals demonstrate **required knowledge and skill**
- Tool for identifying **minimally competent individuals**
- Usually **voluntary**, non-governmental (vs. licensure)
- **Time-limited**
- **Independent** of a specific class, course, or other education/training program (vs. certificate programs)
- Primary focus on **assessment**

*All professional certification programs have the same basic key components, regardless of the profession/industry*

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## The Value of Certification

- Provides **recognition** and increased **credibility** for Employment Support Professionals
- Supports and encourages continued **professional development**
- Provides a way for Employment Support Professionals to demonstrate their **commitment** to supported employment
- May create job **advancement** or increased earnings opportunities
- Increased safety (disciplinary process) and industry **standards**
- Helps employers and customers **identify** qualified employment support professionals



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## Benefits of CESP™ Certification

### CESP™ certification opens the door to:

- Improved professional advancement & job opportunities;
- Increased income opportunities.
- Enhanced credibility with employers

### For provider agencies and Community Rehabilitation Programs (CRPs):

Sponsoring staff to earn their CESP™ certification, or hiring CESP™ certified professionals, increases your credibility with community business leaders and opens the door to new employment opportunities for people with disabilities.

### Supporting CESP™ certification for your staff:

- Increases your marketing edge with employers & businesses
- Assures the public and consumers of your commitment to best practices
- Validates your commitment to ethical and safety standards





## Eligibility Standards?

Applicants for certification must meet **all** of the following requirements before they take the exam:

- **Education Requirement**  
High school diploma, GED or equivalent
- **Experience Requirement**  
Each applicant must meet **one** of the following requirements:
  - 1 year of employment services professional (ESP) work experience as defined below, which may include up to a maximum of 3 months of internship or practicum time
  - OR**
  - 9 months of ESP work experience with training component as defined in the candidate handbook.
- **Code of Conduct**  
Each applicant must agree to and sign the Code of Conduct

## How to Study for the CESP™ Exam?



Visit the APSE web site: [www.APSE.org](http://www.APSE.org) to get CESP Certification Handbook

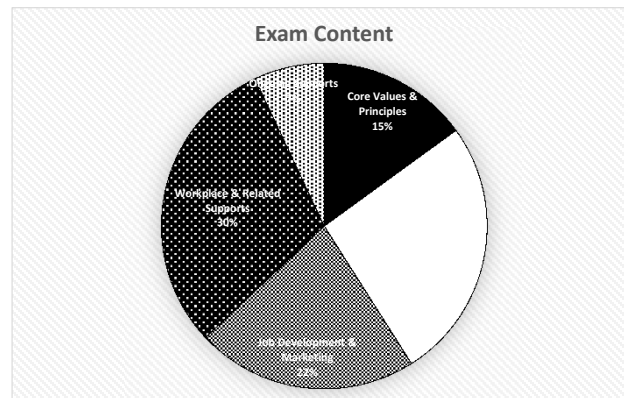
◦ <http://apse.org/wp-content/uploads/2014/01/CESP%E2%84%A2-handbook.pdf>

Study the 80 topics listed throughout the five domain areas of the CESP™ exam:

1. Application of Core Values and Principles to Practice & Legislation and Funding (13 – 17%)
2. Individualized Assessment and Employment / Career Planning (23 – 29%)
3. Community Research and Job Development (19 – 25%)
4. Workplace and Related Supports (27 – 33%)
5. Ongoing Support (6 – 8%)

• *ESPCC recognizes that there are many valuable training programs across the country that may prepare professionals to pass the ESPCC examination. ESPCC does not endorse specific training programs, and ESPCC does not engage in education or training programs.*

## CESP Exam Content



### Domain 1: Application of Core Values and Principles to Practice (13-17%)

- All people having the right to work and being entitled to equal access to employment in the general workforce
- Zero exclusion
- Disability etiquette
- People First Language
- Job seeker strengths interests and talents
- Full inclusion in the general workforce
- Self determination and empowerment

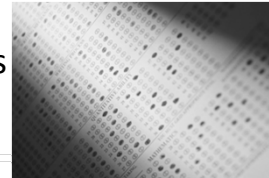


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## Domain 2: Individualized Assessment and Employment/Career Planning (23-29%)

- Rights and responsibilities related to disclosure of disability
- Counseling job seeker on disability disclosure
- Practices unique to school-to-work
- Rapid engagement in the employment process
- Limitations of traditional vocational evaluation for job seekers with significant disabilities
- Motivational interviewing techniques



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## Domain 3: Community Research and Job Development (19-25%)

- Gathering and analyzing labor trend information
- Identifying patterns in job markets
- Disability etiquette
- Maintaining updated information on businesses type of jobs available and locations of jobs within the community
- Developing and communicating effective marketing and messaging tools for employment
- Positioning the agency as an employment service
- Targeting message to specific audience



## Domain 4: Workplace and Related Supports (27-33%)

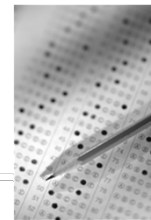
- Communicating with job seeker/employee and his/her natural and paid supports
- Impact of earned income on entitlements
- Transportation for work
- Family support
- Housing/residential staff cooperation
- Gathering clear job expectations from employers
- Preparing and coordinating for the first day on job



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## Domain 5: Ongoing Supports (6-8%)

- Scope and limitation of funding sources for ongoing support
- Access to community resources and supports (e.g. transportation counseling food assistance financial housing)
- Impact on benefits/entitlements as earned income changes and ongoing access to benefits counseling (e.g., Community Work Incentive Coordinators)
- Collaboration with employees employers and family members to ensure successful employment
- Support employees for job and/or career advancement



## Study Guide?

*The ESPCC does not recommend or endorse a study guide or test preparation program. The CESP™ certification was designed to test the application of knowledge and skills one uses in their role as an employment professional. Any coursework or training that contributes to professional development would be beneficial, but not necessary, while preparing to take the exam.*

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## The Exam

- 135 Multiple choice questions
- 3 hours to complete the exam
- Scenario based
- Find the **most** appropriate response
- (No penalty for incorrect response)

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## Example 1:

George is running late for work. He should:

- A. Take a short cut, drive 85 mph through a 15 mph school zone. Safety be damned.
- B. Go back to bed. Trying is hard.
- C. Call work. Inform them he will be late and provide his estimated arrival time.
- D. Wish for a miracle.

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## Example 2:

You need to do an assessment with Gary. The best course of action for you is:

- A. schedule several meetings with Gary in the community to get to know him better
- B. interview his family members to obtain information
- C. review any available documentation such as high school transcripts and work references
- D. All of the above

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## Example 3:

During her assessment interviews, Sarah indicated she would like to be a receptionist at a doctor's office. Which of the following is the best option for her?

- A. Volunteer at an urgent care clinic
- B. Receptionist at a dentist office
- C. Facility Maintenance at a doctor's office
- D. Park Ranger at local national park

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## Register for the Exam

Here: <http://apse.org/certified-employment-support-professional/exam-opportunities/>





Print Logout

Step 1 Step 2 Step 3 Review

SUBMISSIONS Submitted: 0 Drafts: 1 Subtotal: \$0.00

Return to Menu

CESP™ Application Type \* CESP Exam Application \$159.00

Payment Method: \*

Select Exam Location: \* February 10, 2017 New Orleans, LA 10am to \*

Applicants for certification must meet all of the following requirements at the time of application:

1. Education Requirement: High school diploma, GED or equivalent.

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## Prior to the Exam

- You will receive a registration confirmation email approximately one week prior to the exam day
- If you do not receive a confirmation please call or email the Certification Director to confirm registration.
- Read through the CESP Certification Handbook

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## Exam Day (e.g., Feb 10<sup>th</sup> 10AM)

- Recommended to arrive at least 30 minutes prior to the exam starting time (e.g., 9:30)
- Bring photo ID
- Snacks are allowed in the testing room but please be courteous to those around you (bring “quiet snacks” \_
- Once the exam begins you will have 3 hours to finish. A proctor will announce the time remaining at regular intervals.
- To maintain exam security a proctor will escort you to and from the restroom.
- Don't panic. Breathe.

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## Following the Exam

- Exam results are mailed to your address of record approximately 6-8 weeks following the exam administration.
- Results cannot be released electronically or over the phone.

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## Stay Connected with APSE & La-APSE

APSE website and Facebook: [www.apse.org](http://www.apse.org)

Louisiana APSE Website and Facebook: [www.laapse.org](http://www.laapse.org)



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## Resources

See "CESP": <https://www.hdc.lsuhscc.edu/employment/onlinelearning.aspx>

- [APSE Supported Employment Competencies](#)
- [APSE Ethical Guidelines](#)
- [APSE Quality Indicators](#)
- [CESP Certification Handbook 2016](#)
- [Preparing for the CESP](#)
- [Test Taking Tips](#)
- [RRTC SE Handbook](#)
- [VCU Job Coach Training Manual](#)
- [Job-Site Training and Compensatory Strategies](#)
- [SSI vs SSDI](#)
- [2017 Social Security Rates](#)
- [SE Glossary](#)
- 

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## Other Resources: [www.hdc.lsuhscc.edu/employment](http://www.hdc.lsuhscc.edu/employment)

- [LRS Supported Employment Milestone Summary](#)
- [SSA Employment Networks in Social Security's Ticket to Work Program](#)
- [APSE Employment First Employment Now](#)
- [APSE Statement on Employment First](#)
- [APSE Top 10 Myths & Facts of Social Security Benefits & Work](#)
- [CESP Certification: The What, Who and Why...](#)
- [ICI The Institute Brief: WIA is now WIOA: What the New Bill Means ...](#)
- [People First Language by Kathie Snow, \[www.disabilityisnatural.com\]\(http://www.disabilityisnatural.com\)](#)
- [LSU HDC SE Glossary](#)
- [CESP Certification Handbook](#)

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# Questions

