

## Career Development

Mike McCarthy  
UMKC Institute for Human  
Development

Personal futures planning is an approach for learning about people with disabilities and creating a lifestyle that can help people *contribute in community life*. Personal futures planning is much more than a meeting; it is an ongoing *process of social change*. The effectiveness of a plan depends on a support group of concerned people who make a dream reality by *learning to solve problems*, build community and change organizations together over time. The locus of change is away from the person with a disability toward change in social roles, responses, and existing organizational structure. As an *ongoing process of innovation* it can help liberate people from oppressive environments and processes that are harmful.

### Person centered career planning: key features

- Focus on each individual
- Focus on building or sustaining a network of relationships
- Design individually tailored support and assistance
- Ongoing and consistent attention to working the plan
- Figure things out as you go along

#### Planning Process

- preparing to plan
- learning about the person
- discovering a future that makes sense
- designing or creating needed supports/assistance
- making ideas a reality over time

•Where to from here?

A Lifestyle that works for me!!

- Solicit additional allies, as needed
- List defined action steps
- Identify barriers & opportunities
- Identify key contacts
- Gain clarity about support and assistance
- Identify what will work for me → conditions preferences contributions
- Implications for a life that makes sense
- A "picture" of the person
- Allies identified
- A clear agenda

## DISCOVERING WHO

- WHO ARE MY ALLIES ?
- WHAT IS MY AGENDA?
- WHAT IS IMPORTANT TO KNOW OR TO LEARN ABOUT ME ?

### Key things to learn from discovering who

- **Conditions:** Those things "I must have" in order to accept the job – things that are non-negotiable. (e.g. I must have a job working in doors)
- **Preferences:** Those things "I wish to have" when deciding to accept the job – things I'm willing to negotiate. (e.g. I prefer a job working afternoons)
- **Contributions:** Those things "I offer" the employer – things that I consider to be my strengths that match what the employer is needing. (e.g. I'm very friendly and organized)

## DISCOVERING WHAT

- WHAT IS MY VISION OF THE FUTURE?
  - A career and job that makes sense for me
- WHAT SUPPORTS WILL I NEED TO FIND A CAREER THAT MAKES SENSE FOR ME ?
- WHAT SUPPORTS WILL I NEED TO MAKE THIS WORK FOR ME OVER THE LONG HAUL?
- HOW DOES MY CAREER FIT MY LARGER LIFE CONTEXT?

## DISCOVERING HOW

- HOW WILL WE FIND THE JOB
  - Strategies
  - Action planning
  - Working together over time
- WHAT ARE THE RESOURCES WE NEED
  - Looking at the benefits picture
  - Using disability specific resources
  - Generic community employment resources
- HOW WILL WE MAKE THE SUPPORTS WORK
  - Paid support
  - Natural support
  - Contingency plans

## Person centered career planning isn't working because...

- The job seeker does not have a network
- We can't find a job match
- We can't figure out how to support the person on the job
- The person has become discouraged
- Planners have become discouraged
- The person fears losing benefits
- Unemployment is problematic for many people in this community

## Person centered work is about change...

- for individuals
- for the planners
- for our communities
- for organizations
- for systems



## Career planning...

- Is not an "isolated," disability organization event
- People's planning circles, community members, community resources and disability resources are all part of the same living system
- Is an ongoing process
- Must be done reflectively, but also with urgency

## Planning practices

## How can you tell the difference between a real plan and a counterfeit?

### A real plan

- you and your allies are working together over time
- you choose the people
- you and your planning team are working on your agenda
- accomplishments
- celebration
- about my life

### The counterfeit

- one meeting a year
- planners are mainly professionals
- programs drive the plan
- nothing seems to change
- a drudgery
- about a document

## What are the qualities of good planning?

- tailored to each person
- builds and sustains relationships
- seeks a more desirable future
- results in action and outcomes
- people work together to solve problems
- Its clearly the focus person's plan
- Focus person has a strong & vital network
- Everyone has a clear picture of a life that makes sense
- Real changes are occurring for the focus person
- Real change is occurring in communities and support organizations

## Building community capacity

## Issues and questions about community building

- What's the extent to which regular folks are invited to participate in planning?
- How well do we support people in developing and sustaining relationships?
- Are we focused on disability issues to the exclusion of larger community issues?
- Are disability organizations part of the community?

## Examples of what works

- Making sure those we support get to know people they see regularly (proximity & frequency)
- Support people in socializing & conversing
- Assist people in finding ways to express their interests gifts and talents
- Connecting people to needed community resources (housing, banking, employment)
- Assist people as desired in strengthening their community
- Support people, as they plan, in joining groups and associations

## What does this have to do with peoples' plans?

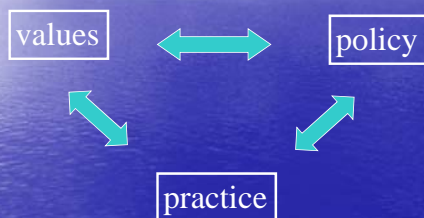
- Everything! Building a community's capacity to be more inclusive is best done by people with disability
- Community presence is a necessary, but not sufficient condition for community participation
- SRV points the way to enhanced status and competence
- As we plan with people, their interests, gifts and talents should point us toward community opportunities and community resources
- Increasing a community's capacity to support everyone well can be direct or indirect

## Organizational and systems change

How do you know an organizations purpose?

- Values
- Policies
- Practices

Interaction between global and local factors...



Person centered approaches

- Unify values, policy & practices
- Create a context for change
- Provide tools and strategies for change

Values: "we believe in..."

- Protecting the gene pool
- That people belong with their own kind
- That adults with disabilities can make meaningful contributions to their communities
- That everyone is entitled to an education
- That everyone is entitled to respect and dignity
- That communities are better when they support all of their members

Policy: "we should..."

- Sterilize those who might contaminate the gene pool
- Segregate those who are different
- Support people with disability in making contributions to their communities
- Assist everyone who wants to work in getting a job
- Support people in their communities

## Practice: "we do..."

- Put people with disabilities in institutions
- Have "special schools" for kids with disability
- Determine an individual's mental age and teach from a developmental model
- We prepare all students for adult life by preparing them for meaningful and productive careers

## Values gaps

- Everyone belongs
  - People and families should be at the center
  - Agencies should respect and be responsive to people
  - Self-determination
  - Relationships are at the heart of a quality life
- Values gaps
- Some people are not ready for the community
  - The agency chose the house and the people who live there
  - I don't want overnight staff, but they are here anyway
  - I've lived here for a year and don't know my neighbors

## Policy gaps

- Money should follow the person; people should control their budget
  - People should live where they choose; support comes to them
  - Use natural supports, where possible
  - Enhance the capacity of the community to support all its citizens
- Policy gaps
- Agencies set budgets; agencies determine what services are offered that you can control
  - No one person "ISL"s"
  - Our liability won't cover your co-worker driving you to work
  - Its not our job to educate community members

## Practice gaps

- Person centered planning
  - Homeownership
  - Supported community employment
  - Community collaboration
- Gaps in Practice
- Who owns the plan?
  - Who controls the housing budget?
  - We have arranged for you to try community employment at our job sites
  - We don't have time to be involved in the community housing coalition

## Person centered approaches are powerful because they...

- Operate from a clearly articulated set of values and assumptions
- Have processes for implementing the work
- Have a structure for reflection and action
- Incorporate multi-level change strategies
- Have a set of tools for engaging in problem solving
- Continue to evolve on the basis of shared experience

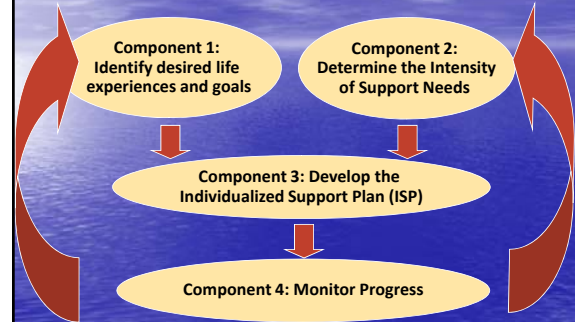
## Support options

## SUPPORTS

- Are needed and used by everyone.
- Planning must start with the individual's hopes, dreams, desires, and needs.
- Needs and intensity will fluctuate over time, settings, and situations.
- Assist individuals and their families to realize their vision.
- Outcome measures must objectively document the effectiveness of supports in place.

31

## What a Support Plan Involves



32

## Designing Supports

Activities of life	Support or assistance	Possible responses	Explore & decide

## Supports

- Informal
  - co-worker,
  - neighbor,
  - friend, etc.
- Formal
  - Vocational Rehabilitation
  - HCBS Waiver
    - Personal Assistance
    - Supported Employment
  - Show Me Loans for Telework

## What are ways people are supported on the job?

- Direct support
  - Co-worker
  - Paid assistance
  - Job modification
  - Job re-structuring
  - Job sharing
  - Flexible scheduling
- Indirect support
  - Employment consultant to employer
  - Follow along
  - Ongoing career planning

## Using a personal assistant

- An option which works if a person has or can qualify for the Medicaid waiver
- Can convert an existing service to personal assistance
- The personal assistant can support the person in employment development activities

## Self directed services

- A way of responding to service needs which seeks to honor & validate the concept & principles of self determination
- The support & resources people require to live a life that makes sense are ultimately defined and managed by them.

## *The Goal*

The goal of self direction is to enable people with disabilities and their family choices, control and flexibility in their supports and services.

*Source: Missouri's Independence Plus Grant Application*

## Purpose of self directed personal assistance

- Provide people the support they need to create a day that makes sense for them

## Roles of a personal assistant

- A "helper"
- A mentor
- A confidante
- A guide
- A connector
- Others?
- What is the bottom line?

## Typical functions of a personal assistant might include:

- assistance with daily tasks
- support to access community services & resources
- an "advisor"
- a bridge to community connections
- transportation assistance
- employment?

## How does the PA support the person in job development

- Participates in career planning process
- Assists the person in specific job development tasks
  - Transportation
  - Resume development
  - Support in an interview
  - Exploration activity
- Assists with support needed on the job
  - On the job training
  - Assist with personal needs

## Logistics: the consumer perspective

### Overall process involves:

- Recruiting
- Interviewing
- Hiring
- Training and counseling as needed
- Ongoing communication with other key supporters
- Implementing and evaluating the back-up plan
- Ongoing evaluation

## Logistics: The PA perspective

- Hiring options
  - Direct hire by consumer
  - Agency with choice
- Be clear about responsibilities and expectations
  - Hours? overnight? Travel? Transportation? Specific duties?
- Determine method of payment & rate of pay, Benefits?
- Others may be assisting the person in the hiring process
  - Family members or friends
  - A support broker
  - A service coordinator

## Rationale

- Currently peoples' days are often defined by program options, rather than
- ...their preferences, goals, needs and desires
- Individuals in the waiver have funding, which could be used differently
- What else could people do with their day?

## Who are individuals who could benefit?

- Currently in a day program and it's not working
- Want to work, but "traditional avenues" don't work
- Who can you think of?

- What specific skills, knowledge & attitudes does a personal assistant need in order to support someone in pursuing a job and/or a career?

- Knowledge of the community
- Participant in the career planning circle
- Assistance as the person looks for work
  - Making contact with potential employers
  - Written information, such as a resume or business plan
  - Transportation
  - Role playing & practicing interview skills
  - Negotiating job duties

## Assistance as the person begins to work

- Assistance in training & orientation
- Transportation to work
- On the job training and/ TA to employer trainer
- Look for opportunities for making connections

## Assistance on the job

- Assistance with personal activities (using the BR, setting up for meals)
- Support with work tasks
- Support with job changes
- Feedback
- Supporting connections

## Self direction

"One of the most important things about Self-Determination is its power shift. Self-Determination without the ability to control the resources is fantasy, and that's what makes Self-Determination different from anything else we have done."

Ellen Cummins

## The Support Intensity Scale can assist in identifying needed support

- The primary purpose of the SIS is to provide a measure of individual support needs.
- The SIS is not a diagnostic test; it is a planning tool. That is, the SIS is intended to be used to inform planning teams regarding individual support needs.

52

Table 1.1  
Differences in Adaptive Behavior Measurement Tools and the SIS

Feature	Adaptive Behavior Scales	Supports Intensity Scale
Construct measured	the adaptive skills that a person has learned—this is a measure of achievement or performance	the extraordinary support that a person needs in order to participate in the activities of daily life
Focus	the pattern of adaptive behaviors displayed by an individual	the pattern and intensity of support needed to enhance participation in home and community life
Uses	to diagnose mental retardation and to identify relevant educational and training goals that can be listed on individualized education/training plans	to determine a person's support needs in different areas of life (i.e., support needs profile) and relative to others with developmental disabilities; to develop individualized support plans
Item stems	an array of adaptive behaviors or skills needed to successfully function in society	an array of life activities in which a person engages when participating in society
Item responses	a person's level of mastery or proficiency in relation to the adaptive skills	the intensity and pattern of extraordinary support a person needs in order to participate in the identified life activities
Additional items	some scales include indicators of problem behavior	(a) problem behaviors and exceptional medical conditions that influence extraordinary support needs; (b) protection and advocacy activities requiring support

## Why the SIS Makes Sense

- The SIS reflects a **new way of thinking** about assessment, focusing on the support needs of the individual, not his/her deficits.
- The SIS is **comprehensive**. It evaluates the pattern and intensity of needed supports in 6 Life Activity Domains (common to ALL persons), in protection and advocacy activities, and in exceptional medical and behavioral support needs.
- The SIS **involves the individual** as a vital source of information.

54

## What SIS Provides

- Direct, reliable, and valid measure of supports needed across life areas
- Evaluation of the impact of significant medical and behavioral conditions
- Help in planning for individualized supports and services
- Information useful in developing individual budgets/resource allocation

55

### Section 1. Support Needs Scale, continued

Circle the appropriate number (0-4) for each measurement. (See rating key.) Complete ALL items, even if the person is not currently performing a listed activity. Add the scores across to get a Raw Score. Add the Raw Scores down to get a Total Raw Score.

Part D: Employment Activities	Frequency				Daily Support Time				Type of Support				Raw Scores		
1. Accessing/receiving job/task accommodations	0	1	2	3	0	1	2	3	4	0	1	2	3	4	
2. Learning and using specific job skills	0	1	2	3	0	1	2	3	4	0	1	2	3	4	
3. Interacting with co-workers	0	1	2	3	0	1	2	3	4	0	1	2	3	4	
4. Interacting with supervisors/coaches	0	1	2	3	0	1	2	3	4	0	1	2	3	4	
5. Completing work-related tasks with acceptable speed	0	1	2	3	0	1	2	3	4	0	1	2	3	4	
6. Completing work-related tasks with acceptable quality	0	1	2	3	0	1	2	3	4	0	1	2	3	4	
7. Changing job assignments	0	1	2	3	0	1	2	3	4	0	1	2	3	4	
8. Seeking information and assistance from an employer	0	1	2	3	0	1	2	3	4	0	1	2	3	4	
<b>TOTAL Raw Score</b>															
<b>Employment Activities</b>															

Enter the Raw Score (max = 87) on the SIS Profile, on page 8, Section 1A, Part D, Employment Activities

## PERSONAL ASSISTANT SERVICES (Comprehensive, Community Support, and Lopez Waivers)

- Personal assistant services include assistance with any activity of daily living (ADL) or instrumental activity of daily living (IADL).
- Assistance for ADLs include bathing, toileting, transfer and ambulation, skin care, grooming, dressing, extension of therapies and exercise, care of adaptive equipment, meal preparation, feeding and incidental household cleaning and laundry.
- IADLs include shopping, banking, budgeting, using public transportation, social interaction, recreation and leisure activities and **assistance with IADLs includes accompaniment, coaching and minor problem-solving necessary to achieve increased independence, productivity and inclusion in the community.**
- While ordinarily provided on a one-to-one basis, personal assistance may include assisting up to three individuals at a time.

## Provider Requirements

- Personal assistance may be provided either by an individual worker employed by the consumer or family, and individual contractor, or by an employee of an agency.
- The determination of which type of provider delivers the service is the choice of the consumer and/or family or guardian, with the limitation that for an individual provider to be used, the consumer and/or family or guardian must be able and willing to supervise the provider and the planning team *must certify that this supervision is sufficient to safeguard the individual's health and safety.*

## STAFF REQUIREMENTS

- Must be 18 years of age
- And have the following:
  - a high school diploma or its equivalent;
  - current certification in a competency based CPR/First Aid Course;
  - training in preventing, detecting, and reporting of abuse and neglect prior to providing direct care;
  - training in the implementation of *(each consumer's)* person centered plan (within one month of employment) and training in a positive behavior support curriculum approved by the Division of MRDD (within 3 months of employment);
  - Additionally, staff administering medication supervising self-administration of meds must have successfully meet the requirements of 9CSR 45-3.070.

## PERSONAL ASSISTANT SERVICES

Personal assistant services may not be provided by an individual's spouse or if the individual is a minor (under age 18) by a parent.

Personal assistant services may otherwise be provided to a person by a member(s) of his or her family when:

- The person is not opposed to the family member providing the service
- The service to be provided does not primarily benefit the family unit
- The service is not a household task family members expect to share or do for one another when they live in the same household
- Otherwise is above and beyond typical activities family members provide for another adult family member without a disability.

Additionally, the following conditions, documented in the person's plan, must be met:

- The service would otherwise need to be provided by a qualified provider
- A qualified provider who is not a family member is not available to provide the service or can only provide the service at an extraordinarily higher cost than the fee or charge negotiated with the qualified family member; and
- The planning team determines the family member providing the personal assistant service will best meet the individual's needs

## SUPPORTED EMPLOYMENT (Comprehensive and Community Support)

- Supported employment is competitive work in an integrated work setting with on-going support services
  - full or half time
  - paid in accordance with Fair Labor Standards Act
- The service *must* be based on a supported employment assessment and *must* be in the individual's person centered plan
- Ongoing support consists of continuous or periodic job skill training provided at least twice monthly at the work site to enable the individual to perform the work

## Supported Employment Services

May be provided individually or to groups of individuals and may include:

- assessment;
- counseling;
- job development and placement;
- on-the-job training in work and work-related skills;
- ongoing supervision and monitoring of the person's performance on the job; and
- training in related skills needed to obtain and retain employment such as using community resources and public transportation.

## ELIGIBILITY FOR SUPPORTED EMPLOYMENT

- Denied benefits by the Division of Vocational Rehabilitation (DVR)
- Exhausted DVR Benefits (nine months is the maximum in Missouri)
- The individual requires services not covered by DVR or
- The individual requests support from a provider that does not participate in DVR's system

## The numbers are . . .

- Comprehensive Waiver:
  - 85 Individual Supported Employment
  - 230 Group Supported Employment
- Community Support :
  - 46 Individual Supported Employment
  - 0 Group Supported Employment

## Show Me Loans for Telework

- Low-interest loans for persons with disabilities.
- For any type of equipment needed to Telework.
- Telework is work from home or a remote site away from the customary office or place of business.
- For more information – contact Marty Exline at Missouri Assistive Technology  
[mexline@swbell.net](mailto:mexline@swbell.net) or phone 800-647-8557.