

Engaging Individuals and Families in Conversations Around Employment



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Learning Objectives

Participants in this session will:

- 1) Share innovative strategies for engaging individuals and families that build collaboration;
- 2) Provide examples of how employment professionals, individuals and family members can build better, more sustainable collaborations around employment; and
- 3) Contribute to the design of a more sustainable and effective outreach approach.



- How do you define family?
- What is the relationship of family to employment?

REAL FAMILIES ROCK!



**ALL YOU NEED
IS
LOVE**

What we know...

Family involvement and employment of people with IDD

- Family members' role modeling and expectations shape positive experiences of employment for individuals.
- Advanced knowledge and capacity within families leads to employment-focused decisions.
- Family and individual demographics are related to employment.



Family members' role modeling and expectations shape positive experiences of employment for individuals with IDD.



*Advanced knowledge and capacity
within families leads to
employment-focused decisions.*



Family and individual demographics are related to employment decisions and patterns.



Effective ways exist to support individuals and families to develop an employment vision and expectations.



Examples of engagement strategies

- Trainings to inform families and teach them to advocate:
 - Explore, Prepare, Act
 - Let's Get to Work
 - FEAT
 - Computer-based instruction
- Thinking about different types of approaches

Transitioning? Working? Working Soon? No Thanks!

Sample Questions	PCT Tools for Discovery	Participant Responses and Direction	Employment Action Plan and ISP Content ✓ Employment Discovery OR Supported Employment/Career Planning
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Not Focused on Employment

Path to Employment	Sample Questions	PCT Tools for Discovery	Participant Responses and Direction	Employment Action Plan and ISP Content ✓ Community Life Engagement
	<ol style="list-style-type: none"> 1. Can you think of how your life might change if you had money for what you wanted? 2. Can you think of how your life might change if you were more involved in the community? (friends at work, etc.) 3. How will you spend your days while you are unemployed and/or retired? 4. Are you a morning person? 5. Do you like to do things later in the day? 6. Do you like to be with other people? 7. Do you like to be alone? 8. Do you feel good when you are helping someone out? 9. Do you like physical activity? 10. Do you prefer quiet activities? 	<ul style="list-style-type: none"> • Important To/For • Presence to Contribution • Routines/Rituals • Dreams/Goals <p><u>If the working age participant says "I don't want to work" It is the responsibility of the team to:</u></p> <ul style="list-style-type: none"> • Consider how present plan and life activities, experiences and interests may lead closer to employment in the future • Present information about and opportunities for employment on an annual basis <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> • Clearly document that participant has made an "informed decision" not to work (See Draft criteria) 	<p>Draft criteria: Possible Evidence of "informed choice related to decisions about employment"</p> <ul style="list-style-type: none"> • Environment supports choice-making • Information is available on a variety of employment options • Person has had experience with options to develop personal preferences • Information is provided in a manner reflective of person's ability to understand and communicate • Non-judgmental advice and support are offered. • Support includes consideration of positive and negative consequences of the decision. • Presentation of information is provided by more than one provider or team member. 	<p><u>If the participant is beyond typical working age (62) and has not expressed an interest in employment, Employment Action Plan is not required within ISP</u></p> <p><u>For those of working age:</u></p> <ol style="list-style-type: none"> 1. Identifies the desired weekly schedule, including: <ul style="list-style-type: none"> • Hours of Service and Outcome (1-40) • Schedule and environments 2. Describes non-work activities in which the participant chooses to participate in during this plan period. 3. Addresses how preferred activities that could be related to future employment will be identified, through exploration and ways these may inform future decisions related to employment. 4. There is a discussion record that captures efforts to assure that the participant is making an informed decision about not working. <ul style="list-style-type: none"> • Documentation of team recommendation if Community Life Engagement services are provided in residential setting.

The purpose of the Person Centered Employment Guide is to assist Case Managers, job development staff and others to prepare for discussions with individuals, families, and support teams to choose and implement supports that will lead to a Path to Employment.



What we don't know...

Gaps and need

- Family involvement matters, so why do some professionals feel they're a barrier?
- Earlier engagement with families of young children/sustained engagement with older families
 - Transition age is not soon enough
 - Community conversations to increase inclusion and employment opportunities
 - Effects of positive role modeling? Portrayal of people with disabilities in work, etc.
- Inconsistent messaging to families
 - Access shouldn't matter on "being in the know"



Forums and Facebook Study

Findings...

- Providers
- Giving up as moving forward...
- IEP process - lack of clear employment goals
- Fear of disclosure and discrimination (Self-Advocates)



Family engagement is not effective
when its late

Where is the issue? Family and Self Advocate Expressions

The alienation produced by systems leads to mixed, muddled outcomes.

Family engagement relies on certain family structures and capacity to be effective.

Engaging in an innovative way

- Test a low touch, scalable approach for engaging families
- Tailor approach depending on where the individual is at
- Using low and hi-tech together
- Testing impact on employment planning and vision for the future
- The idea would be to test the strategy to repeat with staff
- Does this sound interesting?

Two ideas for your consideration

- Existing planning tools - model an employment specific engagement strategy
 - Target information in ways that are specific to where the person is at
 - <https://futureplanning.thearc.org/>
- Peer to peer approach
 - Existing efforts
 - Online/virtual approach/real world engagement using “light touch” or micro-engagements...
- Do you know of existing efforts that have worked well?





What do you think?

Discussion Question #1

What are some effective ways to engage with families?



Discussion Question #2

What are some effective ways to talk about job exploration and choice?



Discussion Question #3



What are some good examples of getting information “just in time?”



Additional discussion questions...

- What other examples (good or bad) can you share?
 - What can we learn from them?
- What have we missed?



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Questions?

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