Getting the Conversation Going...

What is a Good Job?
Consider...
- Time, money, tasks
- Environment: physical & social
- Other key components

Which of these are more standard (e.g., matter for most employees)? Which have more individual variability?

Points of Agreement for Today’s Session

A good job is a good job is a good job

Fundamental goal is to support people to find:
- The highest paying jobs
- That maximize their skillsets
- Promote respect and inclusion, and
- Enable them to reach their financial goals
Joe Leads the Way

- Gross Income: $70k+
- Net Income: $12k+
- Greater independence & skills
- Reduced Medicaid-funded supports

Customized Employment

“An individualized approach to ordinary community employment.”
- Cary Griffin & Bob Niemic

CE Non-Negotiables

- Individualized Jobs
- Based on DPG (Discovery)
- No group placements, multiple-owner businesses, or agency “cooperatives’
- Commensurate wages
- Integrated settings
- If it’s not negotiated… it’s not customized
CE and Transition
Let the Wild Rumpus Begin

NJ School Team Spotlight: Background
Program launched 14 years ago (Welcome, Kim!)
Previously no community opportunities offered
Job coaching program in place (at time CE project started)

NJ School Team Spotlight: The Team
Team members:
- 2 paid Job Coaches
- 1 Certified Teacher
- 1 Speech Therapist
- 7 Instructional Assistants
School-based curriculum designed to support with relevant school-based skills learning
Teachers do not go to community sites, but work closely with other team members to incorporate targeted learning into classroom curriculum
**NJ Customized Employment Initiative**

- School team identified 2 transitioning students to support using CE strategies
- Partnered with a provider agency to support an additional two students
- Completed (completing!) CE Stages with all:
  - Home visit/Neighborhood Observation
  - Interviews
  - Discovery Activities
  - Informational Interviews
- 2 of the 4 students now have paid jobs

**NJ Team: Roles & Responsibilities**

<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Coaches</td>
<td>Locate the site, develop instructional/support plan for students, coordinate with business, communicate with family</td>
</tr>
<tr>
<td>Certified Teacher</td>
<td>Site approval, ensure meets safety requirements, etc.</td>
</tr>
<tr>
<td>Speech Therapist</td>
<td>Provides onsite support; all speech goals/objectives for transitioning students are community- or work-based</td>
</tr>
<tr>
<td>Instructional Assistants</td>
<td>Onsite coaching &amp; support; may be 1:1, or at one site with several students</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>Incorporate targeted learning into school-based curriculum</td>
</tr>
</tbody>
</table>

**Feedback: Teacher to Teacher**

- "Loves the input from families"
- Home visits helped launch a true “team” spirit
- Previously felt more one-sided in terms of parent’s expectations from the school
- Showed parents that teachers want to hear what they have to say
- Bring food, just sit down, and talk/connect
- Allowed her to get to know student’s in a different way
More Teacher to Teacher Feedback

- Teaming process has expanded
- All have a role to play in identifying themes, brainstorming lists of 20
- Doesn’t feel sole responsibility for everything anymore
- Uses family/social connections as door openers
- Helps address time challenges
- “With all the staffing issues, when do you have time to job develop?”

More Teacher to Teacher Feedback

- Example: student wants to be a Hebrew teacher
- Team member knows someone at local Temple, helped get them connected
- Student met the rabbi, who offered an opportunity to work with him
- May be other possibilities within the Temple too
- May think more broadly at times because of staffing reqs, but still allow for individualized opportunities

Recommendations on Getting Started

- “Doesn’t happen overnight”
- Begins with a shift in your way of thinking
- Figure out how to move forward one piece at a time, but remember the big picture of where you are headed
- Critical to enlist support of families and grow the team inside the school
CE Stages

- Discovering Personal Genius (DPG)
- Identify 3 Vocational Themes
- Generate List of 20
- Conduct Informational Interviews
- Job Analysis/Negotiation or Business Planning

Getting to Know You: The Home Visit

- DPG starts at home
  - Most familiar environment
- Introduce DPG and CE to family, support network, etc.
- Initial opportunity to learn about person

Things to Explore...

- Skills & talents
- Hobbies, sports, collections, interests
- Where person spends time & money
- Favorite pastimes, activities, people, places
- Typical daily schedule
  - Routines & chores that detail skills/interests

A Facilitator’s Guide to Discovering Personal Genius, Griffin-Hammis Associates
**Things to Explore...**

- Family employment & community connections
- Supports needed to perform routines & chores (and who assists)
- Methods used to teach new skills
- Activities, situations, locations to be avoided

*A Facilitator’s Guide to Discovering Personal Genius, Griffin-Hammis Associates*

**Observations**

- Identify things the person currently does that showcase skills
- Activities, hobbies, chores, etc.
- Observe & learn
  - Fill in the details on the sketch
  - What does “he’s great with the computer” actually mean?

**Identifying Skills**

- Skills are constantly evolving... we all learn new skills over time
- Focus on not only current skills but also strategies for teaching new ones
- Advances in technology support mastery of skills of greater complexity AND significantly increase independence
**The Iceberg Effect**

- Best jobs tend to represent intersection between:
  - Apex of skills (factoring inability to learn new ones)
  - Themes/interests
  - In environments that represent the best fit

---

**Discovering Cameron**

- Initial impression: father not very involved or supportive
- Schedule home visit... hesitation on both sides at first
- Brought food ("pizza party")... father became very enthusiastic
Discovering Cameron

- Dad began sharing info on Cameron’s mechanical skills... took them to workshop in the basement
- Showed huge number of tools, drills, and saws that Cameron could use... teacher’s had no idea!
- Social capital/connections... Cameron working p/t at local hardware store (5 days/week)

DPG Benchmarks

- 10-50 hours of Discovery
- Over a 6-week period
- Using 2 or more team members
- Schools may not be doing formal DPG, but
- Tremendous opportunity to build foundational information

Resource Ownership

- Themes:
  - Sports, People, Mechanical
- Strategy:
  - Informational Interviews
  - Short Paid Internship
  - Resource Ownership
Session Brainstorm

- What do you see as the role (opportunity) for schools with:
  - Discovery
  - Divining Vocational Themes
  - Work Experiences
- How can process be individualized?
- How can information be shared?

“The main problem with this great obsession for saving time is very simple: you can’t save time. You can only spend it. But you can spend it wisely or foolishly.”

-Benjamin Hoff, The Tao of Pooh

Customized Job Development & Negotiation
Hooray!

Questions??? Comments???

THANK-YOU!!!