



# **SEQA Supported Employment Quality Assurance**

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## Introduction

Supported employment offers people with learning disabilities many benefits: the opportunity to use personal abilities to make a valued contribution; the status and rewards of being a wage earner; the choice to pursue jobs and career paths that match individual interests and skills; familiarity with community work places and activities; and the experience of a variety of relationships arising from doing particular jobs.

Without supported employment services, many people who are now working would never have enjoyed these benefits; and, without supported employment services committed to the continuous improvement of their processes, many more people will continue to be denied them.

Supported employment is growing rapidly and the people involved face the challenge of learning from frequent innovations. Anyone who wants to provide good quality supported employment services needs to maintain strong links to other practitioners. Accordingly, *SEQA* intends to strengthen mutually helpful relationships among members of the ASEA and embodies an international consensus on best practice.

Best practice is practice open to continuous improvement though disciplined learning. So *SEQA* works as a troubleshooting device, calling for systematic review of the process of providing supported employment services and the disciplined identification of the most important areas for improvement. Rather than assigning scores, the team using *SEQA* collects descriptive information, identifies desirable outcomes and practices as “present” or “not present”, and offers comments which will focus and inform the troubleshooting process.

Experience from the first ten years demonstrates that supported employment services that develop jobs with individuals are far more effective than approaches that group people with disabilities and then seek occupation for the resulting groups. Thus, *SEQA* defines quality in supported employment services as developing the capacity to help individuals specify their vocational interests and then find, and successfully do, jobs that match those interests.

Supported employment services exist for people who require continuing support to remain successful rather than for people who primarily need help to find and initially learn a job. *SEQA*, therefore, assigns particular importance to supported employment services working with people who need substantial and continuing assistance. Services that offer relevant service to people who need less assistance are valuable, but *SEQA* defines supported employment as insuring opportunities for the people most likely to be left out of work.

## **How is *SEQA* used?**

The purpose of *SEQA* is to systematically review a supported employment service to recognize achievements and direct attention to the areas most in need of improvement. This review can be performed by an external team or as a self evaluation.

To date, people who have used *SEQA* report a variety of benefits, including:

- The supported employment service gains greater clarity of purpose by increasing shared understanding of desired achievements and quality standards.
- The supported employment service sets a shared agenda of issues for program development in light of systematically organized evidence.
- People who provide external advice and assistance have a framework for their work with the supported employment service or its funders.
- Supported employment personnel realize the importance of their work.
- Purchasers and boards of management gain a better understanding of the accomplishments of the supported employment program and the issues that must be addressed for its continued development.
- Community members, including employers, recognize the value of the service's work.
- Reviewers learn more about the practical issues in providing supported employment services and more about the importance of the principles at stake in supported employment.

The chances of positive results from using *SEQA* increase when...

... the supported employment service expects that the review will result in action on their part

...reviewers adopt a troubleshooting approach to reviewing the supported employment program's processes. They...

- Systematically collect detailed descriptive information
- Clearly identify achievements
- Focus problem solving on the areas most in need of improvement.

## **Who are effective reviewers?**

An effective team of reviewers will include members who demonstrate these characteristics:

- Experience in both providing direct support and managing supported employment services.
- Commitment to developing knowledge in supported employment, including active affiliation to ASEA.
- Skills in facilitation and listening; gathering information by observation, interviewing, and reading; organizing information and communicating conclusions.
- Ability to assess the effectiveness of systematic instruction.
- Ability to act with grace and tact in potentially sensitive or demanding situations.
- Participation in training and development activities for users of *SEQA*.
- Experience as the recipient of a *SEQA* review.

As experience with reviews allows the collection of feedback on team member effectiveness, the ASEA steering committee intends to certify reviewers.

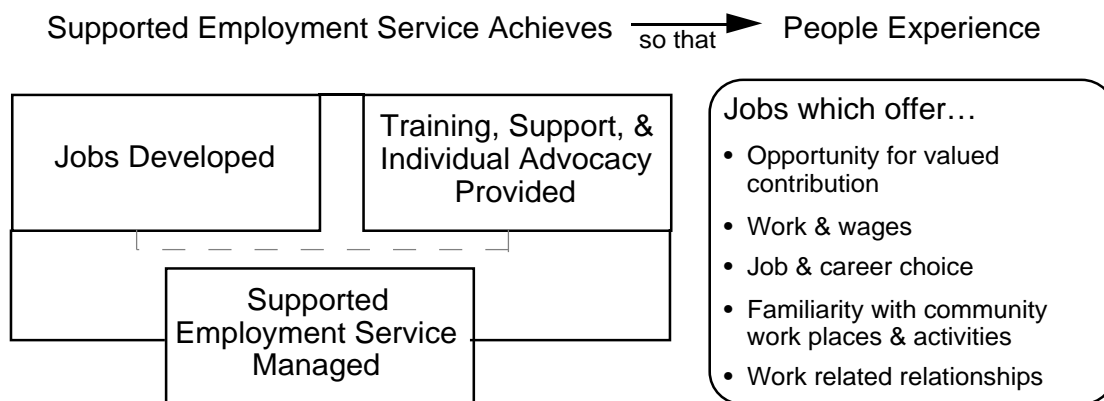
### **Acknowledgments**

*SEQA* is based on:

- Jan Nisbet and Michael Callahan (1987). *Assessing the Quality of Supported Employment Services*.
- Materials developed by the University of Kentucky's Supported Employment Training Project.
- Association of Supported Employment Agencies (1992). Definition of Supported Employment.
- John O'Brien and Connie Lyle O'Brien (1993). *Framework for Accomplishment*. Lithonia, GA: Responsive Systems Associates.
- Connie Lyle O'Brien. (1989). *Assessing the Quality of a Person's Supported Employment Experience*. Lithonia, GA: Responsive Systems Associates.

## The process of providing supported employment services

To be effective, a supported employment service will continuously improve three processes so that growing numbers of people with learning disabilities experience increasing benefit from their job and career. Staff, managers, and purchasers will revise and review their practices and policies to increase the supported employment service's performance of three basic processes.



- Develop jobs based on individual interests, abilities, and requirements and match workers with learning disabilities to the people, places, and activities of a suitable job.
- Provide training and support to the worker with a learning disability and his or her co-workers, supervisors, and employers and, when necessary advocate for the interests and rights of the worker with a learning disability, in order to insure continuing job success. The need for training, support, and individual advocacy will vary from time to time as the worker's circumstances change.
- Manage the supported employment service so that the service...
  - ...establishes and maintains effective links with community resources
  - ...maintains financial stability
  - ...administers available resources effectively and efficiently
  - ...focuses on continuous improvement of the three basic processes.

As much as possible, the performance of the supported employment service should express these principles:

- Successful performance on a job of good quality.

- Active involvement of co-workers, supervisors, and employers in contributing, with the person with a learning disability, to mutual success and satisfaction
- Best use of systematic instruction and assistive technology
- Individual career development based on interests and abilities identified and strengthened through job experience

## 1. Jobs Developed.

### *Criteria*

- 1.1. Selection practices are inclusive. People with learning disabilities are not excluded from the supported employment service because they will require substantial assistance or extensive adaptations in order to work successfully. The supported employment service challenges itself to learn to develop jobs for people with significant needs.
- 1.2. Jobs are developed based on individual interests. The person, and the person's family and friends, are actively involved from the first step in defining the person's job interests and requirements. Job interests refer to the kinds of work the person wants to do and job requirements reflect the person's needs and preferences about hours and location of work, work environment, transportation, necessary adaptations and assistance in meeting personal needs and succeeding at work, and compensation for work.
- 1.3. In specifying and meeting requirements, the supported employment service engages the person, and others important to the person, in creative negotiation of their concerns and uncertainties about the person's abilities and well being at work and the effects of the person's work on the person's living arrangements and the person, and the person's family's, satisfaction.
- 1.4. In developing jobs, the supported employment service encourages active involvement by employers, supervisors, and co-workers in specifying the requirements of the job; in creative problem solving to adapt job requirements to meet the person's requirements; and in orienting the person to the job.



- 1.5. When developing a job, supported employment service staff systematically analyze the job, the worksite, and the ways the person will get to and from work in terms of their knowledge of the person's individual requirements. This analysis will yield a clear statement of the requirements for successful job performance, the communication demands in the environment, the adequacy of facilities for meeting personal needs, the opportunities and requirements for social participation, and the resources available on site to help the person learn and succeed on the job.
- 1.6. The supported employment service actively seeks to increase the variety of types of jobs it develops.
- 1.7. The supported employment service develops jobs which offer active opportunities for interaction with co-workers.
- 1.8. The supported employment service develops jobs in safe and decent workplaces.
- 1.9. The supported employment service develops jobs that offer workers a positive image.
- 1.10. When necessary, jobs are created in ordinary community workplaces. Some people's needs may best be met through tailoring a job to fit the person. This is done by identifying necessary tasks –that fit the person's individual requirements– and defining a job around them. Because this practice might limit benefits to people if it is over applied, the supported employment service reviews job development efforts carefully.
- 1.11. The supported employment service uses a variety of compensation mechanisms to insure that people are fairly remunerated for their work and that individual concerns about maintaining benefits are satisfied.

## 2. Ongoing Training, Support, and Individual Advocacy Provided

### *Criteria*

- 2.1. As the person gains experience on the job, the supported employment service systematically re-assesses the person's requirements for successful job performance and modifies assistance accordingly.
  - 2.1.1. The supported employment service actively encourages co-workers, supervisors, and employers to assist the person to be successful on the job.
  - 2.1.2. When necessary to meet individual requirements, the supported employment service uses systematic instruction to supplement the training available on the job.
  - 2.1.3. When necessary to meet individual requirements, the supported employment service assists in modifying job requirements and insuring effective use of assistive technology.
  - 2.1.4. Systematic instruction, job modification, and assistive technologies are planned and implemented in ways that enhance, or at least protect, the person's image and interfere as little as possible with opportunities for workplace participation and assistance from other people on the job.
- 2.2. The supported employment service encourages and assists the person to make the most of opportunities for participating in relationships that arise in the workplace and match the person's interests.
- 2.3. When conflicts occur on the job, supported employment service staff encourage and assist the person to negotiate assertively for her or his own interests; participate in creative problem solving to resolve conflicts; and, if necessary, advocate on the person's behalf to insure that employers, supervisors, and co-workers deal with the person fairly.
- 2.4. When problems in other areas of life threaten the person's job success, or when opportunities arise for the person to realize more benefits from working, supported employment service staff assist the person and involved others to identify the problem, analyze its causes, and actively pursue creative solutions.

### 3. Supported Employment Service Managed

#### Criteria

- 3.1. The supported employment service has a clear mission and a structure which supports pursuit of its mission. If the supported employment service is part of a larger agency, its success will depend on having sufficient focus and autonomy to sustain job development and continuing support.
- 3.2. The supported employment service is financially stable.
- 3.3. Staff are hired, trained and retrained, supervised, and managed in ways that insure competent and creative performance of the work of developing jobs and providing continuing support.
- 3.4. The supported employment service works actively to build and strengthen the exchange of resources with key stakeholders in their success, including...
  - ...employers
  - ...unions
  - ...schools and vocational training providers
  - ...community groups working to insure the development of good work for all people
  - ...community groups working to improve the situation of people with disabilities
  - ...service purchasers
- 3.5. The supported employment service invests in continuously improving its three basic processes: developing jobs; providing needed support, training, and advocacy; and, managing effectively.

## Supported Employment Service Numerical Profile

Use this profile to summarize the resources the supported employment service uses and a numerical snapshot of its outcomes in terms of jobs, wages, and hours worked.

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### Investment

Length of time in operation (months) \_\_\_\_\_

Total budget this financial year \_\_\_\_\_

Total budget last financial year \_\_\_\_\_

Average cost per person served \_\_\_\_\_

Number of supported employment staff \_\_\_\_\_

### Current Involvement

Number of people supported in work \_\_\_\_\_

Number of people for whom jobs are under development \_\_\_\_\_

Number of people for whom profiles are under development \_\_\_\_\_

Total number of people registered \_\_\_\_\_

### Numerical Outcomes

Consider total number of people employed during the last calendar month (= \_\_\_\_\_)

Hours worked

Average \_\_\_\_\_

Maximum \_\_\_\_\_

Minimum \_\_\_\_\_

Hourly wages

Average \_\_\_\_\_

Maximum \_\_\_\_\_

Minimum \_\_\_\_\_

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### History

Cumulative number of profiles initiated \_\_\_\_\_

Cumulative number of jobs developed \_\_\_\_\_

Cumulative number of people employed \_\_\_\_\_

Cumulative number of people registered \_\_\_\_\_

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## 1. Jobs Developed

Jobs Developed

Job development, matching, and the provision of initial assistance lay the foundation for job success. Accordingly, this is the most detailed section of SEQA.

### 1.1. Selection practices are inclusive.

People with learning disabilities are not excluded from the supported employment service because they will require substantial assistance or extensive adaptations in order to work successfully. Supported employment service staff challenge themselves to learn to develop jobs for people with significant needs.

The supported employment service actively seeks effective relationships with people and families from diverse cultural and ethnic backgrounds.

As a matter of policy, the supported employment service is committed to including people with substantial learning disabilities.

- \_\_\_\_\_ No one is excluded on the basis of assessed or perceived disability.
- \_\_\_\_\_ No one is excluded on the basis of assumed cost of offering support.
- \_\_\_\_\_ There are explicit plans and budget commitments for improving the supported employment service's capacity to assist people with more significant disabilities.

In practice, the supported employment service develops jobs for people...

- \_\_\_\_\_ who require additional assistance because of physical disability
- \_\_\_\_\_ who require systematic instruction in order to learn
- \_\_\_\_\_ who require additional assistance with communication
- \_\_\_\_\_ whose behaviors have challenged service providers
- \_\_\_\_\_ whose family members or other care providers have significant concerns about employment
- \_\_\_\_\_ The supported employment service actively involves people from diverse ethnic and cultural backgrounds.

*Find out*

- How the supported employment service selects people for whom to develop jobs.
- Which policies and plans influence selection. Are there any criteria for participation that would exclude people because of their requirements for assistance.
- Examples of the supported employment service developing jobs with people who require substantial amounts of assistance. What have the staff and management learned about increasing their capacity to support people whose needs are complex?
- Examples of the supported living service reaching out to people of diverse cultural and ethnic backgrounds in the area it serves. What plans are there to improve cultural sensitivity?

## 1.2. Jobs are developed based on individual interests.

The person, and the person's family and friends, are actively involved from the first step in defining the person's job interests and requirements. Job interests refer to the kinds of work the person wants to do and job requirements reflect the person's needs and preferences about hours and location of work, work environment, compensation for work, transportation, and adaptations and assistance to meeting personal needs and succeeding at work.

\_\_\_\_\_ The job development process begins with a particular individual. The supported employment service does not find jobs and then search for people willing to take them.

\_\_\_\_\_ Each person's job interests and job requirements are recorded in a written individual job profile.

\_\_\_\_\_ The job development process begins with defining the person's job interests. Job interests are identified by reflection on the person's experiences and capacities, not by vocational assessments such as work samples and tests.

\_\_\_\_\_ The person's family and friends usually contribute to defining the person's job interests and specifying job requirements.

\_\_\_\_\_ If the person has difficulty identifying a job interest, the supported employment service helps the person to explore job possibilities.

\_\_\_\_\_ If the person has difficulty communicating job interests, the supported employment makes particular effort to consult others who know the person (perhaps family members, friends, present or past staff).

\_\_\_\_\_ People are offered choices among jobs.

Individual job requirements reflect the person's needs and preferences concerning

\_\_\_\_\_ Hours of work

\_\_\_\_\_ Location of work

\_\_\_\_\_ Work environment (e.g. amount of individual vs group effort, contact with people, pace of work, dress requirements, noise, etc.)

\_\_\_\_\_ Compensation (pay, benefits, vacation and sick time).

\_\_\_\_\_ Transportation to and from work

\_\_\_\_\_ Adaptations to the work environment, work routine, equipment and procedures, communication routines, training routines, supervision

practices etc..

\_\_\_\_\_ Assistance the person will require to succeed at work (including assistance with meeting personal needs, performing job related tasks, and participating in social relationships).

*Find out*

- How individual job profiles are developed.
- Examples of the supported employment service assisting people who have difficulty identifying a job interest.
- Examples of the supported employment service assisting people who have significant communication difficulties.
- How people and their families and friends are involved in developing the job profile.
- Do people with disabilities find the job profile process understandable and satisfactory?
- Do family members and friends find the job profile process understandable and satisfactory?



### **1.3. The supported employment service creatively negotiates concerns that will influence the person's success at work**

In specifying and meeting individual job requirements...

\_\_\_\_\_ The supported employment service engages the person, and others important to the person, in creative negotiation of concerns and uncertainties about the person's abilities and well being at work. Consider concerns about money; safety; personal acceptance; ability to succeed; etc.

\_\_\_\_\_ The supported employment service considers the effects of the person's work on the person's living arrangements. Consider effects on benefits, home life, quality of family life (if the person lives with family members) or residential staff routines, friendships, leisure activities, etc.

*Find out*

- How people with disabilities perceive the supported employment service's willingness and ability to acknowledge and deal with their concerns about issues that will influence their satisfaction with work.
- Examples of problem solving around the concerns of people who use the service.
- Examples of developing trust with individuals who use the service.
- How family members perceive the supported employment service's willingness and ability to acknowledge and deal with their concerns about issues that will influence the person's satisfaction with work.
- Examples of problem solving around family concerns.
- Examples of developing trust with family members.
- How the supported employment service relates to other service providers around developing and supporting a person's job.
- Examples of improving cooperation with other service providers.

**1.4. In developing jobs, the supported employment service encourages active involvement by employers, supervisors, and co-workers.** Active involvement means participation in identifying potential and actual problems and engagement in creating solutions. In larger workplaces, employer or top management involvement can be much less when middle or local managers are more involved.

In everyday practice, employers are actively involved in ...

\_\_\_\_\_ specifying job requirements.

\_\_\_\_\_ adapting job requirements to better fit the person's requirements.

\_\_\_\_\_ orienting the person to the job and dealing with initial problems with job related requirements.

In everyday practice, supervisors are actively involved in...

\_\_\_\_\_ specifying job requirements.

\_\_\_\_\_ adapting job requirements to better fit the person's requirements.

\_\_\_\_\_ orienting the person to the job and dealing with initial problems involving job related requirements.

In everyday practice, co-workers are actively involved in...

\_\_\_\_\_ specifying job requirements.

\_\_\_\_\_ adapting job requirements to better fit the person's requirements.

\_\_\_\_\_ orienting the person to the job and dealing with initial problems with job related requirements.

*Find out*

- How many different ways the supported employment service has learned to engage employers, co-workers, and supervisors in job development: what has worked and what has not worked; what are the barriers and how is the supported employment service addressing them?
- Examples of problem solving by employers, supervisors, and co-workers to make adaptations that increase the employee's chances of success.
- Examples of how employers, supervisors, and co-workers have oriented new employees.

**1.5. When developing a job, supported employment service staff systematically analyze the job, the worksite, and the ways the person will get to and from work.**

Based on, and beginning from, their knowledge of individual job requirements, supported employment service staff make a written, systematic analysis of...

\_\_\_\_\_ the job.

\_\_\_\_\_ the worksite.

\_\_\_\_\_ the ways the person will get to and from work.

\_\_\_\_\_ as a basis for job analysis service staff perform the job and related routines themselves, to the satisfaction of employer and supervisor.

This analysis clearly identifies...

\_\_\_\_\_ requirements for successful performance in terms of necessary practical and social skills, physical strength and stamina, variety and rate of required performance, and usually available assistance and supervision.

\_\_\_\_\_ communication demands in the environment.

\_\_\_\_\_ adequacy of facilities for meeting personal needs (toilets, break areas, employee dressing rooms, amenities, etc.) in terms of physical, sensory, and skill accessibility.

\_\_\_\_\_ opportunities and requirements for social participation on the job, during break time, and after work.

\_\_\_\_\_ resources available on site to help the employee learn and succeed on the job (company training resources, employee assistance programs, union provided representation, benefits, and programs, etc.).

Based on individual requirements, the analysis specifies adaptations that will help the person perform more successfully. Adaptations improve the fit between personal requirements and environmental requirements. Adaptations may involve the use of devices to improve performance, modifications of physical structures or equipment, changes in the number or type of tasks a person performs, changes in the method by which something is done, modification in the ways people communicate, changes in training or supervision practices, etc.

Each person's job analysis is checked for fit with the person's job profile. This leads to the preparation of an individual plan for support which specifies steps

and agreements to implement individually required...

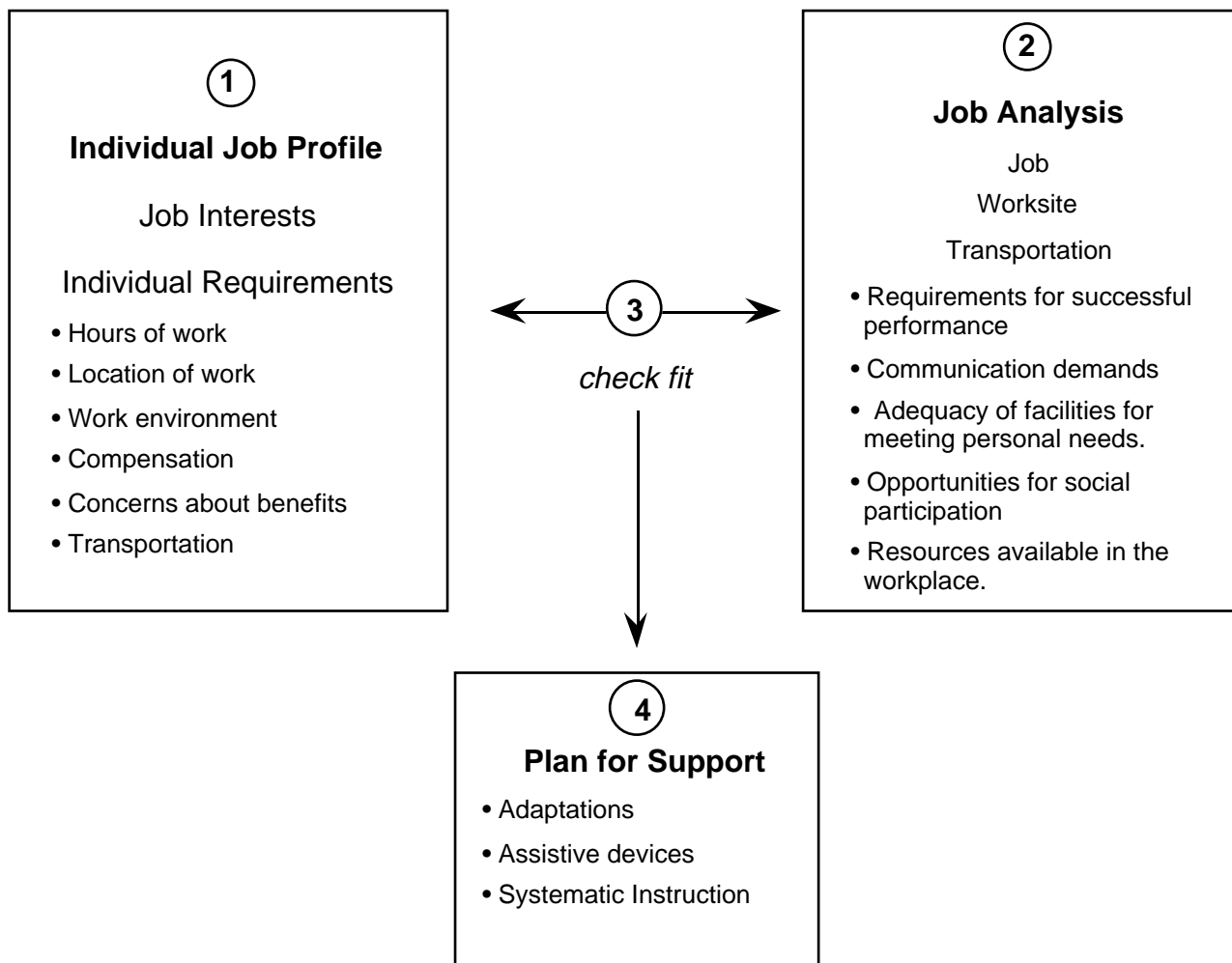
- \_\_\_\_\_ adaptations to the worksite
- \_\_\_\_\_ adaptations to the job
- \_\_\_\_\_ adaptations to the way a person gets to and from work
- \_\_\_\_\_ assistive devices
- \_\_\_\_\_ systematic instruction

Based on individual requirements, the analysis specifies skills the person needs to develop to be successful at work, methods by which the person will learn each skill, and a schedule which identifies who is responsible for providing training.

- \_\_\_\_\_ Each person's job analysis leads to the implementation of an individual training plan.
- \_\_\_\_\_ As much as possible, training occurs in the context of the actual job the person wishes to be successful in doing. There is an absolute minimum of training people for general work skills or pre-requisite skills, and any such activities are clearly justified by the specific demands of individual circumstances.
- \_\_\_\_\_ As much as possible, necessary extra training and adaptations to supervision enhance usual cues, corrections, and procedures rather than replacing them
- \_\_\_\_\_ When a person needs systematic instruction or other assistance from supported employment service staff, there is a plan for systematically fading or decreasing assistance which includes procedures for collecting necessary data on performance.

*Find out*

- How the supported employment service develops specific job analyses. Check to insure that job analysis is done for a particular worker in a specific work environment rather than the much less effective method of generally analyzing a job and then hunting for a worker who may be able to perform it.
- Examples of the variety of different adaptations the supported employment service has negotiated or helped workers and employers to acquire.
- How the supported employment service increases staff and employer awareness of possible adaptations.
- Who designs, fabricates, and installs adaptations.
- How adaptations are paid for.
- Examples of the variety of training strategies the supported employment service uses.





**1.6. The supported employment service actively seeks to increase the variety of types of jobs it develops.**

At the personal level, the supported employment service...

- \_\_\_\_\_ plans with at least some individuals in ways that reveal job interests that will stretch the service's existing capacity into new types of jobs, new industries, or new employers.
- \_\_\_\_\_ encourages friends and family members to offer their help in expanding the range of employment possibilities by brainstorming leads and by helping the person and the job developer to make contacts with potential employers whom they know.
- \_\_\_\_\_ attends to the career interests of people who have been successful in one type of job and want to upgrade themselves.

At the community level, the supported employment service...

- \_\_\_\_\_ has a marketing plan which identifies existing and desired capacity to develop jobs in an increasing variety of industries and worksites. This plan includes information about the local business environment, present and projected employment patterns, job development plans, training schemes, etc.
- \_\_\_\_\_ networks with local business people through membership in business associations, regular attendance at business related events, etc.
- \_\_\_\_\_ maintains a system of files on employers and prospective employers which supports individual job development and the service's marketing plan and provides a practical way to manage regular contacts with employers and prospective employers.
- \_\_\_\_\_ encourages employer-to-employer and union-to-union communication of the benefits of supported employment.
- \_\_\_\_\_ if necessary, provides supported employment service staff with opportunities to develop their ability to work with employers in ways that communicate an understanding of their concerns and their language.

*Find out*

- The current variety of types of jobs, industries, and employers supported by the service.
- The ways the supported employment service intends to stretch itself to increase this variety. Pay particular attention to the ways the service increases its ability to discover diverse job interests as staff plan with people who want assistance in finding and succeeding at work.
- The plan by which the agency as a whole intends to increase the variety of jobs it supports. Pay particular attention to implementation and the ways in which the plan has been strengthened in light of experience.

**1.7. The supported employment service develops jobs which offer active opportunities for interaction** with co-workers.

- \_\_\_\_\_ Jobs are designed to include interaction with co-workers.
- \_\_\_\_\_ Supervisors provide routine supervision and are actively involved in training and problem solving rather than relying on service staff to deal with the worker.
- \_\_\_\_\_ Co-workers assist and encourage good performance.
- \_\_\_\_\_ As much as possible, supported employment service staff look for jobs with low supervisor and co-worker turn-over.
- \_\_\_\_\_ Workers share breaks, meals, celebrations and other opportunities for social interaction.
- \_\_\_\_\_ Workers are included in unions and other business related groups in the same ways as others doing similar work.
- \_\_\_\_\_ Workers supported by the service are not segregated from other workers by special work areas, procedures, or schedules.
- \_\_\_\_\_ The service avoids congregating workers who need support; typically it develops only one or two jobs in a worksite.

*Find Out*

- Examples of job development to promote interactions.
- How service staff enlist and support supervisors.
- How service staff enlist and support co-workers.
- Examples of service staff targeting job development to workplaces with low supervisor and co-worker turnover.
- Examples of service staff negotiating and problem solving to avoid the separation of workers with disabilities from co-workers.
- Examples of service staff promoting involvement in opportunities for social interaction.
- Examples of service staff promoting worker involvement in unions and other business associations.
- How many worksites have more than one worker who receiver support; more than two.

**1.8. The supported employment service develops jobs in safe and decent workplaces.**

\_\_\_\_\_ Supported employment service staff look for jobs which offer stable, long term employment unless individual requirements are better satisfied by temporary or seasonal work.

Supported employment service staff routinely implement an agency policy of rejecting workplaces which fail to offer employees...

\_\_\_\_\_ safety consistent with the standards of the industry

\_\_\_\_\_ freedom from exploitation

\_\_\_\_\_ decent working conditions

\_\_\_\_\_ fair pay and benefits for their contribution

*Find out*

- How the supported employment service assesses working conditions.
- Examples of workplaces supported employment service staff have ruled out or encouraged people to leave due to poor or deteriorating working conditions.

**1.9. The supported employment service develops jobs that offer workers a positive image.**

- \_\_\_\_\_ The service itself presents people with disabilities in ways that clearly and vigorously communicate their dignity as persons and their contribution as employees. The service carefully avoids appealing to pity and charity motives in all of its communications.
- \_\_\_\_\_ Necessary adaptations are provided in ways that convey a positive image of the person's dignity and contribution.
- \_\_\_\_\_ Necessary extra assistance and instruction are offered in ways that convey a positive image of the person's dignity and contribution.
- \_\_\_\_\_ Workers supported by the service perform necessary tasks (not make work) and fill job roles that are easily recognized as such by employers, co-workers and members of the public. Employers recognize contribution with a fair wage. Co-workers can clearly describe the person's positive contribution to the workplace.
- \_\_\_\_\_ Supervisors, co-workers, and customers expect high quality performance from workers.
- \_\_\_\_\_ As much as possible, workers use ordinary transportation (public transportation, shared rides with co-workers, etc.) to get to work.

*Find out*

- How people with disabilities are presented in the supported employment service's documents, publicity, presentations, and other public contacts. Be alert for any images of pity, charity, dependence, or diminished worth.
- Examples of staff modifying adaptations to convey a more positive image of a person.
- Examples of staff modifying assistance or instructional approaches to convey a more positive image of a person.
- Examples of staff dealing affirmatively and effectively with employer or supervisor or co-worker behavior which expresses pity, charity, or other devaluing perceptions.
- Examples of staff advocating for job roles which will offer people with disabilities clear opportunities to make recognized contributions.
- How many people use special transit to get to work.



**1.10. When necessary, jobs are created in ordinary community workplaces.** Some people's needs may best be met through tailoring a job to fit the person. This is done by identifying necessary tasks in a workplace of interest to the person that fit the person's individual requirements and defining a job around them.

\_\_\_\_\_ The supported living service only creates a job in an ordinary community workplace when there is no other way to satisfy an individual's requirements. This practice does not substitute for systematic and vigorous effort to support people in a wide variety of existing jobs and its use is carefully reviewed.

\_\_\_\_\_ Jobs created to match individual requirements make a genuine contribution to the workplace, as evidenced by the employer's willingness to compensate the person for their contribution.

\_\_\_\_\_ Jobs created to match individual requirements offer the person who does them opportunities for social participation with co-workers.

\_\_\_\_\_ Jobs created to match individual requirements reflect the person's interests and capacities as much as possible.

*Find out*

- How the service decides to request an employer to create a job that matches an individual's requirements and how these decisions are reviewed over time.
- How many such jobs have been created, as a proportion of total jobs developed.
- Examples of how jobs have been created to match individual needs.
- Examples of modifications to created jobs.
- Future plans for people in jobs created to match their individual needs.

**1.11. The supported employment service uses a variety of compensation mechanisms** to insure that people are fairly remunerated for their work and that individual concerns about maintaining benefits are satisfied.

- \_\_\_\_\_ As a matter of policy and practice, the supported employment service's first priority is to seek –and, when necessary, to provide adaptations and systematic instruction to support performance that justifies– the full wage which represents the going rate for the job.
- \_\_\_\_\_ The service targets jobs that offer benefits, opportunities for pay increases, and opportunities for advancement.
- \_\_\_\_\_ Supported employment service staff identify the perks an employer offers employees and, if necessary, advocate to assure that the workers they support enjoy the same perks as other employees doing the same or similar jobs. Consider: holiday time; sick leave; insurance; uniforms; meals; superannuation; bonuses; etc.
- \_\_\_\_\_ The supported employment service seeks full time employment for each person, unless individual requirements call for part time work. People who want full time work are encouraged to specify this as a requirement, even if current job development performance makes part time work more likely.
- \_\_\_\_\_ When necessary to meet employer concerns about differential productivity, the supported employment service negotiates a fair piece rate, or some other means of arriving at a fair wage below the going rate that better matches the nature of the work.
- \_\_\_\_\_ Staff negotiate concerns about benefits raised by people with disabilities, or their families, or other service providers. This could result in a person working for less than full time or for less than the going rate.
- \_\_\_\_\_ Staff offer, or involve others who can offer, expert and timely advice about the effects of earnings on benefits and about strategies for dealing effectively and legitimately with concerns about benefits. The goal is to balance earning and benefits to assure the person the maximum financial benefit from the job with the minimal loss of necessary benefits.
- \_\_\_\_\_ Staff work with people, families, and other service providers to develop and implement back-up plans in case a job doesn't work out. The goal is to increase the person's flexibility in trying paid work.

*Find out*

- How many workers supported by the service earn the going rate or above. How is this rate determined?
- How many earn less than the going rate. Why and how were these arrangements negotiated? How are they reviewed to insure they remain fair to the worker and the employer?
- What plans are being implemented to increase wages for people paid less than the going rate?
- How many jobs offer very limited opportunities for pay increase or advancement?
- How service staff deal with concerns about benefits; and how they inform themselves about possible issues, resources, and solutions in this area.
- Examples of staff advocacy to insure that workers receive the same perks and benefits as others who do similar jobs for the employer.

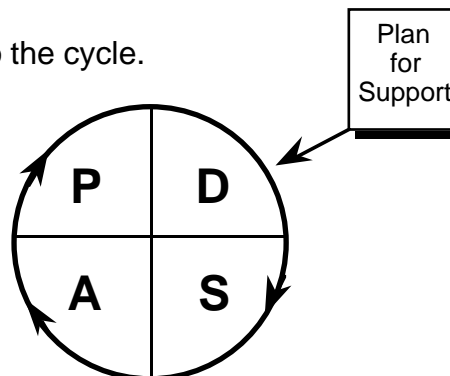


## 2. Training, Support, and Individual Advocacy Provided

Training, Support, &  
Individual Advocacy  
Provided

Because supported employment focuses on people who require continuing support, the quality of supported employment services depends on staff ability to continually improve the effectiveness of the instruction, assistance, and adaptations available to each worker. Continual improvement occurs when service staff engage involved people in repeated applications of the PDSA quality improvement process.

- Do the tasks outlined in the initial plan for support.
- Study the effects of initial assistance and identify actual improvements, problems, and new opportunities for improvement.
- Act to consolidate improvements and disseminate what has been learned for use in other situations.
- Plan to deal with problems and realize improvements.
- Do the plan.
- Study the effects and re-do the cycle.



**2.1. The supported employment service systematically re-assesses** the person's requirements for successful job performance and modifies assistance accordingly.

\_\_\_\_\_ The supported employment service identifies changes in job responsibilities and working conditions and assists the worker to change performance to meet changed circumstances.

\_\_\_\_\_ The supported employment service works to support levels of productivity which merit pay rises and, if necessary, assists the worker to advocate for customary rises.

If a person loses or leaves a job, the supported employment service...

\_\_\_\_\_ analyzes the causes of the job loss and updates the person's individual job profile.

\_\_\_\_\_ re-initiates the job development process with the person.

To identify potential problems and opportunities for improvement, service staff regularly and systematically...

\_\_\_\_\_ monitor worker performance, if necessary by collecting data.

\_\_\_\_\_ check worker's satisfaction with the job and working conditions and collect suggestions for improvement.

\_\_\_\_\_ ask co-workers for suggestions for improvement.

\_\_\_\_\_ check supervisor's and employer's satisfaction with the worker's performance and collect suggestions for improvement.

\_\_\_\_\_ check family and friend's satisfaction with the person's work situation and collect their suggestions for improvement.

\_\_\_\_\_ check other service provider's satisfaction with the person's work situation and collect their suggestions for improvement.

\_\_\_\_\_ revise the job profile and statement of employer requirements to reflect the information gathered as the worker gains experience on the job.

In working to solve problems and realize improvements, the supported employment service...

\_\_\_\_\_ actively encourages co-workers, supervisors, and employers to assist the person to be successful on the job.

\_\_\_\_\_ uses systematic instruction to supplement the training available on the job, when necessary to meet individual requirements.

\_\_\_\_\_ assists in modifying job requirements and insuring effective use of assistive technology, when necessary to meet individual requirements.

\_\_\_\_\_ changes in adaptations are negotiated with supervisors and employers.

\_\_\_\_\_ workers receive the training they need to make the best use of adaptations.

\_\_\_\_\_ systematic instruction, job modification, and assistive technologies are planned and implemented in ways that enhance, or at least protect, the person's image and interfere as little as possible with opportunities for workplace participation and assistance from other people on the job.

*Find out*

- How the service assists workers to deal with changes in responsibilities and working conditions.
- Examples of the service assisting people to achieve pay rises and promotions.
- How many people have lost or left jobs; how many people have been involved in renewed job development; and how many people have been re-employed.
- How the service gathers information on potential problems and opportunities for improvement.
- Examples of worker's contributions to their workplaces.
- Examples of the service involving co-workers, supervisors, and employers in increasing worker's success.
- Examples of the service using systematic instruction to solve problems or realize opportunities that arise on the job.
- Examples of the service modifying job requirements and using assistive technology to solve problems or realize opportunities that arise on the job.
- Examples of the service modifying the way it provides instruction, assistance, or adaptations to enhance or protect the person's image at work.



**2.2. The supported employment service encourages and assists the person to make the most of opportunities for participating in relationships that arise in the workplace and match the person's interests.**

Service staff assist the worker...

\_\_\_\_\_ to identify opportunities for social participation in the work place (such as during breaks, meals, etc.).

\_\_\_\_\_ to identify opportunities for participation in after work activities with co-workers with whom the person has developed relationships.

\_\_\_\_\_ to express personal interest in other workers and in participating in social activities and exchanges.

\_\_\_\_\_ to negotiate and implement necessary adaptations to social activities, including adapted communication procedures

\_\_\_\_\_ to develop the skills they need to participate actively.

\_\_\_\_\_ to adjust schedules and transportation arrangements to accommodate participation in after work activities.

*Find out*

- Examples of social participation by workers.
- Examples of worker participation in after work activities.
- Examples of adaptations to social activities.
- How the service teaches people the skills they need to participate socially.
- Examples of adjustments to schedules and transportation arrangements.

**2.3. When conflicts occur on the job, supported employment service staff encourage and assist the person to negotiate assertively** for her or his own interests; participate in creative problem solving to resolve conflicts; and, if necessary, advocate on the person's behalf to insure that employers, supervisors, and co-workers deal with the person fairly.

\_\_\_\_\_ The supported employment service encourages worker membership in advocacy groups such as People First.

\_\_\_\_\_ Workers are involved in unions and other workplace groups which represent employee concerns and interests.

\_\_\_\_\_ Service staff encourage, support, and train workers to represent their own interests when conflicts arise.

\_\_\_\_\_ When necessary, service staff join in efforts to resolve conflicts.

\_\_\_\_\_ If necessary, service staff advocate for fair treatment of workers.

*Find out*

- How the service encourages worker membership in advocacy groups such as People First.
- How the service supports worker membership in and use of unions and other workplace groups.
- Examples of service staff participation in conflict resolution efforts.
- Examples of staff advocacy for workers.

**2.4. When problems in other areas of life threaten the person's job success, or when opportunities arise for the person to realize more benefits from working, supported employment service staff assist the person and involved others to identify the problem, analyze its causes, and actively pursue creative solutions.**

The service maintains effective ways...

\_\_\_\_\_ to involve family members and friends in solving problems involving them that affect the person's work.

\_\_\_\_\_ to involve other service providers in solving problems involving them that affect the person's work.

Staff raise issues with involved people outside the workplace that will improve the benefits the person gets from working including, as necessary,...

\_\_\_\_\_ increasing the person's control over his or her earnings.

\_\_\_\_\_ getting necessary assistance with banking, money management, etc.

\_\_\_\_\_ dealing with benefits issues arising from changing requirements and circumstances.

\_\_\_\_\_ maintaining contacts with friends outside work.

\_\_\_\_\_ continuing to do preferred activities.

\_\_\_\_\_ undertaking new activities outside of work.

\_\_\_\_\_ increasing the person's independence in transportation to and from work.

\_\_\_\_\_ improving the contribution residential service providers make to the person's success at work.

*Find out*

- How the service involves friends and family members in continuing problem solving.
- How the service involves other service providers in continuing problem solving.
- Examples of staff raising issues with involved people outside the workplace that will improve the benefits a person gets from working.

### 3. Supported Employment Service Managed



#### 3.1. The supported employment service has a clear mission and a structure which supports pursuit of its mission.

The service has a written mission statement which clearly commits it to...

- \_\_\_\_\_ uphold the right to integrated, community employment for all people with learning disabilities.
- \_\_\_\_\_ focus on the provision of supported employment for people who need substantial, on-going assistance to be successful at work.
- \_\_\_\_\_ develop a wide variety of jobs based on individual interests and requirements.
- \_\_\_\_\_ equal opportunities for all employees.

The service implements a strategic plan which includes...

- \_\_\_\_\_ goals and objectives for service development
- \_\_\_\_\_ (if the same agency operates both supported employment services and employment or activity services that group people with disabilities together) a schedule and associated plans for conversion of all resources to supported employment services.

The management committee includes representatives...

- \_\_\_\_\_ of people with learning disabilities
- \_\_\_\_\_ of family members
- \_\_\_\_\_ of local employers
- \_\_\_\_\_ with skills in marketing, finance, evaluation, and effective chairing.
- \_\_\_\_\_ If the supported employment service is part of a larger agency, the service has sufficient focus and autonomy to sustain its work.
- \_\_\_\_\_ The organizational structure of the service effectively supports its mission: outcomes are reviewed, threats and opportunities in the service's environment are assessed, problems are identified and solved, and plans are made and implemented.

*Find out*

- Examples of committee decisions that promote the mission.
- Examples of staff decisions that promote the mission.
- How the strategic plan was developed and how it has been modified through implementation.
- How people with disabilities and family members are recruited and supported to the committee.
- Examples of contributions to committee decisions by people with disabilities.
- Examples of contributions to the service by business people who are committee members.
- If the service is part of a larger agency, examples of conflicts between the supported employment service and its sponsoring agency and how they have been resolved.



### **3.2. The supported employment service is financially stable.**

- \_\_\_\_\_ The service implements a financial plan which draws on multiple funding sources including, for example, local service purchasers, training schemes, charitable trusts, local resources, the European Social Fund.
- \_\_\_\_\_ Funds are available to maintain the long term assistance required by most workers with substantial disabilities. The service does not have to drop workers after arbitrary periods because of funding requirements.
- \_\_\_\_\_ Costs of service are clearly documented and reflected in the service's contracts with purchasers.
- \_\_\_\_\_ Administrative and other overhead costs are clearly documented, proportional to the needs of the service, and fully reflected in the service's contracts with purchasers.
- \_\_\_\_\_ The service has a cash reserve equal to at least one month's operating costs and assets which are easily convertible to cash equal to at least three months operating costs.
- \_\_\_\_\_ The service implements ways to use available resources more efficiently (e.g. developing jobs in different worksites which are close enough together to save significant travel time).

*Find out*

- Committee and staff knowledge of available funding options and sources of advice on funding issues.
- How the funding plan was developed and how it has been revised as it has been implemented.
- How costs are measured.
- How prices are negotiated with purchasers.

**3.3. Staff are hired, trained and retrained, supervised, and managed in ways that insure competent and creative performance** of the work of developing jobs and providing continuing support.

- \_\_\_\_\_ Hiring practices attract and select capable staff.
- \_\_\_\_\_ The service retains competent staff members.
- \_\_\_\_\_ Adequate funds are allocated to staff development.
- \_\_\_\_\_ Staff, workers, and family members have opportunities to discuss and learn from others about issues and best practices in supported employment through attendance at conferences and training events as well as through internal discussion.
- \_\_\_\_\_ Staff have opportunities for job enhancement and advancement as their skills develop.
- \_\_\_\_\_ The role of all staff includes providing direct support to people who use the service.

As individually required, staff have access to training and direct supervision which assists them to demonstrate adequate and increasing competency in...

- \_\_\_\_\_ Preparing individual job profiles.
- \_\_\_\_\_ Analyzing jobs and worksites.
- \_\_\_\_\_ Effective negotiation with employers and supervisors.
- \_\_\_\_\_ Adapting jobs and worksites.
- \_\_\_\_\_ Assuring access to adaptive devices.
- \_\_\_\_\_ Systematic instruction.
- \_\_\_\_\_ Problem solving.

*Find out*

- Examples of recruitment of people with specific skills required by the service.
- Rates of staff turn-over.
- Examples of individual staff development activities.
- Examples of changes made because of participation in external conferences, training events, or networks.

### **3.4. The supported employment service works actively to build and strengthen the exchange of resources with key stakeholders.**

The service implements a public relations plan, specifically aimed at improving supported employment outcomes, which...

- \_\_\_\_\_ promotes staff's projection of a positive, competent image in all their contacts with the public
- \_\_\_\_\_ positively interprets people with disabilities
- \_\_\_\_\_ encourages direct, person-to-person communication of the benefits of supported employment by workers, family members, co-workers, supervisors, union officials, and employers.

The service builds collaborative working relationships with employers by...

- \_\_\_\_\_ developing an advisory committee that provides practical advice and help with job development and dealing with support issues.
- \_\_\_\_\_ regularly collecting employer perceptions of the service and suggestions for improvements.

The service builds collaborative working relationships with school and further education personnel so that...

- \_\_\_\_\_ students with disabilities leaving school or further education have opportunities for employment, with the support they require
- \_\_\_\_\_ educational plans in the final years of school assist students with disabilities to have experiences and training that will assist them in finding and keeping jobs.
- \_\_\_\_\_ students with disabilities and their families experience a smooth transition from education to work.
- \_\_\_\_\_ education personnel get feedback about their former student's outcomes

The service builds collaborative working relationships with leaders and staff of other community agencies and services so that...

- \_\_\_\_\_ workers and staff benefit from information, contacts, and services available from local job training and placement activities (e.g. Job Service, PACT, EU, etc.).
- \_\_\_\_\_ workers and staff benefit from information, contacts, and services available from services for people with disabilities and business support resources (universities, business schools, agencies expert in designing and supplying adaptive equipment, advice bureau).

\_\_\_\_\_ workers benefits from information, contacts, and representation by groups advocating for people with disabilities (e.g. People First, VIA, BCODP, etc.)

*Find out*

- How the public relations plan was developed and how it has been modified with experience.
- Examples of contributions by members of the employer advisory committee.
- Examples of changes stimulated by employer feedback.
- Examples of effective school to work transition planning.
- Examples of benefits from involvement with community resources.

**3.5. The supported employment service invests in continually improving** its three basic processes: developing jobs; providing needed support, training, and advocacy; and, managing effectively.

\_\_\_\_\_ The service uses a management information system which tracks outcomes for people to identify potential problems and areas for improved performance.

\_\_\_\_\_ The service regularly and systematically collects information on satisfaction and ideas for improvement from stakeholders: workers, co-workers, supervisors, employers, friends, family members, other service providers, purchasers, and supported employment staff.

\_\_\_\_\_ The service regularly determines priorities for improvement in each of the three basic processes and focuses resources on creating these improvements.

*Find out*

- How the service tracks outcomes.
- Examples of changes made based on outcome information.
- How the service collects information from stakeholders.
- Examples of changes made based on information collected from stakeholders.
- How the service sets priorities for improvement.
- Examples of improvements in priority areas. How were these improvements accomplished?.



## **Summary**

What strengths does the supported employment service have to build on?

What are the most important issues the supported employment service should address?

