

**F**amily

**E**mployment

**A**wareness

**T**raining

A webinar series for families  
of students and young adults  
with intellectual and  
developmental disabilities

A partnership between the Paul V. Sherlock Center on Disabilities at Rhode Island College and Indiana  
Institute on Disability and Community Center on Community Living and Careers



Paul V.  
Sherlock Center

On Disabilities / Rhode Island College

# Family Employment Awareness Training – Webinar Series

May 05 – Overview / Transition to Employment in Rhode Island

**May 08 – Possibilities for Employment – Supported and Customized Employment**

May 12 – Family and School Roles

May 15 – Adult Supports and Resources



# Housekeeping

- We want to keep things informal but ask that you keep yourself on mute unless you want to ask a question or make a comment.
- You can also comment or ask questions using the “chat.”
- This session will not be recorded since it is interactive, and we strongly encourage participants to actively engage, ask questions, or share personal examples when appropriate.



# Online Materials and Resources – (Materials included for entire series)

- ☐ PowerPoint handouts
- ☐ Glossary
- ☐ Activities
- ☐ Plan for Employment
- ☐ Links to related resources
- ☐ Website for resources – [www.featri.net](http://www.featri.net)



# AGENDA

- Who we are
- Employment possibilities
- Supported and customized employment
- Other services, benefits and programs
- Next steps



# Paul V. Sherlock Center on Disabilities

- ❑ Rhode Island's Center for Excellence in Developmental Disabilities.
- ❑ Provide training and technical assistance, research and information.
- ❑ Individuals with disabilities, their families and those who support them.
- ❑ Across the age span.

[www.sherlockcenter.org](http://www.sherlockcenter.org)



# Who is in the Room?

**Participate in the Zoom poll so we can tell who is here:**

- Family member of a youth with a disability
- Youth aged 14 – 22 with a disability
- Teaching professional
- Other professional
- Other



# ACTIVITY Question

## Types of supported employment

- Competitive employment
- Created jobs
- Carved jobs
- Resource ownership
- Self-employment

**(Type in Chat or Unmute to share your thoughts.)**





# Employment Possibilities

## Integrated competitive employment supported and customized employment

- Created jobs
- Carved jobs
- Resource ownership
- Self-employment
- Business within a business
- Employer-initiated models



# Integrated Competitive Employment

- Real work in real businesses
- Minimum wage or higher
- Individualized supports



# Integrated Competitive Employment

## Meet Lisa – lifeguard YMCA



[Lisa: Natural supports at the YMCA | Think Work](#)

- Job matched interests and skills
- Presence in community led to job opportunity
- Supports to complete necessary job training
- Natural supports on the job



Lisa's story from Institute on Community Inclusion, University of Massachusetts

# Supported and Customized Employment

## Supported Employment

- Real work
- Integrated businesses
- Job match
- Assistance from job coach
- Ongoing support services

## Customized Employment

- Real work
- Integrated businesses
- Negotiation between needs of employer and individual
- One person at a time ... one employer at a time



# Created Job

## What is it?

- Establishes a new job or job duties that did not previously exist as a position within a business

## Possibilities ...

- Driven by the skills and support needs of the individual and the needs of the business
- Negotiated by a skilled job developer, job coach or employment specialist



# Created Job – Meet Nji

- **Recent high school graduate who was highly motivated to work and very organized**
- **Following high school had a restaurant job**
  - Did well when supports were in place
  - Lost his job after he lost needed supports
- **Got a job at an implements company that sells and services tractors and lawnmowers**
  - Created a part-time job of “implements detailer” – cleaning and polishing the tractors and lawnmowers that had been serviced
  - Created a picture book breaking down the job into steps
  - Set up workspace in location where boss could observe and provide needed assistance or feedback



Nji's story adapted from Sowers, J., et al. (2001). Self-Directed Employment: Story Book of Oregonians with Developmental Disabilities. Developed by the Center on Self-Determination, Oregon Institute on Disability and Development, and Oregon Health & Science University.

# Carved Job

## What is it?

- Redistributes job duties from one position to another, tailoring them to the **job seeker's unique skills** and abilities
- Creates a job description consisting of one or more tasks from a traditional job in the employment setting.

## Possibilities ...

- A way to make **somebody's strengths and assets** become a strength and asset for an employer.
- Real tasks, at a real job, that are a cost effective strategy for an employer.





# Carved Job – Meet Andy

- **Teenager who wanted a job – not a summer camp for “special needs”**
- **Could communicate “yes” and “no” by turning head and needed someone to push his wheelchair**
- **Got a job at a large bookstore**
  - Scanning bar codes on books to input them into the store inventory
  - Built a conveyor belt with stationary scanner
  - Used switches on either side of his head to operate the conveyor belt and interface with the Enter key on the computer
  - Later contracted to build a device to automatically load books onto the conveyor belt for Andy to increase his independence



Andy's story adapted from Sowers, J., et al. (2001). Self-Directed Employment: Story Book of Oregonians with Developmental Disabilities. Developed by the Center on Self-Determination, Oregon Institute on Disability and Development, and Oregon Health & Science University.



# QUESTIONS?



# Resource Ownership

## What is it?

- Purchased equipment, machinery or other items that an individual owns and brings to the workplace as part of their employment with a business, offering an additional resource to the employer.

## Possibilities ...

- Resource ownership increases the value of the employee (similar to having a college degree).
- Resource ownership benefits the business by increasing profits or service capacity in some way.



# Resource Ownership – Meet Brian

- **Had a real interest in working with animals**
- **New small grooming business recently opened near his home**
  - Job developer met with business owner to discuss her business operations and needs regarding her growing business.
  - Owner expressed need for a hydraulic lift to ease physical demands on the groomers
- **Used Customized Employment Grant funds in his state to purchase the hydraulic lift (now owned by Brian)**
- **Negotiated job duties and wages and Brian became an employee of the grooming business**
- **Has increased his skills to include all aspects of grooming and customer service and he independently opens the business some mornings**



# Business within a Business

## What is it?

- Develop a self-employment venture within an existing business setting.

## Possibilities ...

- Offer something the business does not have but would enhance their market.
- Established customer base.
- Access to coworkers and natural supports.
- A win-win situation.



# Business Within a Business – Meet Tamara

- **Desired choice and control in her life**
- **Vocational Rehabilitation initially evaluated Tamara and determined her unemployable**
  - Mom challenged the evaluation.
  - Tamara's planning team decided to explore self-employment.
- **Owns and runs a hotdog stand at a county justice center**
  - Family explored various business ideas, including start-up costs and operations of each.
  - Located a community building that had a cafeteria and no food service and set up shop there.
  - Initially only offered hotdogs – has since expanded to include salads, soups, sandwiches, and cookies.



Tam's story adapted from Sowers, J., et al. (2001). Self-Directed Employment: Story Book of Oregonians with Developmental Disabilities. Developed by the Center on Self-Determination, Oregon Institute on Disability and Development, and Oregon Health & Science University.

# QUESTIONS?



# Other Services, Benefits, and Programs

- Social Security Work Incentives
- Benefits Planning
- ABLE Accounts
- Transportation



# Work Incentive Information and Benefits Counseling

## Information Beneficiaries Need to Know

- Impact of earnings on
  - SSI and/or SSDI
  - Medicaid and/or Medicare
  - SNAP, Housing, etc.
- Work Incentives (WI)
- Wage Reporting Options
- Avoiding/reducing overpayments
- Resources at the [Sherlock Center's WI Webpage](#)

## Access Benefits Counseling

- Ticket to Work Helpline:  
1-866-968-7842 or 1-866-833-2967  
TTY/TDD
  - Helpline referrals sent to RI WIPA Project
- ORS: Discuss with your VR Counselor
- BHDDH-DDD: Submit [EERF Form](#)





# Social Security Work Incentives

## SSI

### Income Exclusions

- General and Earned
- Impairment Related Work Expense
- Blind Work Expenses
- Plan for Achieving Self Support

### Youth:

- Student Earned Income Exclusion
- Section 301 (benefits continue while completing vocational plan)

Medicaid 1619(b) limit: \$43,226 (2025)

## SSDI

- IRWE
- Subsidy and Special Conditions
- Income Averaging
- Plan for Achieving Self Support
- Three Phases
  - Trial Work Period
  - Extended Period of Eligibility
  - Post extended Period of Eligibility
- Medicare – over seven years



# Medicaid for the Working Disabled

<https://eohhs.ri.gov/Consumer/TheSherlockPlan.aspx>

	Ticket to Work	Sherlock Plan
Age	16 – 64	65+
Income Limit	None	250% FPL
Asset Limit	None	\$10,000 individual / \$20,000 couple

## Two categories:

- Ticket to Work for ages 16-64
- Sherlock Plan for ages 65 and older

## People eligible for either program are entitled to:

- the full scope of Medicaid medical benefits;
- Long-term services and supports home and community-based services;
- and services needed to start or continue their employment.

## Sliding Fee Premium Payment



# ABLE accounts

- Achieving A Better Life Experience (ABLE) Act of 2014.
- RI's ABLE helps individuals save while preserving their SSI and Medicaid – up to \$19,000 per year (additional if contributing from wages).
- Balances of \$100,000 or less not counted toward SSI resources limit.
- RI website – <https://savewithable.com/ri/home.html>
- National Resource Center <http://www.ablenrc.org/>



# Transportation

## Transportation Options

### Income Exclusions

- Public transportation – RIPTA bus, RIDE Paratransit, cabs
- Travel Training (Learning how to use public transit)
- Driver assessment and training

**TIP – Social Security work incentives can help with transportation – IRWE will cover half the costs (or all if blind)**

## More Transportation Options

- Carpooling with a co-worker – sharing gas
- Friends or family
- Volunteer drivers (e.g., Retired and Senior Volunteer Program, churches)
- Ride-hailing (Taxi, Uber and Lyft)



# QUESTIONS?



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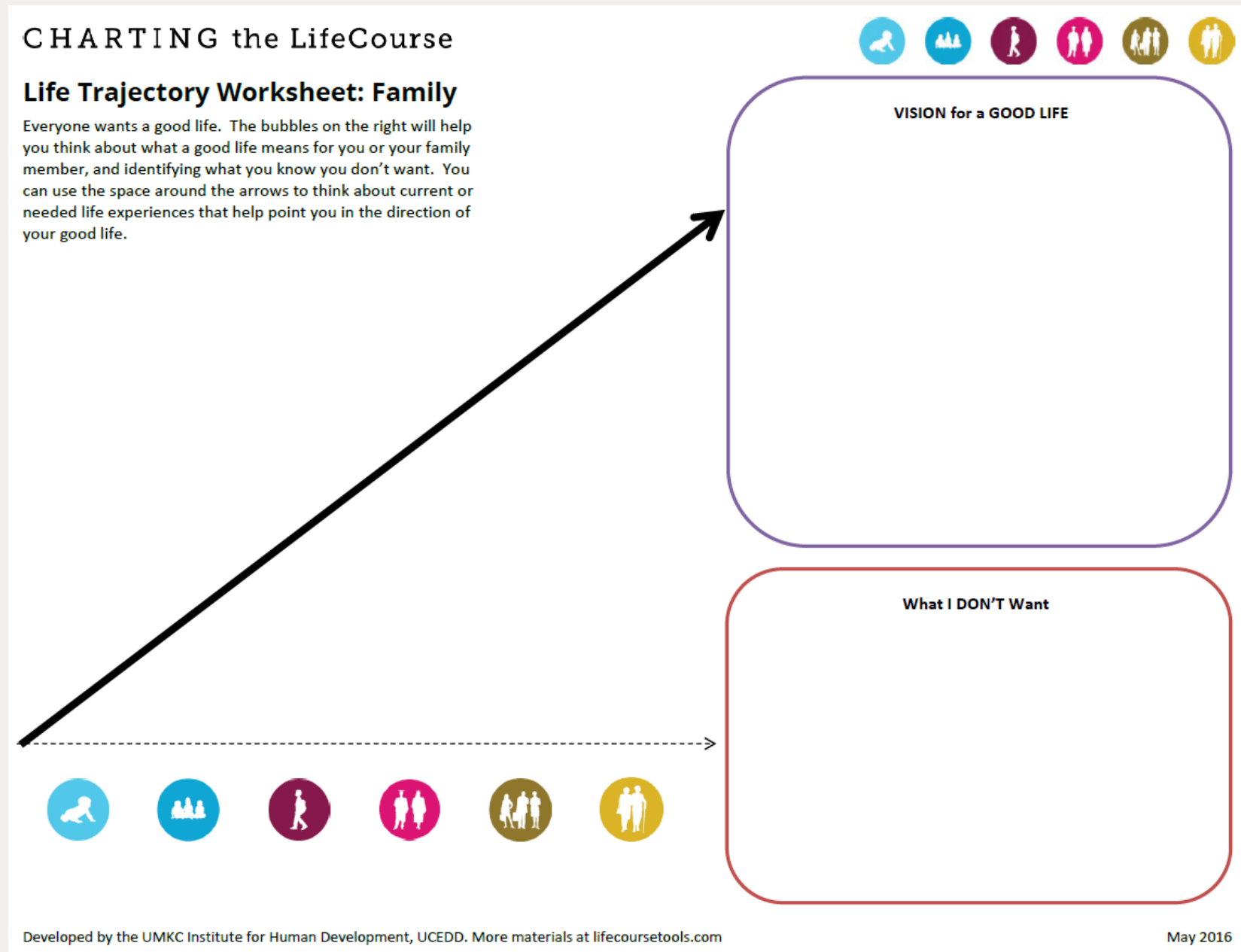


# For Next Session: Family Role – The LifeCourse Trajectory (Worksheet in resources [www.featri.net](http://www.featri.net))

CHARTING the LifeCourse

**Life Trajectory Worksheet: Family**

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.



The diagram shows a large black arrow pointing from the bottom left towards the top right. A dashed horizontal line with an arrow at the end extends from the start of the main arrow to the right. On the right side, there are two large rounded rectangular boxes. The top box is purple and labeled 'VISION for a GOOD LIFE'. The bottom box is red and labeled 'What I DON'T Want'. Above the top box and below the bottom box are rows of six circular icons each, representing different family roles: a person, a family, a couple, two people, a group, and a family with a child.

Developed by the UMKC Institute for Human Development, UCEDD. More materials at [lifecoursetools.com](http://lifecoursetools.com)

May 2016

## Explore with your family member:

- Vision for a good life
- What kinds of experiences can lead to that good life?
- What they don't want
- What experiences to avoid?

<https://www.lifecoursetools.com/lifecourse-library/foundational-tools/person-centered/>



# For Next Session – School Roles in Planning

## To think about before the next session:

- What are your child's postsecondary goals in their IEP?
- What career assessments has your child participated in?





# Technical Assistance

## Sherlock Center on Disabilities

[www.sherlockcenter.org](http://www.sherlockcenter.org)

- Available for follow-up and to answer individual questions
- Crystal Cerullo [ccerullo@ric.edu](mailto:ccerullo@ric.edu)
- Call: 401-456-8915



# EVALUATION FOR TODAY

Click on this [link](#) or find it in Chat.  
Please complete!



# THANK YOU!

See you at our next session!

4:30 – 6:00 p.m. May 15