Engaging individuals and families around employment

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2016 National APSE Conference
Tuesday, June 21 2016
Questions for you to consider

• How do you define family?
• How have you interacted with families?
• What should the role of family be in employment?
• How can we engage families in smarter ways?
What we’re doing

• State Employment Leadership Network
• ThinkWork Research
REAL FAMILIES ROCK!

- Dad’s Partner Roy
- Dad
- Granny
- Granny’s Husband
- My Second Cousin Kevin (once removed)
- My Friend Aliq
- Dad’s Ex-Wife Rosie (age 24)
- My Mum’s Mum Girlfriend
- My Mum’s Mum
- My Brother
- ME
- Spot The Dog
- All You Need Is Love

www.outforourchildren.co.uk
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Biologically - Legally – Emotionally

Related - Unrelated
2015 SELN Survey to Members

• Target Audience: state I/DD agencies and partners.
  – What are you doing?
  – Is it working? How do you know?
  – Challenges
Roles of the 92 Respondents

- State IDD Agency Staff: 32.6%
- Service/Support Coordinator or Case Manager: 16.3%
- Day Services Provider Staff: 7.6%
- State VR Agency Staff or VR Counselor: 5.4%
- State DD Council Staff: 4.4%
- Regional or Local IDD Agency Staff: 6.5%
- Other (specify below): 22.8%
- Family Member: 4.4%
Survey Results

• Family Involvement
• Case Management
• Barriers
• Family Training
• Communication and Messaging
• Ages Targeted
• Tracking Family Engagement Success
What We Have Learned

• Ensure Staff Understand the “WHY”
• Prepare Staff to be Responsive
• Support Families to Make Connections
SELN Related Work

Discussions

SPECIAL SERIES

Building Capacity and the Role of Case Managers and Services/Supports Coordinators

The role of the case manager and services/supports coordinator is increasingly important in moving the employment agenda forward and, as a result, their job is becoming more complex. Person-centered care coordination requires knowledge and expertise in many areas and community-based employment is just one of them. Case managers and services/supports coordinators are one of the best resources for explaining the role of the employment specialist, the impact of employment on public benefits, and how they navigate the path of service and support. This year, SELN provided members and guests with three-part series on qualities of a high-performing case manager.

Qualities of a high-performing case manager:
- Recognize that children are the nation’s future workforce of support
- Understand how to create and keep partnerships with families and children
- Build relationships with individuals and the community
- Foster relationships with children and their families

The Role of Family Involvement in Employment

SELN hosts a series of discussions on how to frame expectations around employment to provide tools for engaging conversations with youth, families, and communities and to make concrete progress from around the nation. This discussion was based on the LifeCourse framework, which was developed by the University of Wisconsin-Madison Lab for Human Development to help frame how disabilities and disabilities and trauma at any age or stage of life develop in a plan for a specific life. The discussion focused on how to identify the needs of those who develop supports, and discuss what it takes to foster the role that these families, this framework serves as a guide for policy, service provision, and planning, it can be used not only for families, but also professionals in state systems and organizations, to project teams aiming to improve family engagement efforts.

Session I: Strategic Mapping Using the LifeCourse Framework
- Objectives: Participants learned how to use strategies and tools to assess current services, gather data for understanding the concept of family engagement, and consider engagement options.

Session II: LifeCourse and Employment
- Objectives: Participants learned how to use the framework and its tools to engage families and to make concrete progress from around the nation. This discussion was based on the LifeCourse framework, which was developed by the University of Wisconsin-Madison Lab for Human Development to help frame how disabilities and disabilities and trauma at any age or stage of life develop in a plan for a specific life. The discussion focused on how to identify the needs of those who develop supports, and discuss what it takes to foster the role that these families, this framework serves as a guide for policy, service provision, and planning, it can be used not only for families, but also professionals in state systems and organizations, to project teams aiming to improve family engagement efforts.

Session III: Implementing Lessons-Learned Objectives
- Objectives: Participants shared that the framework on how the framework has been used to change policy and practice, promote self-determination, and improve planning, so employment and the outcomes are planned for and achieved.
Tools Some States are Using

• **When I Grow Up**
  
  [https://youtu.be/j4S8LnHZuuE](https://youtu.be/j4S8LnHZuuE)

• **Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention**
  

• **South Dakota Person Centered Employment Guide**
  
### Transitioning? Working? Working Soon? No Thanks!

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|                    | 1. Can you think of how your life might change if you had money for what you wanted? | • Important To/For  
• Presence to Contribution  
• Routines/Rituals  
• Dreams/Goals                                                                                     | Draft criteria: Possible Evidence of “informed choice related to decisions about employment”  
• 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. | 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 |
|                    | 2. Can you think of how your life might change if you were more involved in the community? (friends at work, etc.) |                                                                                                                                                                   |                                                                                                         | For those of working age: |
|                    | 3. How will you spend your days while you are unemployed and/or retired?            |                                                                                                                                                                   |                                                                                                         | 1. Identifies the desired weekly schedule, including:  
• Hours of Service and Outcome (1-40) |
|                    | 4. Are you a morning person?                                                       |                                                                                                                                                                   |                                                                                                         | 2. Schedule and environments |
|                    | 5. Do you like to do things later in the day?                                       |                                                                                                                                                                   |                                                                                                         | 3. Describes non-work activities in which the participant chooses to participate during this plan period. |
|                    | 6. Do you like to be with other people?                                            |                                                                                                                                                                   |                                                                                                         | 4. 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. |
|                    | 7. Do you like to be alone?                                                        |                                                                                                                                                                   |                                                                                                         | 4. There is a discussion record that captures efforts to assure that the participant is making an informed decision about not working. |
|                    | 8. Do you feel good when you are helping someone out?                              |                                                                                                                                                                   |                                                                                                         | 4. Documentation of team recommendation if Community Life Engagement services are provided in residential setting. |
|                    | 9. Do you like physical activity?                                                  |                                                                                                                                                                   |                                                                                                         | Possible Evidence of “informed choice related to decisions about employment” |
|                    | 10. Do you prefer quiet activities?                                                |                                                                                                                                                                   |                                                                                                         | 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. |

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.
Family Employment Systems Interaction Study

John Kramer
Individuals and families

Our Approach

- Scoping Literature
- Online/In-person Focus Groups
- Intervention study
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
Gaps and need

• Outreach to families from diverse communities, with the help of community liaisons
• Earlier engagement with families of young children/sustained engagement with older families
• The use of social media to educate and connect families
• Community conversations to increase inclusion and employment opportunities
• Effects of positive role modeling? Portrayal of people with disabilities in work, etc.
Findings...

- Family engagement is not effective when its late
- Family v. service – working against, not with each other
- Beliefs about employment are not uniform across providers...confusing for families
- Forward movement happens sometimes when families give up on engaging services
- IEP process – lack of clear employment goals
- Fear of disclosure and discrimination (Self-Advocates)
Intervention planning

- 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?
Discussion

Three action questions

1. How are you preparing staff to have positive pro-employment conversations with families?

2. Name 1 successful strategy you have used to engage families successfully. What makes it successful?

3. How do you think we can work together to increase expectations and outcomes?
Next steps –
Continuing the discussion

• How can we continue the discussion?
• Sign up list
• Download the slides here...
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