THINK EMPLOYMENT!

WELCOME
“HEY, I AM FINALLY GOING TO WORK!”

PATHWAYS TO SUCCESS

TENNESSEE WORKS THINK EMPLOYMENT SUMMIT

SEPTEMBER 17, 2014
NASHVILLE, TN

Paul Wehman PhD
Professor of Physical Medicine and Rehabilitation
Chairman Division of Rehabilitation Research
Director of VCU-RRTC
Medical College of Virginia
Virginia Commonwealth University
WHAT HAPPENS TO CUTE LITTLE KIDS WITH INTELLECTUAL DEVELOPMENTAL DISABILITIES?
“EMAIL IS NOTHING MORE THAN A FAD…”
–PAUL WEHMAN, 1993
They all become adults!!
(Shreek!)
Then...What do we do?
Do we want this...?
OR This?
TENNESSEE WANTS INTEGRATED EMPLOYMENT

- Retired Walgreens executive Randy Lewis wanted to open more jobs within his company to people like his son Austin, who has autism. His new distribution warehouse opened in 2007 in Anderson, S.C., with a plan to hire one person with a disability for every two typically abled people.
- That warehouse became the most productive in the company’s history.
- Today 40 percent of its workers have a disability.
- Lewis encouraged employers— including AutoZone, HCA and Nissan — to think creatively and follow Walgreens’ lead.
- Tennessee’s Department of Intellectual and Developmental Disabilities released a plan prioritizing employment and independent living for people receiving its services.
- This means a greater focus on less-expensive services like personal assistance and transportation instead of on full-time residential care.
EMPLOYMENT & INDEPENDENCE:
SCHOOL TO WORK
WHAT SHOULD SCHOOL LOOK LIKE FOR YOUTH WITH ID/DD?
**AGE: 13 - 14 YEARS**  
*(25% TIME OUT OF SCHOOL)*

<table>
<thead>
<tr>
<th>Goals</th>
<th>Sample Activities</th>
<th>Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td>Understanding personal space</td>
<td>• In The classroom to learn and practice.</td>
</tr>
<tr>
<td>Communication</td>
<td>“Small Talk”</td>
<td>• Move to School at Large to Generalize with Supports.</td>
</tr>
<tr>
<td>Functional Life Skills</td>
<td>Eating neatly.</td>
<td>• Community Based Vocational Instruction</td>
</tr>
<tr>
<td>Academics</td>
<td>Functional Reading and Math</td>
<td>• Job Sharing</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td>Hygiene and food choices</td>
<td></td>
</tr>
<tr>
<td>Goals</td>
<td>Sample Activities</td>
<td>Settings</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Social</td>
<td>• Standing in line at a store to make a purchase</td>
<td>• School &amp; Community</td>
</tr>
<tr>
<td></td>
<td>• Choice making</td>
<td>• Summer job, 15-20 hr</td>
</tr>
<tr>
<td></td>
<td>• Personal space</td>
<td>• Weekend job- 5hr</td>
</tr>
<tr>
<td></td>
<td>• Money to make purchase</td>
<td>• Part time work, 8-10 hours a week</td>
</tr>
<tr>
<td></td>
<td>• Reading signs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Speaking with cashier</td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Functional Life Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health and Wellness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
AGE: 17 - 21 YEARS
(75% - 100% TIME OUT OF SCHOOL)

<table>
<thead>
<tr>
<th>Goals</th>
<th>Sample Activities</th>
<th>Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td></td>
<td>Community</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>• Volunteering</td>
</tr>
<tr>
<td>Functional Life Skills</td>
<td></td>
<td>• Internship</td>
</tr>
<tr>
<td>Academics</td>
<td></td>
<td>• Part-time work</td>
</tr>
<tr>
<td>Health and Wellness</td>
<td></td>
<td>(15-20 hr)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Dual Enrollment College</td>
</tr>
<tr>
<td>Working with support to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>generalize skills taught to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>job setting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SEAMLESS TRANSITION TO EMPLOYMENT
PATHWAYS TO EMPLOYMENT

How do we get there?
WHAT EVIDENCE BASED MODELS ARE THERE?

What Works?

- Internships - Proj SEARCH, Aspire, Microsoft
- Supported Employment
- Customized Employment
- College—Supported Education
INTERNSHIPS:
PROJECT SEARCH
SAMPLE JOBS

- Specialty Equipment (Isolettes)
- Pediatric Dental Clinic
- Clinical Sterilization
- ES Technician I
P.J.: CORONARY CARE UNIT

Duties:
• Stock drawers and cabinets in patient rooms
• Take out the laundry baskets
• Prepare rooms for the next patient
• Remove the needle boxes when they are full
• Make flow charts for each patient
• Stock lab trays
• Check refrigerator temperatures
SUPPORTED EMPLOYMENT

Wehman, P. et al. (2007). **Real work for real pay.**

MEANINGFUL COMPETITIVE EMPLOYMENT

- Zero Reject
- Employment specialist works directly with clients and employers at job site
- Integrated Work Setting
- Employees are hired, supervised and paid by the business
DOES SUPPORTED EMPLOYMENT WORK?

- In Wehman et al. (In preparation, 2014) 74 persons with ASD were referred for SE and 55 placed successfully.
- 77% were male.
- Average wage was $9.22 per hour.
- 23.5 hours of work per week.
- 91% retention rate at 36 months.

DOES SE WORK WITH TRANSITION AGE ID /DD YOUTH?
Effect of Supported Employment on Vocational Rehabilitation Outcomes of Transition-Age Youth with Intellectual and Developmental Disabilities: A Case Control Study

- Examine the effect of supported employment on outcomes of transition-age youth with IDD in public vocational rehabilitation system
- Data extracted from Rehabilitation Services Administration Case Service Report (RSA-911) for fiscal year 2009
  * 23,298 youth with IDD between 16 and 25 years old
- Supported employment increased employment rates across all six homogenous subgroups
- Effect especially strong for particular individuals
  * Social security beneficiaries
  * Special education students
  * High school graduates with intellectual disabilities or autism
- Supported employment effectively enhances vocational rehabilitation outcomes of young adults

MEET ROBERT
VOCATIONAL CHALLENGES

- No previous work experience
- Echolalia
- Impulsive behavior
- Jerky body movements
- Loud vocalizations
- Screams
- Easily distracted
- Overly attentive to food; likes to eat
**VOCATIONAL STRENGTHS**

- Supportive Family
- Transportation
- Desire to work
- Neat
- Knows how to get what he wants
- Reads & writes letters & numbers
- Communicates using phrases
- Great physical abilities
ELECTRONICS DEPARTMENT TASKS

- Restocking & organizing DVD & CD displays
- Removing displays from sales floor
- “Zoning” products on shelves
- Cleaning area
CUSTOMIZED EMPLOYMENT (CE)

- Competitive work in integrated work settings
- Employee of a business (or the business owner)
- Minimum wages or higher
- Negotiated job duties that match the interests, skills, and support needs of the individual with a disability
- Creates a job of choice for the individual
- Meets the needs of the business / mutually benefiting both the individual and the employer
ALISSA HOW TO CUSTOMIZE A JOB: JESSICA
JESSICA

Stocking blanket warmers and pods

Changing sharps boxes
Stocking the OR pods and checking and stocking fluids
CUTTING EDGE ISSUES IN EMPLOYMENT FOR INDIVIDUALS WITH ID/DD:

THE TOP TEN LIST
SHELTERED WORKSHOPS NEED TO BE CLOSED

*OBAMA SIGNS LAW LIMITING SHELTERED WORKSHOP ELIGIBILITY

*RHODE ISLAND DEPT OF JUSTICE ORDERS SHUTTING DOWN WORKSHOPS - JUNE 2014

WORK FORCE OPPORTUNITY & INNOVATION ACT, JULY 2014
DO AWAY WITH SUBMINIMUM WAGE!
LONG TERM RELATIONSHIPS WITH BUSINESS ARE CRITICAL

HOW EMPLOYERS ARE TAPPING TALENTS OF DISABLED WORKERS

* A LONG-OVERLOOKED PLAYER IN THE AMERICAN WORKPLACE IS FINALLY GETTING SOME EXTRA ATTENTION: THE DISABLED WORKER.

BUSINESS IS WILLING TO HIRE

BUT PROVIDERS & SCHOOLS NEED TO STREAMLINE GETTING INDIVIDUALS WITH DISABILITIES TO BUSINESS
LET PERSONS WITH DISABILITIES KEEP THEIR SSI UNTIL 35
PAID WORK BEFORE SCHOOL EXIT CORRELATES HIGHLY WITH POST GRADUATION EMPLOYMENT

(Siperstein et al, 2014; Wehman, et al, 2014; Carter, et al, 2011 a, b)
POSTSECONDARY EDUCATION CORRELATES HIGHLY WITH COMPETITIVE EMPLOYMENT

(Wehman et al, 2014)
ENHANCED INTERNSHIPS ARE A HIGHLY EFFECTIVE MEANS TO COMPETITIVE EMPLOYMENT

( Carter, 2011 a; Wehman, et al 2014)
Parent aspirations and support correlates highly with Competitive Employment

(Wehman et al., 2014)
# 10.

Supported Employment is an evidence based practice that is associated with higher competitive employment outcome.

(Wehman, Chan et al, 2014.)
REFERENCES
