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Abstract

This paper describes a two day course on Supported Employment. It contains the definition of Supported Employment, and its development in Australia. An overview of four models of supported employment are given - Benchwork, Work Crew, Supported and Enclave. Sessions also provide information on setting up Supported Employment. **Keyword: Employment**



OVERVIEW OF SUPPORTED EMPLOYMENT

10th and 11th October, 1988

N.S.W. Department of Health,
Developmental Disability Services,
Lidcombe.

Presented by:

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COURSE OUTLINE

DAY ONE

Session One . Introduction
. Definition of Supported Employment
. Background to Supported Employment
. Development of Supported Employment in Australia
. Overview of Four Supported Employment Models

Session Two . Goals and Assumptions
. Quality Characteristics

Session Three . Benchmark Model

Session Four . Work Crew Model

DAY TWO

Session Five . Supported Jobs Model

Session Six . Enclave Model

Session Seven . Setting up Supported Employment
. Role of the Work Support Centre

Session Eight . Feasibility Studies
. Discussion of Main Issues

SESSION ONE: INTRODUCTION

Objectives

Participants will be able to:

- a) Define Supported Employment
- b) Describe the current service delivery system for work options in Australia
- c) Describe the Specialised Training Program (S.T.P.) and its role in service development
- d) Briefly describe the four S.T.P. Supported Employment Models

DEFINITION OF SUPPORTED EMPLOYMENT

A. Developmental Disabilities Act, 1984. (U.S.A.)

Supported Employment is paid employment which:

- "i) is for persons with developmental disabilities for whom competitive employment at or above the minimum wage is unlikely and who, because of their disabilities, need ongoing support to perform in a work setting;
- ii) is conducted in a variety of settings, particularly worksites in which persons without disabilities are employed; and
- iii) is supported by any activity needed to sustain paid work by persons with disabilities, including supervision, training, and transportation."

B. Disability Services Act, 1986 (Australia).

Services which "support the paid employment of persons with disabilities, being persons:

- i) for whom competitive employment at or above relevant award wage is unlikely; and
- ii) who, because of their disabilities, need substantial on-going support to obtain or retain paid employment."

THE SPECIALISED TRAINING PROGRAM, UNIVERSITY OF OREGON

The Specialised Training Program (STP) is a research unit within the University of Oregon, U.S.A., which has the goal of developing, evaluating and disseminating community service models to improve work, school, and residential services for people with severe disabilities. Since 1973, STP has been involved in procedural research, model development, and model implementation in an effort to improve community-based services for people with disabilities. While one aim has been the development of a model for operating community vocational programs, other projects include:

- a) the development of 10 curriculum packages for use in training vocational skills to students with severe disabilities in public schools.
- b) the development of a classroom model for secondary education of severely handicapped students.
- c) inservice training for staff of activity centres.
- d) development of procedures for training and placing mildly and moderately handicapped students in ordinary work environments.
- e) development of a group home model for adolescents and adults with severe disabilities, and
- f) an ongoing study of generalisation and maintenance with people who have severe intellectual disabilities.

From the point of view of Supported Employment, however the most important project is the development of STP vocational models. Replication of STP sites is presently being undertaken in two parts of the world, Massachusetts and Sydney, Australia. The Australian replication is possible via a Work Support Centre (Hauritz and Associates Pty. Ltd.) which provides establishment and maintenance services to each site.

SESSION TWO: ASSUMPTIONS AND CHARACTERISTICS

Objectives

Participants will be able to:

- a) Define current issues in vocational services for people with severe disabilities.
- b) Discuss S.T.P. Supported Employment Models as they relate to normalisation.
- c) Describe quality characteristics of good vocational services.
- d) Define the rationale for employment as a desirable objective.
- e) Define the components and assumptions behind supported employment.

The Supported Jobs Model is a set of procedures for placing people with disabilities into individual jobs within the community. Clients of these services are considered unlikely to succeed at open employment without considerable support, so intensive on-the-job training and permanent back-up support are distinguishing features of the model.

People with moderate and severe disabilities who are served by this model are supported by a not-for-profit company which locates jobs, matches each client to a job, provides on-the-job training and then maintains each client in his or her job by providing several hours of support each week. Clients are found new positions if they decide to leave a job or, if for some reason, a job placement is not successful.

As well as providing vocational instruction and support, the Supported Jobs Company provides training in using the local community, getting to and from work and on-the-job integration.

Each Supported Jobs Model company supports 12 to 15 clients with disabilities, and employs three full-time staff. All clients are employed by the host company on full award wages. The range of jobs obtained to date includes office assistant, filing clerk, laundryman, process worker, kitchen hand, etc.

Break even pt. is 12 people 30 hrs p.w.

The Supported Jobs Model is an operational example of a Personnel employment service. The Model is being jointly developed by the Specialised Training Program, University of Oregon, U.S.A. and Hauritz and Associates Pty. Ltd. To date there are three Australian Supported Jobs Model companies. These are NorthPoint Employment Services in Hornsby, Syd-West Personnel Ltd. in Parramatta and PathFinder Personnel in Port Macquarie.

30 new employer ^{contacts} p.d. -

*Valued posn.
proximity to other staff.*

Inventory of whats in the community!

Found a job. Then go to work & do the job.

learn the job & cues.

On the job training.

Start | Stop | Task | Cue | Social

eg: morning & afternoon tea etc.

*T/A's for tasks + productivity -
job watching.*

ASSUMPTIONS

All Supported Employment Models reflect three major assumptions concerning people with severe disabilities, work in our society, and learning processes. The models are based on the assumption that:

1. Work is a normal and respected part of adult life.

The development of work opportunities for people with severe disabilities is a logical extension of the concept of normalization, which has received broad acceptance as a critical objective in services for people with disabilities. Work should be an option for all adults regardless of the presence or degree of disability.

2. Competence in work is possible for people with severe disabilities.

Repeated demonstrations that people labelled "severely disabled" can learn and perform remunerative work make it difficult to accept unemployment and exclusion from vocational services. With structured training, people with severe disabilities have learned such diverse skills as the assembly of bicycle pumps (Clarke and Hermelin, 1955); bicycle brakes (Gold, 1972), oscilloscope switches (Bellamy, Peterson, and Close, 1975); wiring harnesses (Hunter and Bellamy, 1977); nursery specimen cans (Karan, Eisner, and Endres, 1974); ball point pens (Martin and Flexer, 1975); chain saw blades (O'Neill and Bellamy, 1978); agricultural gleaning (Jacobs, 1976); restaurant service work (Sowers, Thompson and Connis, 1979); and use of power equipment (Crosson, 1966).

3. A behavioural approach to training is necessary if people with disabilities are to become competent workers.

The acquisition and performance of vocational behaviours is a result of specific and systematic instruction. The manipulation of antecedent and consequent stimuli in instruction, shaping of new responses, and maintaining or strengthening previously acquired responses are of paramount importance in training people with severe disabilities.

ASSUMPTIONS AND CHARACTERISTICS

A. CRITICAL FEATURES

1. Focus on employment outcomes
2. Recipients of service: No minimum skills/prerequisites
3. Integrated employment settings
4. Focus on support, not readiness
5. Develop the employment opportunity, then deliver the service
6. Flexibility
 - a. Type of worksite
 - b. Support mechanisms
 - c. Barriers that can be overcome

B. SUPPORTED EMPLOYMENT IS SUCCESSFUL TO THE EXTENT THAT:

1. It provides a full range of real employment outcomes
2. It overcomes the barriers to employment experienced by people with the most severe disabilities

C. ASSUMPTIONS THAT LEAD TO SUPPORTED EMPLOYMENT

1. Current skill deficits do not index employee "potential"
2. Current skill deficits should not be the basis for denying people access to work or community resources
3. Habilitation goals should be socially equitable
4. Habilitative behaviour changes should not be expected without direct training
5. Accommodation to individual differences is an integral aspect of services to people who have severe disabilities
6. Myths regarding service models and the current service delivery system
 - a. The Flow-through Model: the Readiness myth
 - b. Preparation for unsupported work: the Perfection myth
 - c. The myth of Simulated Experiences

D. CONSUMER NEEDS

1. Inclusive programs
2. Accountable programs
3. Expanded work opportunities
4. Stable services

E. CHARACTERISTICS OF SUPPORTED EMPLOYMENT

1. Focus on employment
2. Integrated
3. Age appropriate
4. Orientation to current performance
5. Community referenced
6. Involvement of family and/or significant others
7. Support is provided
8. Effective

Normalised environment - imp. for dignity & image of employees - everyone using same facilities

- ② Service is specialised, in terms of work performed, & nature of the disab. grp. being served.
- ③ Priority for people with severe disab.
- ④ Imp. on work outcomes
- ⑤ On-going support is integral.
- ⑥ Norm. & integration are essential elements of a cos. philosoph. & org. structure
- ⑦ Cos. are comm.-based & use natural settings.
- ⑧ Cos are fully accountable & provide publically avail. data + on-going eval.

SESSION THREE: BENCHMARK MODEL

Objectives

Participants will be able to:

- a) Identify clients for whom the service is appropriate.
- b) Describe training procedures.
- c) Describe major employment outcomes for people with disabilities, and constraints.
- d) Describe business and habilitation components of the model, and how these inter-relate.
- e) Identify aspects of the service which emphasise immediate employment, rather than preparation for work.
- f) Describe the procedures used to ensure that people with disabilities interact with non-disabled people.

THE BENCHMARK MODEL

The Benchmark Model is a comprehensive set of procedures for training and employing people with severe disabilities. The model combines techniques and procedures from psychology, education, rehabilitation, business and information processing to create a system that allows adults with severe disabilities to work. The major objective of the model is to create a positive work environment in which employees with severe disabilities acquire and use vocational skills to earn a meaningful wage. In addition to employment the Benchmark Model aims to increase the personal and community living skills that enable an employee's greater participation in his or her local community.

The Benchmark Model was developed by the Specialised Training Program (S.T.P.), University of Oregon, U.S.A. The model is an operational example of an entrepreneurial employment service that specialises in electronic assembly. It includes the following important characteristics of Supported Employment:

- Provision of long-term employment to people with severe disabilities, as opposed to training and preparation for a job
- an emphasis on productivity and wages, and
- the provision of ongoing employment-based support.

The model assumes that work is possible for all people with disabilities, regardless of their disability, and that the opportunity to perform remunerative work is critical to a life of quality in our society.

In Australia there are four Benchmark Models in operation. These are Qualitec Ltd., Intertronics, and C.N.S. Precision Assembly in Sydney, and Vitec Ltd in Perth.

COMPONENTS OF THE BENCHMARK MODEL

The Benchmark Model is based upon service and business specialization. It provides long-term employment support, and does not include job placement services. As a result, the model includes only people with severe disabilities for whom long-term supported employment is an appropriate goal. People with moderate and mild disabilities are referred to agencies with placement-oriented transition programs. As a specialised service, the Benchmark Model is designed as one element in a comprehensive service delivery system. While giving priority to the most severely handicapped people in the community, the model relies on other agencies to meet the needs of adults with other disabilities.

Five major operational components are identifiable within the Benchmark Model:

1. Managing the Organisation to Provide Ongoing Support

The Benchmark Model is designed to integrate service and business aspects at all levels of operation. Significant features are:

- a) an emphasis on highly skilled direct service staff who share management and professional responsibilities, eliminating the need for Support staff roles;
- b) standardization of all program components to facilitate replication of the model;
- c) systems focused on accountable fiscal management.

2. Providing Paid Work Opportunities

Benchmark Model companies must operate as a successful business in order to provide paid work opportunities to employees with severe disabilities. The model includes procedures and standards for market analysis, planning, sales and bidding. The marketing efforts of a company using the Benchmark Model are based on the presentation of a positive business image to the community, rather than the image of a social service agency.

3. Meeting Work Requirements

The Model includes an array of business functions needed to operate a successful work environment. These include engineering, production operations, quality assurance, production planning, and fiscal control. Like any small business, a program using the model must perform all these functions without the complex and departmentalized organization characteristics of large businesses. The model also includes specific empirically supported procedures for task analysis, vocational training and production supervision to assist employees with severe disabilities to acquire and maintain work performance.

4. Coordinating Services

This component includes procedures for selecting and hiring employees and for planning and maintaining employee services. The Benchwork Model recognizes the importance of the individual habilitation planning process to prioritize and manage individual services.

5. Achieving Integration

The Benchwork model focuses on the responsibilities and skills of direct service staff. The acquisition and continued performance of adaptive skills by individual workers is a central outcome of any program using the Benchwork Model (Bellamy, Horner, and Inman, 1979). The model complements work opportunities with a variety of community access activities which relate to the general time and place of work. Community access activities are trained only in the immediate vicinity of the company at lunch and break times. Domestic skills and recreational services are left to more appropriate community agencies able to provide these services at normalised times of day. While focusing on components producing vocational outcomes, the Benchwork Model addresses the needs of people with disabilities in non-employment areas from two basic positions: a) remediation of skill deficits in community living and personal skills should not be considered prerequisite to work, but provided concurrently with work opportunities, and

b) no single program should attempt to provide all needed services to an individual.

SESSION FOUR: WORK CREWS

Objectives

Participants will be able to:

- a) Describe a Work Crew's business and habilitation operations.
- b) Identify clients for whom a Work Crew would be an appropriate option.
- c) Identify major employment outcomes and constraints for employees with disabilities.
- d) Describe how business and habilitation components of the model inter-relate.
- e) Identify aspects of the service which emphasise immediate employment, rather than preparation for work.
- f) Describe the procedures used to ensure integration of people with disabilities among non-disabled people.

THE WORK CREW MODEL

The Work Crew Model is based on a set of procedures that enables one company to operate and support up to four individual crews. Each crew employs four or five people who have moderate to severe intellectual disabilities, and one supervisor. The business focus is on service contracts located within the surrounding community e.g. grounds maintenance, contract cleaning, handyman services, etc. Like all Supported Employment Models, Work Crews are set up as independent not-for-profit businesses, rather than as extensions of existing organisations which might provide a wide range of services.

Developed by the Specialised Training Program (S.T.P.), University of Oregon, U.S.A., the model was originally designed to provide work for people in rural settings and country towns where a large industrial base was unlikely to offer an employment base. Like the Benchwork Model, Work Crews are an operational example of an entrepreneurial employment option. As with the other S.T.P. models, the Crew Model adheres to the underlying values and principles of Supported Employment and has policies and resultant procedures which are clearly defined. Public accountability ensures that the major outcomes of wages and appropriate community participation are met.

In Australia many organisations are developing a crew approach to providing work. To date, Hauritz and Associates Pty Ltd has been associated with Clipper Cleaning in Hornsby and WorkTeams in Port Macquarie, both of which are based on the S.T.P. Crew Model.

COMPONENTS OF THE MOBILE CREW MODEL

The Mobile Crew Model has four components: Management and Finance, Training and Habilitation, Commercial Operations and Information Systems. Each component provides a different emphasis on an employment program, and thus targets different standards.

The process of implementing the Mobile Crew Model is standardized. As a result of the model implementation process it is anticipated that a mobile crew program will be able to implement all components of the model and operate independently of Work Support Centre staff after 18 to 24 months of support. Implementation of the STP Mobile Crew Model can occur with existing or newly developed Crew services. While substantial effort is made to provide comprehensive implementation, it must be stressed that all model components rely on the presence of a skilled, qualified supervisor.

The specific skills needed by a supervisor to produce substantive changes in the productivity, wages, and integration of employees have been determined by defining the roles and responsibilities of a director/supervisor.

The Role of the Mobile Crew Supervisor.

The supervisor's role in managing a long term supported employment program using the Mobile Crew Model is one which encompasses a range of functions in management, fiscal, commercial, and habilitation services. Collectively, these functions result in a program which provides vocational opportunities for people with severe disabilities. It is the supervisor who is responsible for the necessary integration of business, management, and direct service functions which provide this outcome. In addition to this overall perspective of the supervisor's role, specific responsibilities in each area have been identified.

Supervisor Responsibilities and Skills

The following are supervisor/director responsibilities and skills needed for efficient and effective performance in each of the Mobile Crew Model's components:

A. Values and Service Planning.

1. Manage a long-term, supported employment program for adults having moderate, severe, and profound disabilities in a manner congruent with the philosophy and goals of the STP Model.

B. Management and Finance.

1. Develop and maintain policies and procedures in compliance with the requirements of local, state and federal agencies, and the Department of Employment and Industrial Relations. The supervisor must be able to seek out information about local, state, and federal licensing and professional certification and design systems to implement and document compliance with applicable requirements.
2. Recruit, hire and supervise a substitute supervisor. The ability to implement personnel policies, grievance procedures, and a merit increase system is also necessary.
3. Develop, implement and evaluate a comprehensive annual and business plan for the organisation. In co-ordination with the board of directors the supervisor must be able to write and evaluate an annual plan which identifies specific goals and objectives. Skill in identifying relevant objectives and developing board understanding, involvement and support is crucial.
4. Report monthly to the board on worker training and habilitation, commercial operations, and other program information. Critical skills include the ability to present program information clearly, provide information which allows the board to make timely and suitable decisions, and to present the program's activities in a positive light while engendering required assistance and direction from the board members.

5. Maintain financial records and administer program funds within board-approved budget categories. Financial accountability is essential to sound management. A supervisor must be able to implement an accounting system which identifies all sources of income and expense, prepare annual budgets, maintain cash flow, produce financial reports, and monitor balances in all budget categories. Funding sources must be identified and procedures implemented to maintain required levels of public funding.
6. Selection and dismissal of program employees. The supervisor must adhere to the policies regarding selection and dismissal as approved by the board of directors and specified in the policies.
7. Function as a spokesperson for the program in relaying information to community members. Communication skills are essential for a supervisor. The ability to articulate the program's philosophy, goals, and outcomes in community presentations and during informal occasions facilitates acceptance and integration of workers in the program.

C. Training and Habilitation.

1. Participate in the development, implementation and monitoring of individualised habilitation plans (IHP) for each employee. A supervisor needs skills in identifying and ranking appropriate goals and objectives in the IHP process. A supervisor should be able to ensure representation of the employee's rights and the use of the best available habilitation technology which produces behaviour change in vocational acquisition, ongoing performance, independence, and community participation. The supervisor is also responsible for maintaining worker files as required for efficient program operations and by regulating agencies.
2. Conduct training in vocational, adaptive behaviour, and community living skills.

3. Identify opportunities for participation in the community. A primary goal of the Mobile Crew Model is to develop social and physical integration for the workers. This requires the ability to identify and analyse community participation opportunities.

D. Commercial Operations.

1. Develop and maintain local work contracts, marketing plans and bidding procedures.
2. Develop and manage production systems in work allocation, invoicing, quality control, and production.

In addition to the above responsibilities, the supervisor must maintain information regarding worker activities, productivity, program expenses, wages, and job development.

SESSION FIVE: SUPPORTED JOBS MODEL

Objectives

Participants will be able to:

- a) Describe procedures for supporting people with disabilities in long-term jobs.
- b) Define employment outcomes for people with disabilities.
- c) Describe the range of trainer skills required.
- d) Identify clients for whom the service is an appropriate option.
- e) Identify training issues related to supporting people in generic employment settings.
- f) Describe procedures for ensuring that people with disabilities have valued jobs and interact with non-disabled co-workers.

3 full-time equivalent staff.

Company has b/w 12-15 clients.

Don't flow through the company.

Won't get much better bigger, because clients will need ongoing support.

Advertise or change an existing day service.

COMPONENTS OF THE SUPPORTED JOBS MODEL

Staff in Supported Jobs companies are responsible for five major areas of accomplishments, in order to ensure that people with disabilities continue to hold valued jobs. These are:

1. Paid Employment Opportunities Available.

The Supported Jobs company's main purpose is to find jobs for people with disabilities, and to provide on-the-job support. A necessary condition for achievement of this goal is the procurement of jobs. Specific tasks aimed at finding and keeping jobs include conducting a market analysis, developing marketing materials, approaching employers and establishing procedures for ensuring that jobs offer desirable working conditions.

2. Work Requirements Met.

Once a job has been obtained the Supported Jobs company and supported employee must ensure that the work is completed to the employer's satisfaction. Adequate performance can be measured in terms of quality and/or quantity (or productivity). Initially, the trainer or instructor provides maximum assistance, which is gradually "faded" until the supported employee is competent in the job. An important aspect of this accomplishment is ensuring that work performance is maintained when the instructor withdraws from the job-site to provide long term but intermittent support.

3. Employees Integrated.

For most people one outcome of working is developing friendships and generally participating in the community. The supported employee will need assistance in developing social contacts and in establishing a daily routine (e.g. at lunchtime) which will maximise social and physical integration within the workplace and local community.

*Supported job company must be 100% funded
always.*

4. Service Co-ordination Completed

The Supported Jobs company provides people with sufficient support to ensure their success in a job. On-the-job training is a large part of this support, but there is also a need for other assistance including transport, legal paper work and liaising with the supported employee's family/residential staff. Individual planning provides a basis for this additional support and is always conducted in association with the supported employee.

5. Ongoing Support.

In order to support service delivery to people with disabilities it is important to have the Supported Jobs company formally established, with policies and procedures in place. This includes meeting legal requirements, as well as developing day-to-day office procedures. Because there is an emphasis on all staff participating in the company's administration, implementation of standard procedures is particularly important.

SESSION SIX: ENCLAVE MODEL

Objectives

Participants will be able to:

- a) Identify clients for whom the service is an appropriate option.
- b) Define the roles/responsibilities of the host company, support agency and people with disabilities.
- c) Identify employment outcomes for people with disabilities.
- d) Describe procedures for ensuring that people with disabilities interact with non-disabled co-workers.

THE ENCLAVE MODEL

The Enclave Model is designed to enable small groups of six to eight people with moderate to severe intellectual disabilities to be employed within ordinary industrial settings among non-disabled people. An existing industry directly employs people with disabilities to perform manufacturing work. However, a specialised supervisor/trainer is provided by the Enclave service organisation. Employees with disabilities are initially paid at award wages according to productivity, but frequently earn full award salaries within a short space of time. Employees receive all the employment benefits of their non-disabled co-workers.

The Enclave Model is an operational example of a Personnel Employment service, as it uses the host company's overheads but provides the support necessary to keep people with disabilities in employment. The Model has the advantage that, within a large industrial setting, the type of work remains relatively stable so that people with more severe disabilities have access to a steady, familiar workflow. In addition, intensive supervision is available on a permanent basis, yet employees still participate in an integrated work setting.

To date there are no S.T.P. enclaves in Australia. However, the model is being developed and employed by the Specialised Training Program, University of Oregon, U.S.A. and Trillium Employment Services. Trillium is a not-for-profit company which supports an enclave operating in a major U.S. medical firm, producing life support systems.

THE ENCLAVE MODEL

The Enclave Model is built upon one successful employment program developed by Trillium Employment Services, U.S.A. This approach provides ongoing long-term support within an electronics industry for employees considered unready for competitive employment because of the severity of their disabilities. The goal of the Enclave at Physio-Control is to provide work and wages within a typical company to eight adults considered moderately or severely intellectually disabled. The process by which this goal has been obtained is briefly outlined below:

1. State and Local Planning. The Washington State Developmental Disabilities agency and community service system planners were strongly encouraging the development of integrated employment models. State guidelines and funding mechanisms for day services to adults are flexible and support alternatives to current segregated approaches.

Physio-Control, a Washington corporation, expressed interest in the concept. A working agreement with Physio-Control was signed in May, 1983. The agreement included the creation of a new production line within the company for the purpose of employing eight workers labelled as having severe disabilities. The workers were to assemble bio-medical equipment, primarily heart defibrillators. The approximately 900 employees in the Redmond complex include 250 assemblers.

2. Support to Physio-Control. A third-party support organisation was formed (Trillium Employment Services). This organisation worked in conjunction with Physio-Control in identifying and screening potential supervisor/trainer applicants. A qualified supervisor was hired initially as an employee of Trillium, and has since become a permanent Physio-Control employee.

Trillium provides the support necessary to sustain enclave employees. In addition to supervision and training this includes all administrative and legal functions surrounding employment, any extraordinary case management, program monitoring, reports to the funding source, and training of other Physio-Control employees. In short, Trillium facilitates a typical employer-employee

relationship between the workers and the company.

3. Job and Worker identification. Jobs were identified for the production line and employees that met the minimum criteria were referred to, screened by and hired by Trillium with input from Physio-Control. Workers were people not typically considered to be "job ready". The workers were integrated into the regular production workflow from the outset.

Physio-Control continues to expand the possibilities for higher worker wages, increased levels of enclave/company interaction, and reduced public costs. Recent activities include hiring the Trillium supervisor as a Physio-Control employee; redefining entry-level productivity criteria to enable the hiring of workers as early as possible; encouraging additional Physio-Control managers to become involved; and moving workers to other production lines to be able to add workers into the Enclave. From these demonstration activities, the elements of an enclave model are emerging. Four major components have been identified, based upon the demonstration at Physio-Control and other experiences in the development of model vocational services. These include: management strategy, industrial support, training and habilitation, and evaluation. The characteristics of each are briefly described below.

1. Management Strategy. A third party, which may be a not-for-profit organisation, is used to advocate for both public and consumer interests with the company at which the program is based. While the design of the program depends greatly on the expectations of the company, there are desirable features from the perspective of the service system and the consumer. The third party organisation negotiates with the company to ensure a supported employment that reflects equal pay for equal work, ongoing access to work, maximum integration within the workplace, and equal treatment within most routine company practices such as hours worked and lunchtimes. Not-for-profit organisations supporting the industry-based model are controlled by a local board, and negotiate the operational objectives for the program with the company. The importance of this component is in its establishment of the systems required to clarify and maintain the mission of the enclave. It remains flexible in providing whatever

support is needed over time. This component also serves as a link between the employer and government funding and regulating agencies, allowing the employer to avoid expensive paperwork and coordination tasks that could inhibit participation.

2. Industrial Support. This component of the model is designed to assist companies in making any required adaptations within their production systems. Procedures reflect the needs many companies will have for:
 - a) adjustments in internal production systems such as work allocation for job design.
 - b) training of non-handicapped peer employees, and
 - c) auxillary support services such as transportation to and from work, taking advantage of tax credits, and maximizing the public relations of the workers. The role of this component is to establish efficient procedures designed to provide the company with the basic capacity to employ workers with severe disabilities.
3. Training and Habilitation. The procedures in this third component support training interventions to increase job skills, address low productivity or improve behaviours that are unacceptable within the working environment. These interventions must include empirically-supported procedures such as those described by Bellamy, Horner, and Ingham (1979), to facilitate and maintain the acquisition of required skills and work rates, and provide for ongoing accountability within the context of individual habilitation planning meetings.
4. Evaluation. The final component of the model is the system that allows documentation of each worker's habilitation and production activities, and the costs of employment support. Procedures used by the model will facilitate individual worker decisions, program management, and public evaluation. People supervising enclave workers must have the technical capabilities to train workers to rapidly acquire the skills required for successful performance in the work setting.

SESSION SEVEN: SETTING UP A SUPPORTED EMPLOYMENT SERVICE

Objectives

Participants will be able to:

- a) Discuss the Supported Employment options relative to the needs of people with disabilities.
- b) Outline the tasks included in developing a supported employment option.
- c) List the management tools required to develop and manage an employment service.
- d) Define the outcomes of a Supported Employment Service.
- e) Discuss the role of quality assurance in developing a service.
- f) Develop an initial plan for establishing an employment service.
- g) Define the role of the Work Support Centre.

COMPONENTS OF THE SUPPORTED EMPLOYMENT (SE) JOB MODEL

The Supported Employment Job Model has five components: managing the organisation to provide ongoing support, providing paid work opportunities, meeting work requirements, co-ordinating services and achieving integration.

1. Managing the Organisation to Provide Ongoing Support

Management is both internal and external. Internal management functions performed by the staff include day-to-day operations and legal/financial stability of the program. External management functions are performed by the Board of Directors and include the adoption of policies, planning and monitoring progress toward objectives, and the final ethical, legal, financial and moral responsibilities of the program.

2. Providing Paid Work Opportunities

Companies using the Supported Employment Job Model must operate as successful businesses in order to provide paid work opportunities to employees with severe disabilities. The model includes procedures and standards for market analysis, planning, sales and bidding. As with all STP models, marketing is based on the presentation of a positive business image to the community.

Data collection, processing, and use in decision making is a critical component of Specialised Training Program models. The Information System is used to record habilitation, production, and financial information for daily and monthly use by direct service staff, administrators, employees and/or advocates, funding agencies and STP staff.

3. Meeting Work Requirements

This component is concerned with organising work and supervision designed to produce and maintain work behaviour. It is assumed that employees will not enter the program with all the skills necessary to become independent, productive wage earners, and that behavioural change will occur only as a function of direct intervention by the staff. Procedures

include task analysis, vocational training and supervision as well as production scheduling, quality control, and other production procedures.

4. Co-ordinating Services

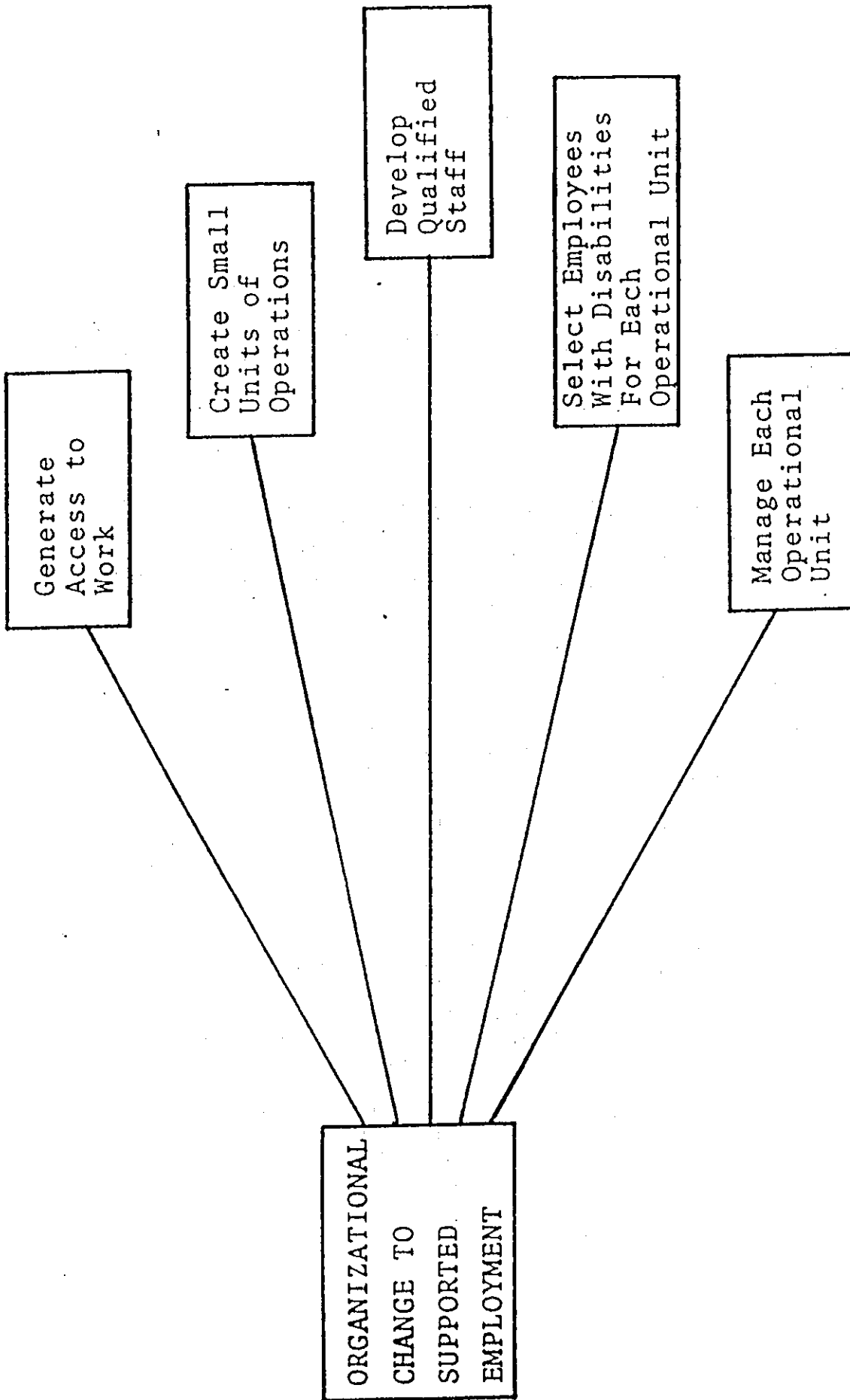
This component includes procedures for selecting and hiring employees and planning and maintaining employee services. The Supported Employment Job Model recognises the importance of the individual habilitation planning process to plan and manage individual services.

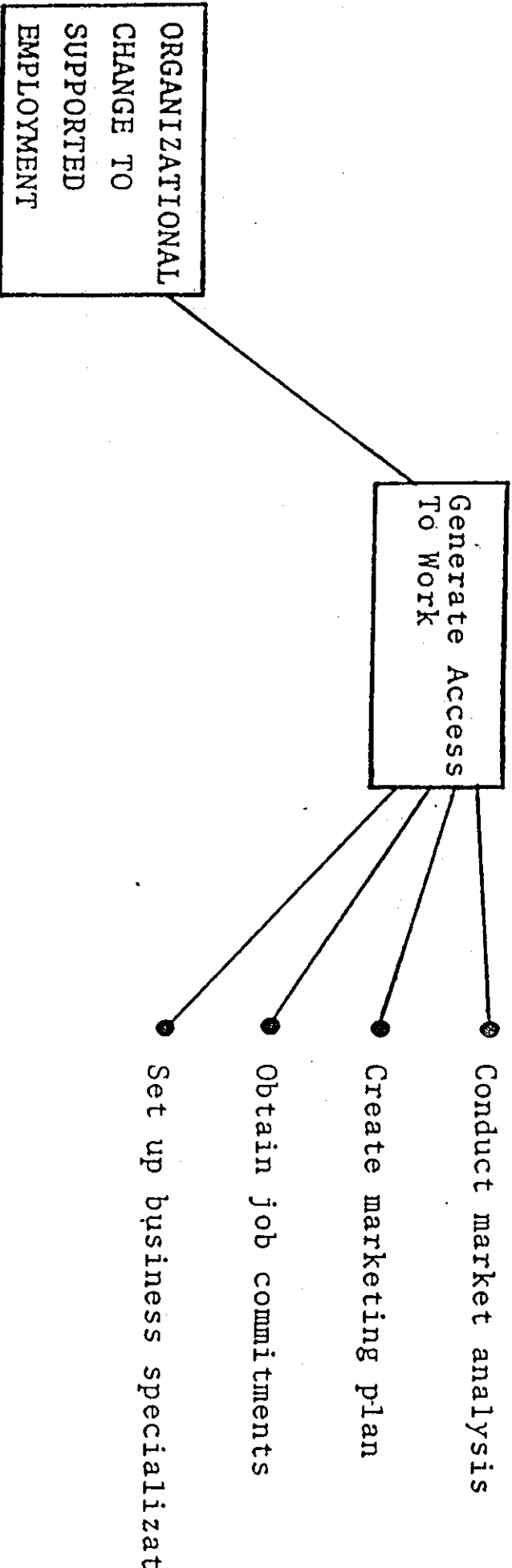
5. Achieving Integration

The model complements work opportunities with a variety of community activities which relate to the general time and place of work. Procedures are included for locating community options, analysing activities and training and maintaining performance in community activities.

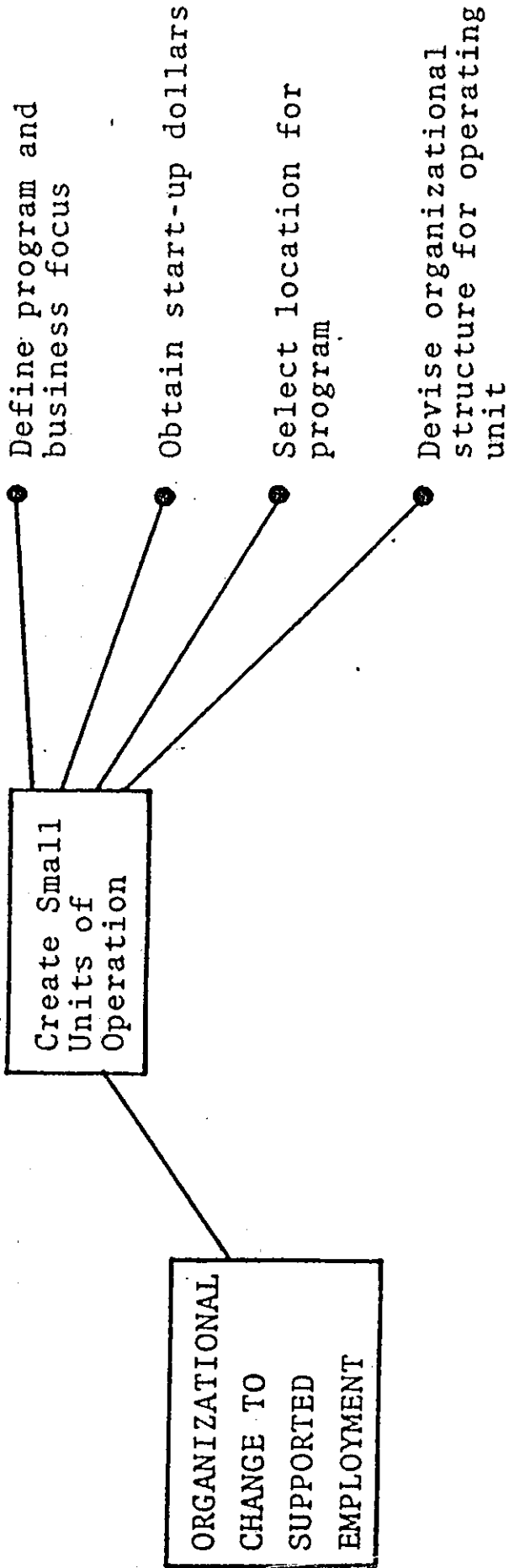
The supported Employment Job Model provides a framework for organising services to deliver training and employment to people with severe disabilities. The major objective of the model is to create a positive work environment in which people with severe disabilities can acquire and use vocational skills to earn a meaningful wage.

Important characteristics of supported employment are: a focus on long term employment, priority to people with the most severe disabilities, an emphasis on productivity and wages, and provision of ongoing employment support.





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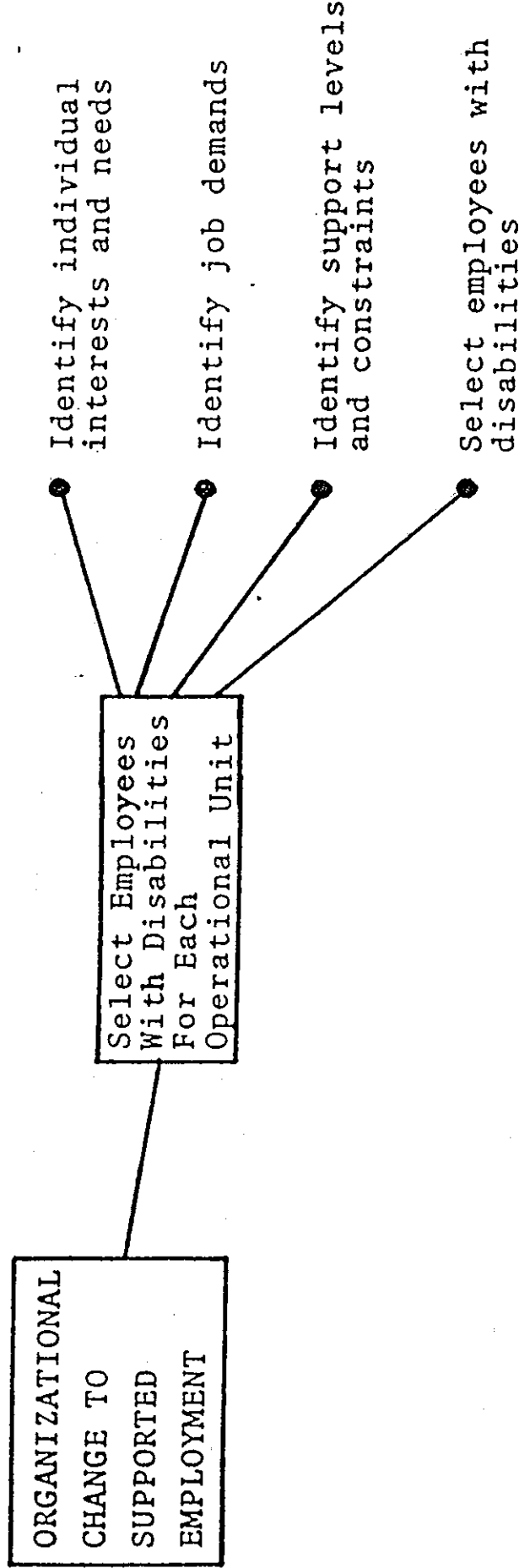
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ORGANIZATIONAL
CHANGE TO
SUPPORTED
EMPLOYMENT

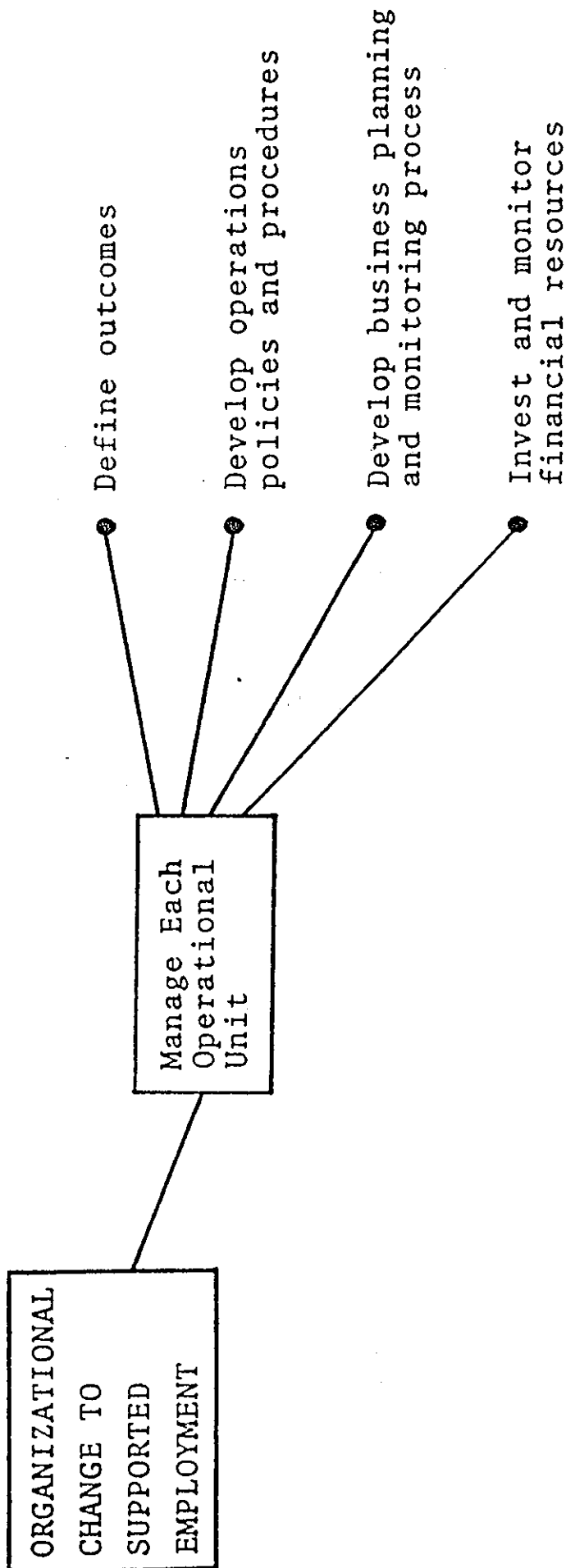
Develop
Qualified
Staff

- Provide information on role changes
- Provide training opportunities for role changes
- Select personnel
- Re-define roles for staff in present structure
- Create staff incentives

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SESSION EIGHT: FEASIBILITY STUDY AND DISCUSSION

Objectives

Participants will be able to:

- a) Prepare an initial feasibility study
- b) List the relative advantages/disadvantages of each of the four supported employment models
- c) Discuss issues relating to employment services
- d) Discuss issues of service co-ordination
- e) Define employment as a valuable and legitimate outcome for people with severe disabilities

Table 4.1. Summary of accomplishments and major start-up needs for supported employment

Accomplishments	Major start-up needs	✓/x
I. Establish organizational capacity to deliver support.	A. Establish an organization for providing ongoing support.	
	B. Obtain funding to establish and operate the program.	
	C. Establish staffing and personnel systems.	
	D. Establish management systems: a) Financial policies and procedures b) Organizational planning and evaluation.	
II. Establish ongoing support services for employees with disabilities.	A. Establish selection and hiring process for individuals who will receive support.	
	B. Complete selection of employees with disabilities.	
	C. Complete individual service planning.	
	D. Complete pre-employment logistics.	
III. Obtain paid employment opportunities.	A. Identify prospective companies.	
	B. Secure work commitment.	
IV. Establish capacity to perform work to meet employer requirements.	A. Develop staff skills.	
	B. Obtain equipment.	
	C. Complete job design and analysis.	
	D. Train employees.	
V. Establish integration opportunities.	A. Establish opportunity for integration.	
	B. Analyze physical and social integration opportunities.	

