

Chappaqua Central School District's
Special Education Department
&
The Arc Westchester

Preparing for Employment

April 14, 2021

Presented by:

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Transition Services Director

The Arc Westchester



April 14, 2021
Presentation
Overview

Preparing for Employment:

- Adult Employment Services
- Pre-Employment Planning: Questions and Considerations
- Pre-Employment Planning: Practicing and Enhancing Skills for Employment
- Resources
- Questions



Note: Presentation slides will be shared via email.



Adult Employment Services: OPWDD & ACCES-VR



New York State
EDUCATION DEPARTMENT

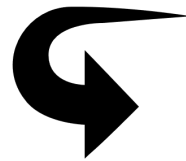
ADULT CAREER & CONTINUING ED SERVICES

Adult Career & Continuing Ed Services – Vocational Rehabilitation



New York State
EDUCATION DEPARTMENT
ADULT CAREER & CONTINUING ED SERVICES

ACCES-VR Authorizes Job Development, Job Placement and Initial Job Coaching Supports. ACCES-VR funding ends after reaching job stabilization date which is usually 90-days after job start date.



If eligible, the individual can continue receiving job coaching supports through **OPWDD's** SEMP-Extended

Adult Employment Services



| | OPWDD: | ACCES-VR: |
|----------------------------------|-----------------------------|-------------------------------------|
| Service: | Supported Employment (SEMP) | Supported Employment Services (SES) |
| Job Development: | *SEMP-Intensive Only | Yes |
| Job Placement: | *SEMP-Extended Only | Yes |
| Job Coaching: | Yes | Yes |
| Long-term Job Coaching Supports: | Yes | No |



Job Development Through OPWDD's Supported Employment (SEMP):

***There are two ways someone can receive job development through OPWDD's Supported Employment (SEMP) service.**

1. Through **SEMP-Intensive**, with an ETP Discovery Recommendation for Job Development
2. Through **SEMP-Extended**, requesting job development for a new job while being employed and receiving SEMP services

Job Development Scenarios & Service Referrals:

Scenario: Jason is 26 years old, has some volunteer and internship experiences in high school and is interested receiving employment services.



ACCES-VR's SES

Scenario: Shauna has a part-time job working at a local gym. Shauna started working at the gym 3 years ago, she receives Job Coaching supports through OPWDD's SEMP. Shauna recently expressed wanting to find a different job.



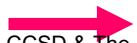
OPWDD's SEMP-Extended

Scenario: Luke recently completed OPWDD's Discovery through its Employment Training Program (ETP) and received a recommendation for Job Development.



OPWDD's SEMP-Intensive

Scenario: Lynn, received job development services through ACCES-VR in 2012 where she secured a job working at a bank. Once ACCES-VR funded services ended, Lynn continued to receive Job Coaching supports through OPWDD's SEMP-Extended. Lynn, has not worked since 2018 but is interested in obtaining employment and receiving employment support services.



ACCES-VR's SES

Pre-Employment Planning

Questions and Considerations

Candidates for Supported Employment (ACCES-VR & OPWDD):

- **Motivation & Mindset:** Have expressed a clear desire to work. Have set reachable employment goals. Have an open mind, reliable & flexible (work is the priority)
- **Ratios:** Able to work independently & utilize natural supports (able to successfully complete job tasks without the presence of Job Coach)
- **Location:** 100% Community, fully integrated work site
- **Transportation: Travels** to and from work independently (includes ParaTransit)
- **Schedule:** Fixed or Varies (As agreed upon by Employer)
- **Prompting:** Independent (self-starter, uses checklists, phone reminders, alarms or other visual supports as necessary to complete tasks independently)
- **Stamina:** Typically, 4–8-hour shifts – schedule determined by employer to meet their need.
- **Productivity:** Meet the productivity expectations of the employer
- **Communication:**
 - Engage in basic communication effectively (verbal or non-verbal methods)
 - Take direction and receive feedback from supervisors
 - Maintain appropriate behavior and social skills in the workplace without immediate supervision
- **ADLs, Medication & Hygiene:** Have independent hygiene, grooming skills and self-administers medication

Other Considerations:

Do they know
their likes?
Dislikes?

Preferences

Experience

Stamina

Communication

Level of
Independence

Transportation

Schedule

Flexibility

Working
with others?

Benefits: SSI, SSDI, SNAP
may be impacted
depending on wage and
hours worked.

Questions

- Do you want to want work? Why do you want to work?
- What types of jobs interest you? full-time/part-time employment, how many hours per week?
- If you could have any job at all, what would it be? Dream Job?
- Have you had a job or work experience in the past?
- Which jobs/tasks did you like? Didn't like?
- How do you learn best (reading, picture list, hands-on)?
- What technology do you use? What is it used for (phone calls, texting, email, schoolwork)? Do you need help?
- How would you get to and from work?
- How do you feel working as part of team? Do you prefer to work alone?
- Scheduling preferences (days, evenings, weekends)?
- motivation

Scenarios

What would you do if...

- You are working in the kitchen and run out of carrots for the salad?
- You are working in an office and the phone rings?
- Your Supervisor asks you to stack boxes in the Storeroom, but you are not finished counting juice cans?
- The fire alarm rings?
- Your schedule says that it is time for lunch, but you haven't finished your task?

Pre-Employment Planning

Practicing and Enhancing Skills for Employment

Services for Eligible High School Students:

The following services can help young adults develop and enhance skills for employment and independence:

ACCES-VR Pre-ETS (Employment Transition Services)

- Pre-ETS include job and career exploration counseling and activities, work-based learning experiences, counseling on postsecondary options, and instruction in self-advocacy, which may include peer mentoring.

OPWDD's ETP Trainee (Employment Training Program)

- Student earns wages for hours worked during school internships. Wages are paid by New York State
- Eligibility for ETP Trainee: Student must be OPWDD Eligible, attend school-to-work program, be within one or two years of exiting high school

****Cannot have an open ACCES-VR case**

Recreation & Respite Services & Programs*

- Summer Camp; day and sleepaway
- Com-Hab
- SouthEast, NorthEast, SPARC, Theater Programs other Recreation Programs
- Respite House

**Most services utilized OPWDD Eligibility or Medicaid-Waiver for funding*



Practice & Prepare by:

- Chores and responsibilities at home
- Structure unstructured time/schedule
- Create opportunities to give choices and practice making decisions
- Volunteer opportunities outside of school (e.g., with com-hab)
- Gain employment experience after high school by attending a day program or pre-vocational program

Developing & Enhancing Skills for Employment:

- **Motivation & Mindset:** Talk about work at home and in school. What is the person's interest in employment? Do they want to work?
- **Schedule:** Is work the priority? Willingness/flexibility to work on the weekends or evenings? What is the conversation at home about work? What are the expectations?
- **Ratios and Location:** Give opportunities for more independence. At home start by staying home alone 15-minutes and increase slowly. In the community start by going to a familiar place like target or grocery store and being in the next aisle over, then a few aisles over, then meet by register at a specified time.
- **Transportation:** Get ParaTransit, practice using ParaTransit including scheduling trips, waiting for ParaTransit, how to handle if ParaTransit is running late. Start by traveling with companion, then following behind in separate vehicle then meet at designated location then independent.
- **Stamina and Productivity:** Build stamina by having a set routine and schedule then work in changes to schedule. Have young adult tend to the same task for 5-minutes, 10-minutes, 30-minutes and continue to increase (e.g., entering data into a spreadsheet, washing/drying and sorting dishes, gardening, reading). Are they maintaining the same level of productivity? Continue practicing and increase time as they maintain productivity. Create a schedule that works toward meeting the productivity and stamina expectations of an employer
 - example schedule: 9am-11am data entry, 11am-12pm wash, dry and put away dishes, clean kitchen countertops, 12-12:30 break, 12:30-1:30 data entry, 1:30-2:00 reading, 2:00-2:30 gardening

Developing & Enhancing Skills for Employment Cont.

- **Prompting:** Allow the young adult to try and problem solve independently. If they request help, ask them to specify. For example when they are completing a homework assignment have them complete it independently (parent in a different room), have the young adult notify you (parent) once they have completed homework (parent then review and return if corrections are needed). Use checklists, phone reminders, alarms or other visual supports as necessary so the young adult can complete tasks independently
- **Communication:** Express basic needs effectively either using verbal or non-verbal communication methods. Able to greet supervisor or co-workers? Maintain professionalism (e.g., appropriate conversation topics, boundaries). By using checklists, picture lists, alarms and other methods described on the previous slide you can find out how the young adult learns best, that learning, and communication style can be applied in a future work environment.
- **ADLs, Medication & Hygiene:** Does the young adult take medication or have allergies? Do they know what they are allergic to? do they know what medication they take? Can they take their medication on their own? Have them start practicing now by having them set an alarm, use medication pill organizer, picture of medication with name and reason for taking. Do they maintain personal hygiene independently? Do they make appropriate clothing selections independently? If not, build this into their daily routine.

Pre-Employment Resources:

For information about ACCES-VR's Pre-ETS, contact:

Debra Ehrenberg, *Senior VR Counselor Transition and Youth Services*

Phone: 914-946-7648 E-mail: Debra.Ehrenberg@nysed.gov

For General Inquiries, call: 914-946-1313

ACCESS-VR's Website: <http://www.acces.nysed.gov/>

Form information about OPWDD's ETP, contact:

Bryan L. Bischoff, *Employment Training Program Supervisor*

E-Mail: Bryan.L.Bischoff@opwdd.ny.gov

OPWDD's Website: <https://opwdd.ny.gov/>

Activity Based Websites:

- YouthHood – Where teens prepare for life after high school, Website: <http://www.youthhood.org>
- eXploreWork | Future planning for teens with disabilities, Website: <https://explore-work.com/>
- Do2learn: Educational Resources for Special Needs - Job TIPS, Website: <https://do2learn.com/JobTIPS/index.html>
- Transitions Adulthood Center for Research -Tip sheets, briefs and publications on youth and young adults living with a mental health condition, Website: <https://www.umassmed.edu/TransitionsACR/publication/>

Questions?

The next group information meeting is scheduled for Wednesday, May 12th 11:30 AM – 12:30 PM

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General Contact Information:

914-949-9300 or
914-428-8330

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