



Improving lives THROUGH  
supports and services  
THAT FOSTER self-determination.

# Foundations of Coordinating Employment Supports: Putting It All Together



Promoting Employment First

# Brief Recap



## Session 1

- Importance of work for all
- State & federal initiatives
  - Olmstead – access to needed supports in the community
  - WIOA – goal of competitive integrated employment & alignment of funding/resources to achieve that goal
  - HCBS – integration into the community, individual choice, individual rights, autonomy, choice regarding services & providers, & person-centered planning
  - Employment First – declaring employment in the general workforce as the first & preferred outcome
  - Empowering through Employment Initiative – designed to increase authorizations for employment supports

# Recap continued



## Session 2

- Toolkit of services to help individuals achieve employment goals
  - Career Planning (T2019) – to help explore one’s interest and abilities and to identify possible job matches
  - Prevocational Services (H2025) – to help refine or develop universal workplace behaviors
  - Job Development (H0038) – to help one obtain paid employment
  - Supported Employment (H2023) – to help one acclimate to a new job & maintain employment
  - Benefits Planning (H0038 SE) – to help one explore & achieve financial self-sufficiency

# Goal for Today

- To increase confidence in having employment-related discussions no matter the person's age or readiness for employment
- To gain some strategies for discussing employment-related goals, preparing young individuals for future work, and addressing potential barriers
- To acquire potential resources to help individuals achieve employment outcomes

# What Can SCs Do to Assist Individuals?

## 4 Paths to Employment



# Types of employment



## Competitive employment -

- Earning minimum wage or better
- Integrated with co-workers who do not have disabilities
- Providing individuals with the same opportunities to advance as others
  - Independent (without supports)
  - Supported (with supports)
    - Individual
    - Group

## Self-Employment

- Independent (without supports)
- Supported (with supports)

## Sheltered Employment

# Possible Barriers to working



## “Unrealistic” vocational goal

- Find out what attracts that individual to that particular goal
- Help determine vocational paths that might be more aligned with the individual’s interests, talents, and experiences/expertise
  - Take advantage of online resources such as MO Connections (<https://portal.missouriconnections.org/>) & O-Net (<https://www.onetonline.org/>)
  - Use planning guides such as MODDC’s Career Planning Guide (<https://moddcouncil.org/wp-content/uploads/2019/07/Career-Discovery-Guide.pdf>)
  - Utilize Informational Interviews & Job Shadowing
  - Utilize Career Planning, if appropriate

## Lack of transportation

- Check out MO-Rides ([www.morides.org](http://www.morides.org))

## Not ready for VR

- Connect to prevocational programs
- Sheltered workshop
- Employment services through waiver funding

## Fear of losing benefits

- Connect to a Benefit Specialist
- DB101 ([www.mo.db101.org](http://www.mo.db101.org))

# Not ready for work



## Determine why the individual is not ready

### Too Young –

- Talk about interests
- Ask what they want to be when they grow up
- Encourage independence & responsibilities
- Connect individuals/families to opportunities that develop interpersonal skills

### Fear or Barriers –

- Find out what is preventing them
- Provide education
- Problem solve solutions to barriers
- Talk about pros & cons of working
- Connect work to interests
- Possibly utilize Career Planning to assess interest & address fears/barriers

# Preparing for Future Employment – Preschool Age



## Daily Life & Employment Planning

Age Range	Responsible Party	Independence/Responsibility	Decision Making	Interpersonal Skills
Preschool Age 	Individual/Family	<ul style="list-style-type: none"> <li>Simple chores dealing with oneself (picking up toys, keeping room clean, etc)</li> <li>Getting dressed with assistance, attempting simple hygiene</li> <li>Helping out with household tasks</li> <li>Using Social Stories for new tasks like dressing, eating at the table, waiting for the school bus</li> <li>Setting high expectations</li> <li>Playing dress up with employment outfits (police officer, nurse, beautician)</li> </ul>	<ul style="list-style-type: none"> <li>Making choices about what to wear</li> <li>Deciding what to play with</li> <li>Making choices about what you want to be when you grow up and sharing the 'why' behind it.</li> </ul>	<ul style="list-style-type: none"> <li>Attending preschool &amp;/or daycare</li> <li>Playing with neighborhood friends &amp;/or having play dates with friends that live further away</li> <li>Access to siblings &amp; other family members</li> <li>Participating in community activities (church, going out to eat, sports clubs/activities, etc)</li> <li>Practicing turn taking</li> </ul>
	School	<ul style="list-style-type: none"> <li>Taking responsibility for one's belongings &amp; school materials</li> <li>Gaining independence using restroom independently</li> </ul>	<ul style="list-style-type: none"> <li>Deciding who to play with or sit next to</li> <li>Deciding what to play with or what activity to participate in (from given choices)</li> </ul>	<ul style="list-style-type: none"> <li>Getting along with classmates</li> <li>Following directions</li> <li>Handling criticism</li> <li>Being told and accepting that no means no</li> <li>Having respect for those in authority</li> </ul>
	Support Coordinator	<ul style="list-style-type: none"> <li>Empowering family to encourage child to have simple chores &amp; help around household</li> <li>Providing family with parenting resources, if needed – including "potty-training" resources</li> </ul>	<ul style="list-style-type: none"> <li>Encouraging family to provide child with choices throughout day, as possible</li> <li>Asking child for their input in ISP development</li> </ul>	<ul style="list-style-type: none"> <li>Connecting family to opportunities for social &amp; recreational activities</li> <li>Providing family with needed resources to access these opportunities</li> </ul>

# Let's Practice



Blake is 4 years old & has Down's Syndrome. Blake absolutely adores the family's dog, Slimer, and will demand his presence for certain activities. For example, Blake will not take a bath unless Slimer is in the bathroom with him. He goes to preschool where he receives Special Education services, including PT, OT, & Speech. Both Blake's school as well as his parents are working on "toilet training" Blake. However, now the family has to watch Blake very closely as he is trying to "toilet train" Slimer.

- What questions would you be asking?
- What services, supports, or activities would you be talking about?

# Preparing for Future Employment – Elementary Age



<p>Elementary School Age</p> 	Individual/Family	<ul style="list-style-type: none"> <li>Increasing responsibilities at home – having chores involving family such as taking out trash, or clearing the table after dinner</li> <li>Earning an allowance</li> <li>Dressing independently, as able to</li> <li>Performing hygiene tasks independently, as able to</li> <li>A little less supervision (parents present, but not always within eyesight – family may be doing periodic sight checks)</li> <li>Setting high expectations</li> <li>Try new things</li> <li>Exposure to different careers &amp; educational requirements for those professions</li> </ul>	<ul style="list-style-type: none"> <li>Having more latitude for making decisions – choosing what to wear each day, what to eat for breakfast &amp; lunch – including whether or not to take a lunch to school or purchase a lunch at school</li> <li>Having some choice as to when to complete chores</li> <li>Participation in “work with mom/dad day”</li> <li>Finding your voice</li> </ul>	<ul style="list-style-type: none"> <li>Attending school</li> <li>Attending after school program or day care</li> <li>Participating in community groups such as boy/girl scouts</li> <li>Peer relationship skill building in evenings by phone, on weekends, etc.</li> <li>Playing board games without adult participation</li> </ul>
	School	<ul style="list-style-type: none"> <li>Learning basic skills (reading, writing, math, etc)</li> <li>Having more responsibility for one’s belongings &amp; school property – may have chores at school</li> <li>More independence to remain with class &amp;/or walk alone to classrooms</li> <li>Exposure to different careers &amp; educational requirements for those professions</li> </ul>	<ul style="list-style-type: none"> <li>Choosing who to be on teams with (PE/recess)</li> <li>Deciding what activities to participate in/who to play with during recess</li> <li>Deciding where to sit on bus &amp; during lunch</li> </ul>	<ul style="list-style-type: none"> <li>More freedom to solve disputes among classmates</li> <li>Participating in more team activities</li> </ul>
	Support Coordinator	<ul style="list-style-type: none"> <li>Empower family to increase expectations – having set chores</li> <li>Provide family resources to help develop basic skills if struggling in school</li> </ul>	<ul style="list-style-type: none"> <li>Encourage youth to participate more in ISP &amp; IEP – providing more input</li> <li>Reassure family to offer more opportunities to</li> </ul>	<ul style="list-style-type: none"> <li>Connecting family to opportunities for social &amp; recreational activities</li> <li>Providing family with needed resources to</li> </ul>

# Let's Practice



Aidan is 10 years old & loves being on the computer. He mainly spends his time watching videos. He loves anything Marvel &/or DC Comics. Aidan does not like to talk & will avoid verbal communication as much as possible. When he does talk, it is usually in as few words as possible. Aidan spends half his day in regular education & half in special education. When in regular education, he has a para professional that provides assistance as needed. He receives PT, OT, & Speech at school. He also receives therapies outside of school (aqua & equine).

- What questions would you be asking?
- What services, supports, or activities would you be talking about?

# Preparing for Future Employment – Middle School



Middle School Age



Individual/Family	<ul style="list-style-type: none"> <li>• Expected to do some chores without reminders</li> <li>• Developing entrepreneurial experiences (lawn mowing, pet sitting, baby-sitting, etc)</li> <li>• Being left at home for short periods of time (couple of hours at the most)</li> <li>• Maintaining high expectations</li> <li>• Try new things</li> <li>• More exposure to potential careers based on interests &amp; abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Getting to make choices about when to go to sleep on weekends &amp; non-school nights</li> <li>• Having more freedom to determine non-school day schedule/activities</li> <li>• Having experience with safe handling cellphones</li> <li>• Street safety</li> <li>• Using earned money at stores</li> <li>• Using a shopping list</li> <li>• Finding your voice and appropriate expression</li> </ul>	<ul style="list-style-type: none"> <li>• Participating in youth groups</li> <li>• Volunteering in concession stands, picking up gyms/fields</li> <li>• School advocacy, pre-planning conversations for IEPs</li> <li>• Less supervision when around peers</li> </ul>
School	<ul style="list-style-type: none"> <li>• Traveling to classes independently</li> <li>• More responsibility in caring for one's belongings &amp; school equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Students are attending IEP mtgs &amp; may be answering some questions</li> <li>• More freedom choosing where to sit &amp; who to sit by for lunch</li> <li>• Some choices in what classes to take</li> </ul>	<ul style="list-style-type: none"> <li>• After school clubs</li> <li>• being a manager for sports</li> </ul>
Support Coordinator	<ul style="list-style-type: none"> <li>• Nurture parents to increase opportunities for youth to be left alone for short periods of time</li> <li>• Encourage parents to use natural consequences as teaching opportunities</li> <li>• Continue to promote increasing expectations with chores</li> <li>• Foster entrepreneurial experiences</li> <li>• Get to know your community</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage more input from youth on ISP development</li> <li>• Online personality questionnaires</li> <li>• What do you want to be when you grow up &amp; why? Tying employment opportunities with interests &amp; abilities</li> <li>• Book Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Linking to available community resources, events, etc.</li> <li>• Linking to reduced cellphone plans</li> <li>• School advocacy</li> <li>• Encourage participation in after school clubs, or other groups based in individual's interests</li> </ul>

# Let's Practice



Lucy is 12 years old. She loves fashion and animals. She is currently in the 6<sup>th</sup> grade and receives PT, OT, & speech therapy while in school. When in the regular education setting, she has a para professional available to assist her as needed. She also receives additional therapies outside of school – aqua & equine therapies.

- What questions would you be asking?
- What services, supports, or activities would you be talking about?

# Preparing for work



Connect the individual to programs that will help develop needed skills

- School programs (Pre-Employment Transition Specialists, work experience programs, Project SEARCH, Vocational Site Programs, etc)
- WIOA Youth Programs (16-24 – emphasis on out of school youth)
- Summer work experience programs (STEP/SWEP, VR, Youth Build/SPYC, etc)
- Pre-vocational programs (Senate Bill 40 Board funded & waiver funded)

Assess areas where an individual may need more assistance

- Soft Skills
- Work Experience/Interest assessment

# Preparing for Employment – High School Students



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">High School Age</p>	Individual/Family	<ul style="list-style-type: none"> <li>• Expected to anticipate needs of others – recognizing opportunities to help out &amp; offering assistance unsolicited</li> <li>• Expected to do all chores without reminders – including waking up in time for school</li> <li>• Expected to remember one's own schedule</li> <li>• Explore community independently</li> </ul>	<ul style="list-style-type: none"> <li>• Can choose what to eat for all meals – including whether or not to eat family prepared meal</li> <li>• More freedom to choose when to go to sleep – including on school nights</li> </ul>	<ul style="list-style-type: none"> <li>• Attending community events without parent present (school sporting events, going out with friends, etc)</li> <li>• Starting to date, exploring romantic relationships</li> </ul>
	School	<ul style="list-style-type: none"> <li>• Offering work-based experiences</li> <li>• Access to Pre-Employment Transition Specialists</li> <li>• Focusing more on functional skills needed in adulthood (finance classes, cooking/nutrition classes, public speaking classes, etc)</li> <li>• Students having to take more responsibility for requesting assistance &amp; ensuring needed accommodations are provided</li> <li>• Taking courses needed for certain vocations</li> </ul>	<ul style="list-style-type: none"> <li>• Students take more of an active role in their IEP mtgs</li> <li>• More choices in determining which classes to take</li> <li>• Drivers Ed</li> <li>• Vo-Tech schooling</li> <li>• FFA/ 4H</li> <li>• Secondary Education Research</li> <li>• Voting for class presidential candidates</li> </ul>	<ul style="list-style-type: none"> <li>• Students have more responsibilities in running/managing after school clubs</li> <li>• More choices in after school clubs</li> <li>• More opportunities to negotiate with others</li> </ul>
	Support Coordinator	<ul style="list-style-type: none"> <li>• Referrals to Vocational Rehabilitation/Pre-Ets/STEP or SWEF</li> <li>• Career choice mapping</li> <li>• Encourage resume development with school activities</li> <li>• Promote mock interviews, good handshaking etiquette</li> <li>• Promote Job Clubs</li> <li>• Promote partnerships with school, service coordination,</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct quarterly reviews/monitoring visits with youth</li> <li>• Supported Decision Making</li> <li>• Meaningful and purposeful discussions about goals and action steps</li> <li>• Transition Planning with school</li> </ul>	<ul style="list-style-type: none"> <li>• Linking to/ hosting leadership academies</li> <li>• Linking to summer camps</li> </ul>

# Let's Practice



Missy is 17 years of age. She loves children and often talks about how she wants to be a teacher. Missy spends the majority of her day in a self-contained classroom that follows a functional curriculum. Missy is able to recognize some sight words. She can tell time with a digital clock, but not an analog clock. Missy is currently able to recognize that 4 quarters equal a dollar. She is able to count \$1 bills, but has difficulty if the bills include different denominations such as \$5 or \$10 – she will count every bill as \$1. She is able to recognize that a dime = 10 cents and a nickel = 5 cents, but she is not able to count change.

- What questions would you be asking?
- What services, supports, or activities would you be talking about?

# Looking for work

- Assist the individual with identifying strengths & interests
- Help the individual develop a circle of support
  - Aid in problem solving barriers that come up
  - Help to find hidden jobs - Networking
- Don't overlook the bonus of volunteering
  - Helps the individual gain experience
  - Connects the person to others who can help network
  - Opens the door to paid work
- Connect the individual to VR, if appropriate
- Connect the individual to other employment-related supports  
(American Job Center, Jobs for Life, Connections to Success,  
employment networking groups, etc.)
- Request Job Development, if needed

# Let's Practice



Mike is 20 years old. During high school, Mike got experience working in his high school cafeteria. He is able to prep & cook food, receive inventory, stock items, clean dishes, and work a cash register. Mike loves sports & would like to work someplace where he can talk sports with others or even watch games. Mike does not drive and his parents both work full-time jobs, which prevents them from driving him to & from work during their work hours.

- What questions would you be asking?
- What services, supports, or activities would you be talking about?

# Working



- Continue to monitor satisfaction & needed supports
- Continue to assess vocational goals
- Coordinate additional supports whenever needed
  - Connect to VR
  - Request Supported Employment for retention assistance
  - Utilize Job Centers or Higher Education for gaining skills & education needed for advancement
  - Connect to other non-employment-related supports such as transportation, PA, behavioral supports, etc.
- Help problem solve issues as they arise

# Let's Practice



Jacob is currently working 12 hours per week as a dishwasher. Jacob often expresses that he is not happy with this work & would prefer getting another job. When asked what he wants to do, Jacob will often talk about how he really wants to be a video game designer. Jacob is able to read at a 4<sup>th</sup> grade level, however his comprehension falls more within 2<sup>nd</sup> – 3<sup>rd</sup> grade level. Jacob's math skills are approximately 6<sup>th</sup> grade level. Jacob tried to get into college after high school, but was not able to score high enough on college entrance exams. He has taken some basic math & comprehension AEL classes, but has not been successful at progressing to entry college levels.

- What questions would you be asking?
- What services, supports, or activities would you be talking about?

# Additional Practice - Sam

Sam currently works 30 hours per week at a sheltered workshop. Sam's production is good enough that he is earning at least minimum wage at the sheltered workshop. With support from the sheltered workshop, Sam has expressed a desire to work out in his community. Since he is familiar with warehouse settings, he is very open to working in manufacturing/distribution companies. The sheltered workshop has been very supportive of Sam exploring work in the community & has been giving him experience with operating the forklift so that he will have more desired skills for a community job. Sam's parents are concerned about the effect this type of job change might have on Sam's Social Security & Medicaid benefits. They are also fearful that competitive integrated employment would not provide a supportive enough environment as the sheltered workshop.

- What questions would you be asking?
- What services, supports, or activities would you be talking about?

# Additional Practice - Tim

Tim is 45 years old. He has been in day hab since getting out of school at 21 years of age. Tim loves helping people. Through his day hab program, Tim volunteers weekly at a homeless shelter where he helps prepare & serve meals for those staying at the homeless shelter. Tim is very independent in these activities. He knows what needs to be done & gets right to work. He receives very little support while volunteering – mostly oversight. He receives Social Security benefits based on his parent’s work history. Whenever asked about working, Tim states that he does not want to work at all. When asked why he doesn’t want to work, Tim will state that he does not want to lose his benefits. His mother, who is legal guardian, also expresses some doubt about Tim’s ability to work. She is concerned the he could be taken advantage of & would not have as much support available as he currently needs.

- What questions would you be asking?
- What services, supports, or activities would you be talking about?

# Additional Practice - Rachel



Rachel is 30 years of age. She has been working at a sheltered workshop for close to 10 years. Rachel keeps talking about how she would like to work in an office. She knows that people who work in offices will answer phones & type on the computer. Rachel has a room in her house set up like an office. When she is not at work, she can be found in her “office” performing office work. Rachel will take 1-2 weeks’ vacation each year, where she will spend time helping out in her church office.

- What questions would you be asking?
- What services, supports, or activities would you be talking about?

# Tools at your fingertips



## DMH Website

<https://dmh.mo.gov/developmental-disabilities/programs/promoting-employment/>

## Charting the Life Course

<http://www.lifecoursetools.com/planning/>

## DB 101

<https://mo.db101.org/>



# Where Else to Go for Assistance?

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