

F<sub>a m i l y</sub>

E<sub>m p l o y m e n t</sub>

A<sub>w a r e n e s s</sub>

T<sub>r a i n i n g</sub>

**FEAT-A - Family Information**

**Session for Adults and their**

**Families.**

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

# Training Schedule – Day One

- Introduction
- RI Consent Decree
- Integrated and Supported Employment
- Self-Employment
- Employment First (and Stories)
- Pathways
- Exercise and Wrap-Up



# Packet Materials and Resources

(Materials included for entire series)

- PowerPoint handouts
- Glossary
- Activities
- Person Centered Career Planning
- Training Evaluations
- Exercises/ Take Home Resources



# Paul V. Sherlock Center on Disabilities

- ❑ Rhode Island's University Center for Excellence in Developmental Disabilities (UCEDD).
- ❑ 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)



# Family Employment Awareness Training (FEAT)

## Mission

To raise the expectations of families and people with disabilities about the possibility of finding meaningful and satisfying work in a person's home community.

## Key principles

1. Everyone with a disability can work when given the right supports and services.
2. Everyone with a disability can have a job or be a business owner that is both enjoyable and satisfying.
3. Everyone with a disability will always make more money working than by relying on public benefits alone.



# FEAT-A

- **Why Employment?**
  - Increases Income
  - Promotes self-determination
  - Gives a chance to use strengths and build skills
  - Increases confidence and sense of belonging and community
  - Fosters social relationships
  - Supports meaning and purpose in life



**Contributing, not just Participating!**



# U.S. v. RI Consent Decree 4/9/2014

- RI found in violation of Article 15 of the ADA and the Olmstead Act
- Systems-wide Change (RIDE, ORS, BHDDH)
- Transitions people with ID/DD who were in sheltered workshops or facility-based day programs to real jobs and integrated community activities over 10 years
- Extended two additional years (June 2024)



# US v. RI Consent Decree 4/9/2014

- All persons receiving supported employment placements will also be provided with integrated non-work services.
- Integrated day services support people with ID/DD to engage in self-directed activities in the community (e.g., mainstream community-based recreational, social, educational, cultural, athletic, volunteer, and training activities).





# Where were YOU in 2013

- High school
- Day program
- Sheltered workshop
- Self-directing your supports
- Not receiving services
- Let's hear from Steven!



# Recognition

- We RECOGNIZE that this may not be a “new path” for you and your family.
- We ACKNOWLEDGE that your participation in this series supports the belief and expectation that your child has gifts, talents, and skills that would be valued by a business.
- We STRIVE to share resources and help provide guidance toward success!
- Embracing success large and small.



# Parent Perspective on Employment Fears



You can use this [link](#) to watch a video. In the video, you will hear from Sue Donovan. She is a mom of a daughter with a disability. She talks about what she fears about her daughter getting a job.



# Integrated Employment

- Integrated Employment means:
  - Individualized jobs in the community.
  - Earning at least minimum wage.
  - Working among co-workers without disabilities for the maximum hours consistent with a person's abilities and preferences.



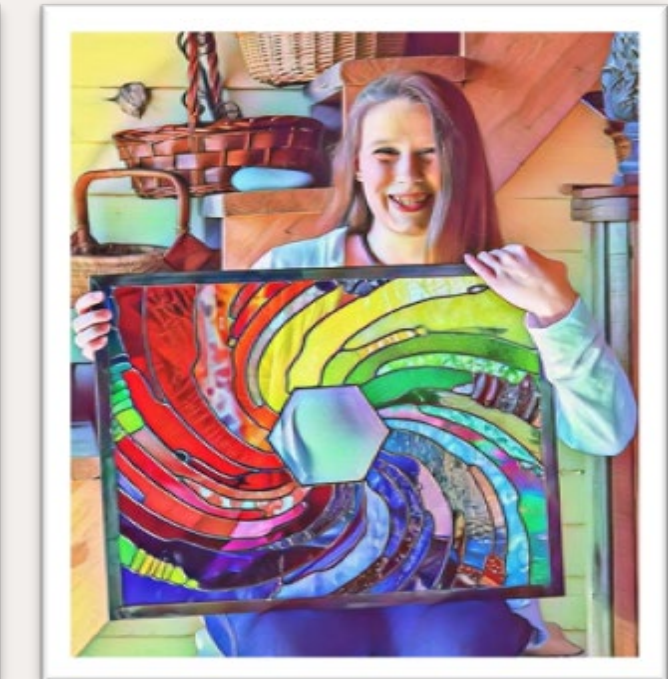
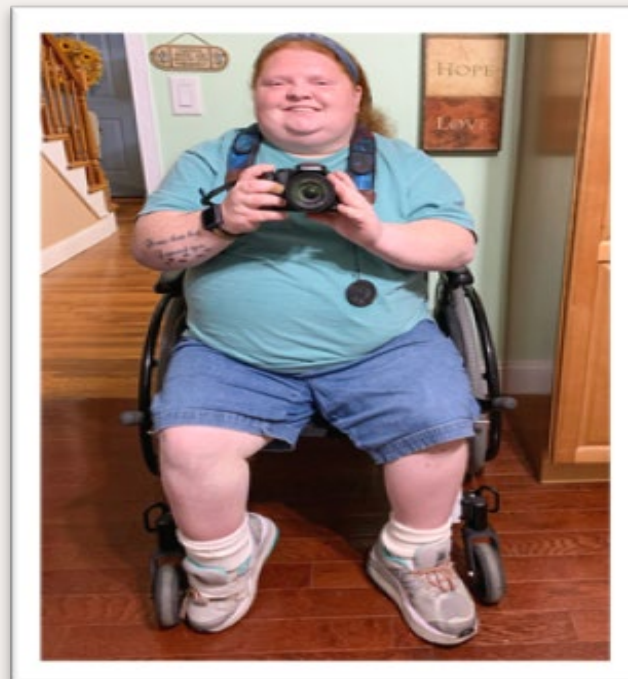
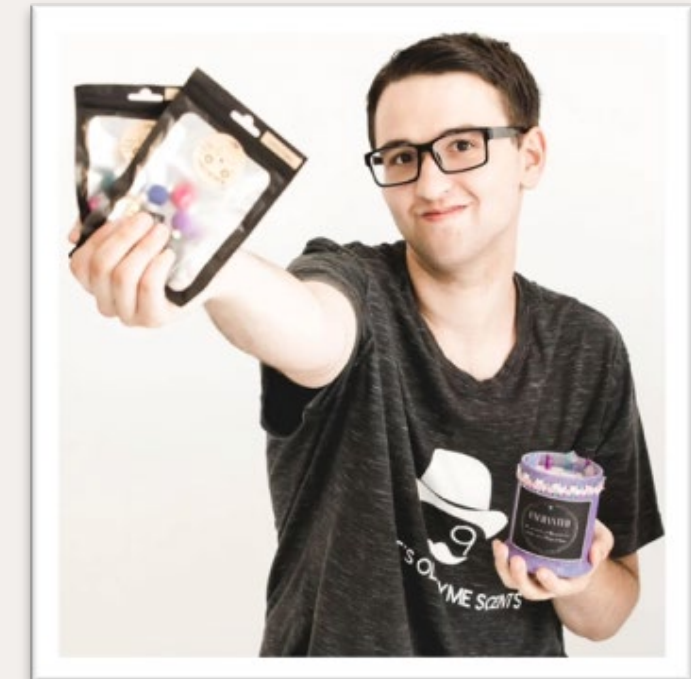
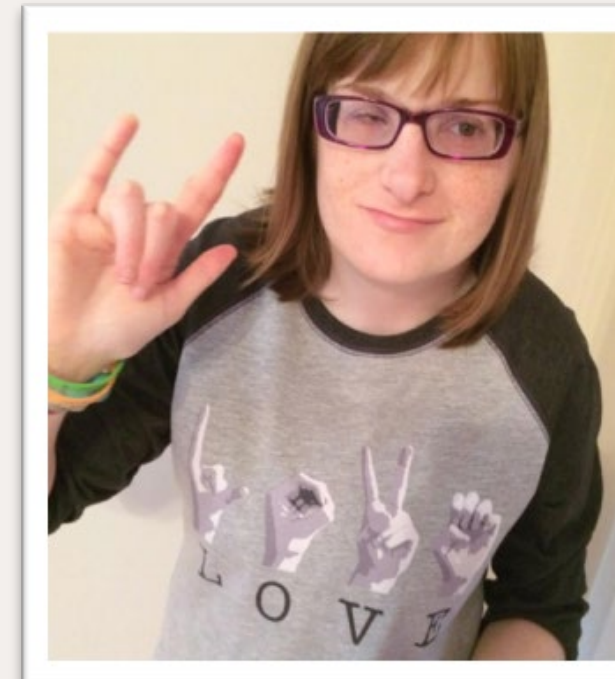
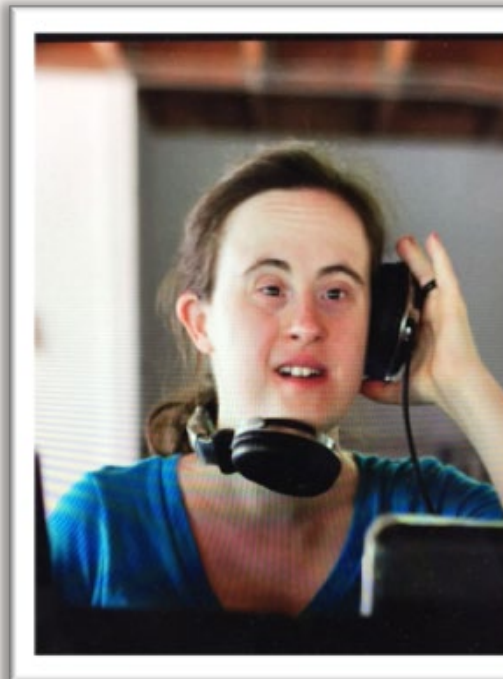
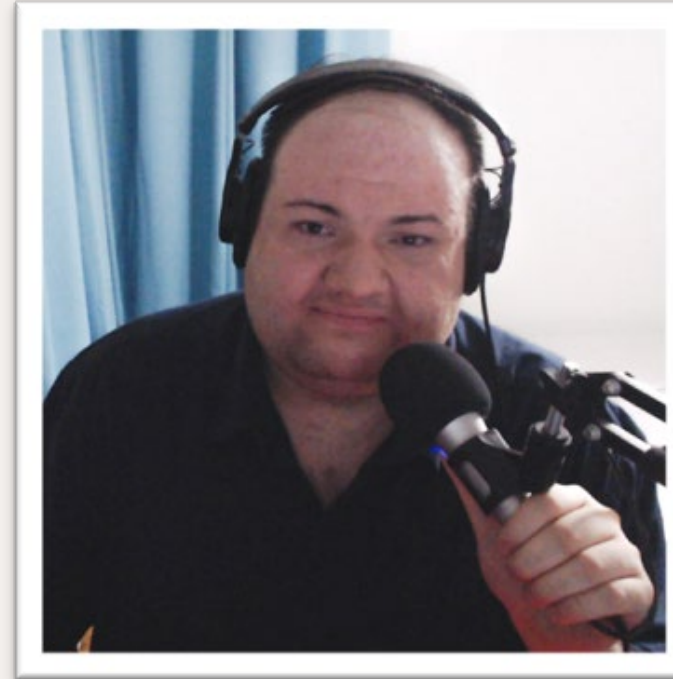
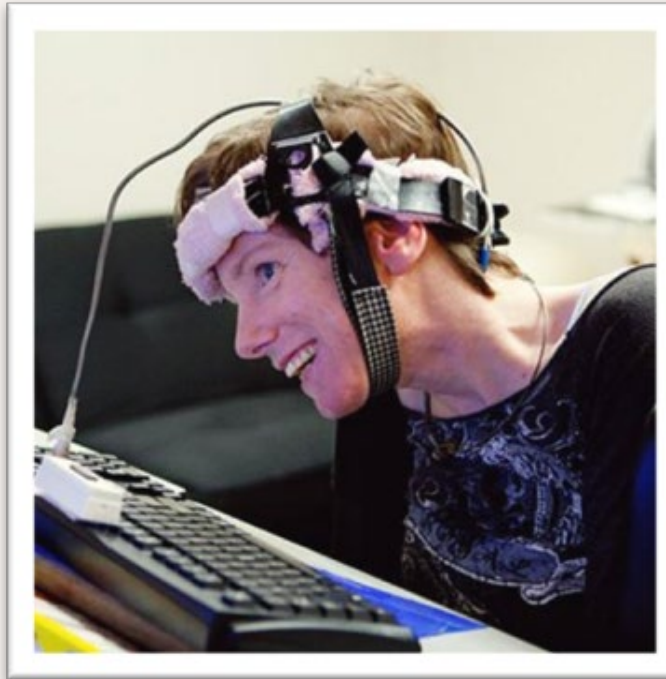
# Supported Employment Services

- Supported Employment Services include:
  - Person-centered “discovery” process to determine person’s interest and strengths.
  - Career development plan based on person’s interest and strengths.
  - Individualized job search and job development with job carving or customization as needed.
  - Ongoing supports necessary to keep employment.





# Rhode Island's Self-Employment Business Incubator



Sue Babin, Project Director

Rhode Island Developmental Disabilities Council - RIDDC



# Agenda

- What is "Self-Employment?"
- WHY Self-Employment?
- Benefits of Self-Employment
- Program Components
- Family Comments
- Contact Information



# WHY "Self-Employment"?

- Self-employment is when you work for yourself, not for an employer.
- You have your own business and control your work.
- You can possibly turn a hobby or skill that you have into a business and earn money by working for yourself.





# WHY Self-Employment (SE)?



- Traditional employment may not be the best option for some people.
- Sometimes people apply for jobs but do not get the position, or even an interview sometimes, which is very discouraging.
- Barriers such as transportation can prevent a person from obtaining a job they want.
- Historically, SE was not an option for people with disabilities.
- Today, SE open doors and matches a person's interests, skills, & dreams with opportunities to launch/grow their own small business.
- Person works at something really meaningful to them.
- Opportunity to demonstrate the value and contributions people can make to improve their financial futures and local economies.



# Benefits of self-employment



- People work in a job they really LOVE and can control themselves
- Opportunities to network, meet people, interact with customers and improve social skills and independence
- Increased self-esteem by people who are proud to be the "BOSS" and a business owner
- Set own business hours vs. Time set by someone else
- You decide on your place of employment ... work where you want

# Program Components



**8 Interactive Business Classes**

**1-1 Business Technical Support, Staff, Peer Mentors**

**Weekly "*Entrepreneurs Forum*"**

**Mini-Grants for Start-Up Costs**

**Public and Media Relations for Marketing Support**

**Ongoing Support for Selling Platforms**

**Paid Speakers Bureau Opportunities**





# Sue Babin, Project Director RI Self-Employment Business

## Incubator Project

[suebabin@riddc.org](mailto:suebabin@riddc.org)

401-523-2300

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



# Employment First in RI

Employment First does not mean Employment ONLY

“... Employment opportunities in fully integrated work settings shall be the first and priority option explored in the service planning for working-age adults with developmental disabilities in Rhode Island.” (2013)

- [Community First - Behavioral Healthcare, Developmental Disabilities, and Hospitals\(BHDDH\) website](#)
- [Employment First Video](#)





# Meet Corey – Works as a warehouse associate



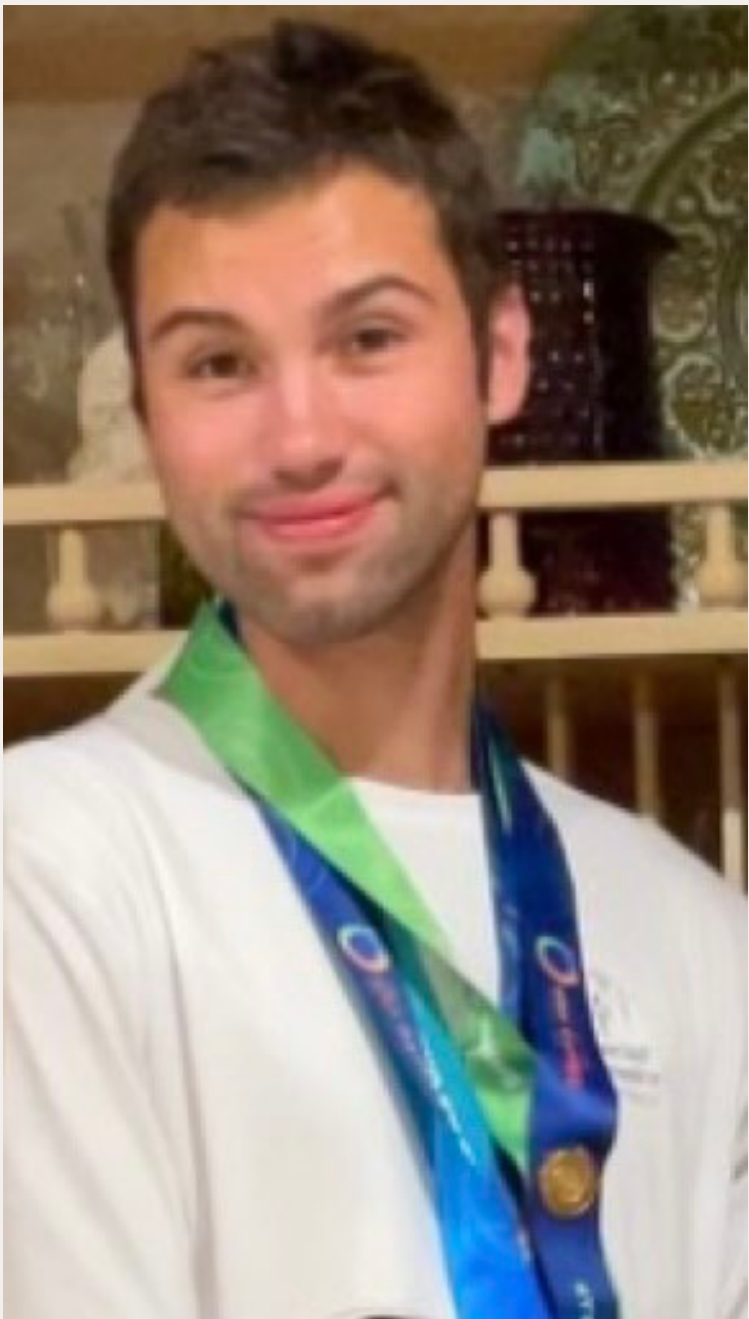
[Corey's Video](#)





# Meet Deavon

## Front End Clerk – Stop & Shop



Any questions  
for us?

BREAK!





# Pathways

There is no one way to success



# Major steps to employment

EXPLORE  
IDENTIFY  
PREPARE  
PURSUE

GET

KEEP AND  
GROW

PLANNING AND  
ASSESSEMENT

DEVELOPMENT  
AND HIRING

COACHING,  
RENTION AND  
ADVANCEMENT





# Discovery and career exploration

Discovery: A way to help people find work that fits them best. Spend time with the person, watch what they like to do, and see what they are good at, instead of using tests.

Career exploration: Like discovery, career exploration helps a person learn what kind of job might be a good fit. They find out what tasks they enjoy, what kind of places they like to work in, and what people they want to work with. This helps find the best job for them.



# Real training to support real work

- “Supporting, not Simulating”
- Industry-based training and education
- Job Trials and Community-Based Work Experiences
- Job Shadowing
- Informational Interviews
- Tours
- Apprenticeships



# The role of volunteering

Historically, people with disabilities were placed in volunteer positions that were never-ending without the promise to move forward with the skills learned into paid positions. This devalued them and their ability to work.

However, for some, purposeful volunteer opportunities can:

- Build skills
- Gain work experience
- Become familiar with workplace culture
- Develop connections
- Learn about work environments and settings



**Volunteer opportunities should always be time-limited, assessed, and have a clear understanding with the person of what they will be doing and WHY (what they will gain from the experience).**

# Types of employment

**Traditional**

**Self-  
employment**

**Customized**



# Types of employment: Traditional

- “Typical” ways people get hired
  - Common themes includes:
    - “Help Wanted” signs and advertisements
    - Job postings
    - Online applications
    - Rapid employment



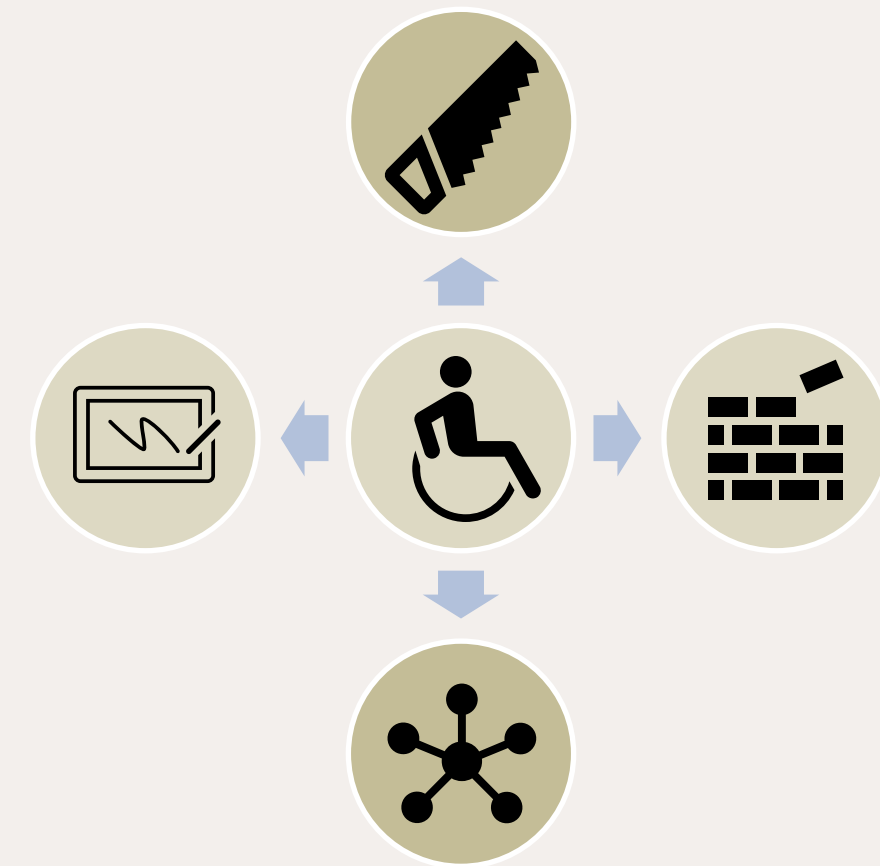
**What we know is that although some people with disabilities benefit from this approach, the majority require more creative ways to be successful in the long term.**

# Types of employment: Customized

*“Reversed” way to Secure Employment: Instead of looking at a job posting (square hole) and trying to fit the person to it (triangle peg) ...*

## ➤ Four Major Steps

1. Discovery and a Strength-Based Approach
2. Developing an Individual Search Plan
3. Negotiating Value-Adds with a Business
4. Long-Term Plan for Ongoing Success



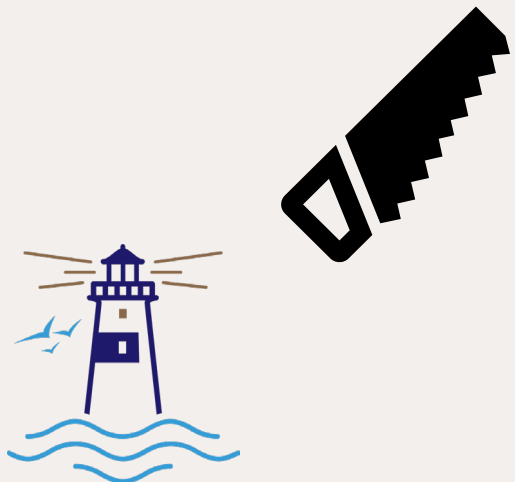


# Customized Employment Styles

(can be used in combination)

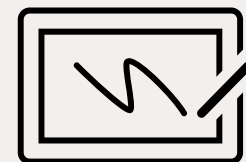
## CARVED

Taking elements of a position and developing a new position based upon those tasks



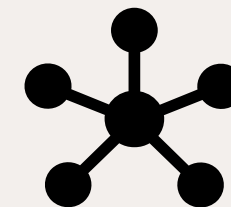
## RESTRUCTURED

Taking parts of more than one position and changing the way they are completed



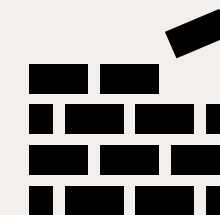
## SHARED

Completing job functions by sharing parts, time or tasks



## CREATED

Developing new tasks or new enterprises based upon unmet need



# Let's see some examples and hear from the business perspective!

We Share  
Hope

Carved

Blount

Restructured  
and Shared

Fresh  
Pita

Created



# Strength-based profile building

- Person-centered approach
- Draws from whole life experiences
- Encourages positive input and participation from varying sources
- Focuses on strengths, with consideration of support needs / strategies



# Strength-based profile example

## Professional Profile Job Seeker/ Employee: \_\_\_\_\_

<b>A) Desired Dream Job and Life Goals</b> (Can include Preferred Duties/ Job Industry, Where Do They Want To See Themselves?)	<b>B) Interests</b> (Personal, Professional, etc.)
<b>C) Talents, Skills, and Knowledge</b> (Specific Training, Academic, Social, Communication)	<b>D) Learning Style(s)/ Modality</b> (Modeling, Hand-Over-Hand, Auditory, Visual, Trial-and-Error, Learning Pace, Combination?)
<b>E) Values</b> (Individual, Religious, Family, Cultural, etc.)	<b>F) Positive Personality Traits</b> (What Makes Them Stand Out/ Be Remembered By?)



- Specified and defined areas
- “Living / breathing document”  
(should be added to frequently)



Let's build a  
little together!



# Wrap-up – day one

- Evaluation forms
  - Strength-Based Profile
- “homework”



Professional Profile Job Seeker/ Employee: _____	
<b>A) Desired Dream Job and Life Goals</b> (Can include Preferred Duties/ Job Industry, Where Do They Want To See Themselves?)	<b>B) Interests</b> (Personal, Professional, etc.)
<b>C) Talents, Skills, and Knowledge</b> (Specific Training, Academic, Social, Communication)	<b>D) Learning Style(s)/ Modality</b> (Modeling, Hand-Over-Hand, Auditory, Visual, Trial-and-Error, Learning Pace, Combination?)
<b>E) Values</b> (Individual, Religious, Family, Cultural, etc.)	<b>F) Positive Personality Traits</b> (What Makes Them Stand Out/ Be Remembered By?)
<b>G) Environmental and Preferences</b> (Where Do They Thrive?, What Times/ Days Do They Work Best?)	<b>H) Dislikes</b>
<b>I) Vocational Experiences and References</b> (Past Jobs, Volunteer Opportunities and Places)	<b>J) Social Capital and Resources</b> (Support System, Family, Transportation, Networking, Connections)
<b>K) Life Experiences, Community, and Home</b> (Civic Engagement, Community Activities, Chores, Home Life)	<b>L) Motivators/ Finances</b> (What Drives Them?/ Do They Have a Role in Their Finances?/ Benefits a Concern?)
<b>M) Specific Challenges</b> (Areas of Improvement That the Individual is Currently Working On)	<b>N) Solutions and Accommodations</b> (Current Baseline Supports, Adaptive Technology, What Works Well Consistently?)

# THANK YOU!

See you at our next session!