Real Work for Real Pay: Success Stories

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How many of you are Social Justice Workers?

It's in Our Job Description

We level the playing field for people with disabilities to have the same rights and opportunities as everyone else.

What is the definition of social justice?

Now, how many of you are social justice workers?

History of Oppression

Target Groups, challenged to get equal access to rights and freedoms are defined by:

➢ Age

➢ Disability

➢ Religious Culture

➢ Ethnicity

➢ Sexual Orientation

➢ Social Class

➢ Indigenous Background

➢ National Origin

➢ Gender

"Beyond Inclusion, Beyond Empowerment"

by Leticia Nieto

➢ We work in a field of social justice. We need to consider how systemic oppression impedes efforts.

➢ We are still learning. We are relatively new at this: when I was in school, special education was a room down the hall. When my mom was in school, special education was in a different building. When my grandmother was in school, there was no special education.

➢ We are working together to set the bar in the right place. How do we keep going, to continue to create innovative accommodations and invest in the time it takes to set the bar higher?

➢ Build an Ethos of Curiosity within your organization, internalized ableism can not be escaped, we all grew up in a system where people with disabilities are marginalized. This can be addressed and changed with attention and questioning.

Stay Fascinated!

Here are some lessons learned from my own AHA moments.
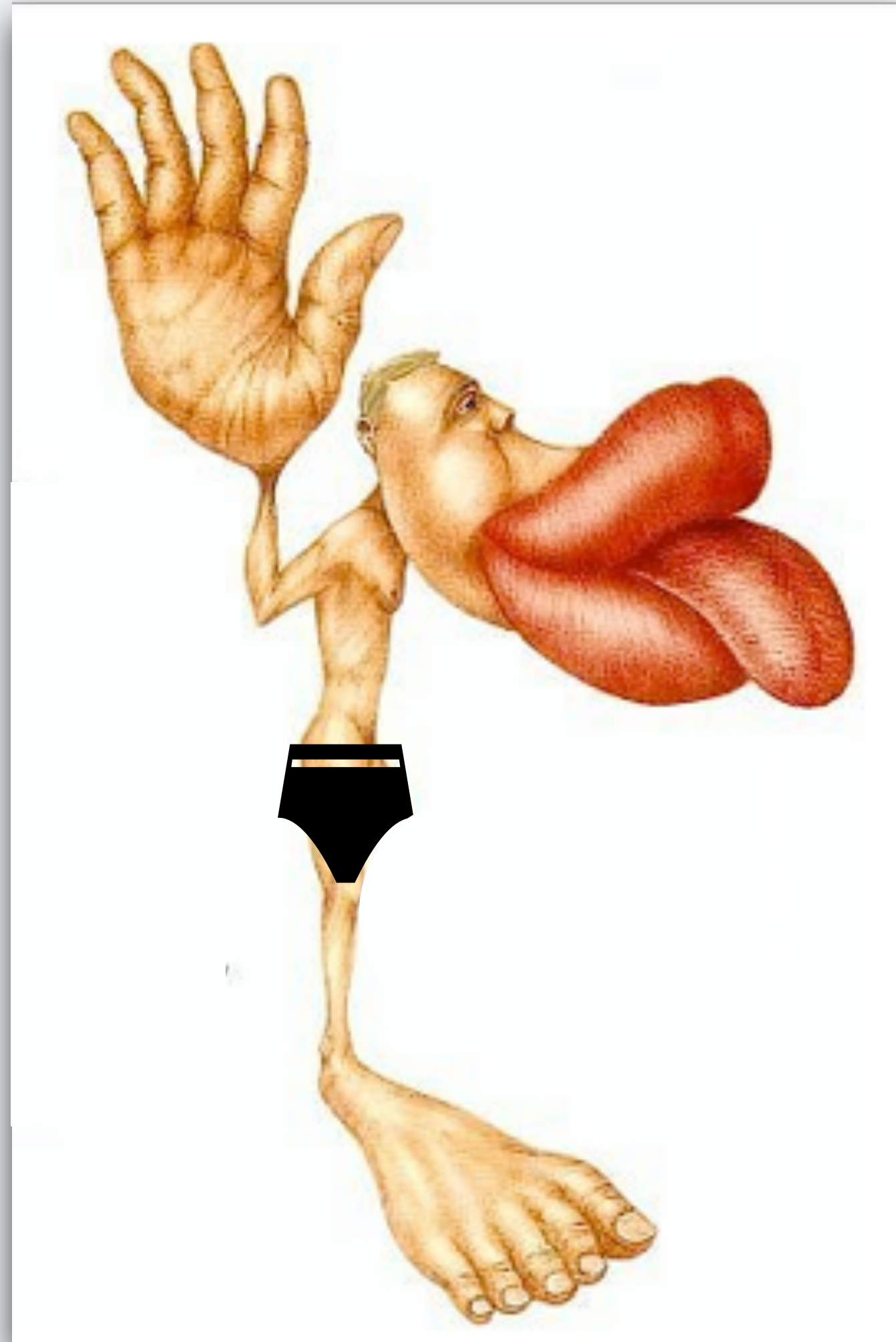
Homunculus

- **Model shows sensory weight**

- **Enlarged areas hold more nerves and easily engage the startle reflex**

- **Pay attention to initiating interactions. Successful protocol includes: tap on shoulder, saying their name, holding object near your face when introducing it, giving time for orientation, using hand under hand demo, giving it over more and more as they come forward to explore**

** We have to stop reaching in over the hand and shift to hand under hand teaching methods **

Compliance to Alliance: creating strategies and tools where clients lead


- We have to stop reaching in, putting our hand on top of another person's hand, manipulating their movements to train a skill set

- When I teach using Hand Under Hand, I can feel your intrinsic motivation for mastery, the moment you are curious, want to try it, reach for the object

- When my hand is on top of yours, I am teaching cue dependence, to wait for me to hand it over. It is hard to sense a persons interest or attempts at mastery

* Use nonlinguistic (no language) blindfold activities to teach this skill

Cue Dependence

I observed a job coach supporting an employee completing the tasks of their job and tracked how often they used cues: physical blocks, physical prompts, hand over/hand under, taps, points, waves, voice instructions/reminders.

Afterward, I asked the coach how often they cued the person during the shift. In this case, she reported 7-10. She actually cued him 454 times. Over the past 5 years of observation we find that we are cueing on average 40 times more often that we realize. FORTY!
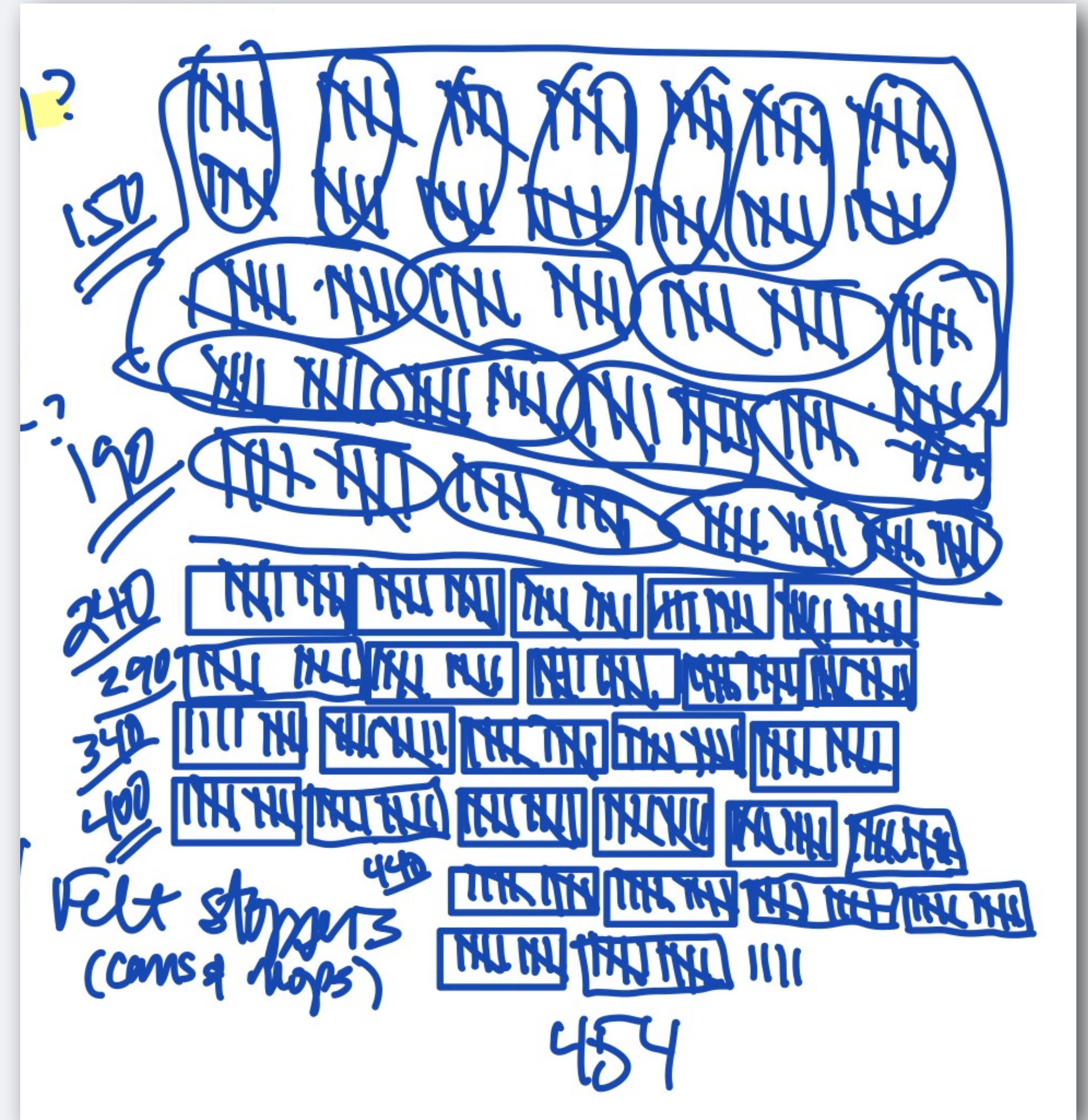
This lead us to develop an official tool and set regular observations and reviews. We film the session and use it with the tally sheet to talk with staff. This is not to shame, we are all in this habit together!

Customer Name:	Observation Location:	Date:
Staff Name:	Observation Activity:	Observer:

VOICE CUE: Words, sounds, ASL, facial expressions.	HAND OVER HAND: anything directing their hand or arm.	PHYSICAL PROMPTS: every other physical touch, back...	GESTURE: point, wave, hand up...	BODY BLOCK: using your body position to direct them.	DOING IT FOR THEM

TEACHING: side by side modeling, 1st time you give the instruction, answering questions, praise for the end product.

Tools Elevating Person Centered to Person Driven

- Portable Camera/Printer

  - Attendance

  - Daily/Weekly/Monthly Schedule

  - Sequenced tasks- cooking, building

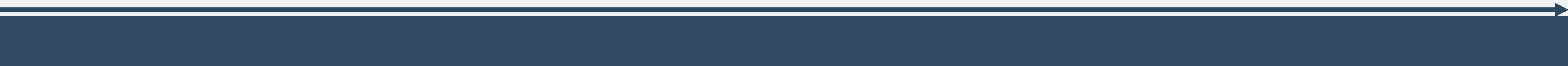 - Book Making

- Money Jig / Budgeting Chart / Financial Literacy

- iPads / Apps

  - Work Autonomy (wA) & Personal Autonomy (pA), workplace, cooking, exercise

  - iMovie: Self Advocacy Film, Video Resume, Customer File, Training

  - Safety, Communication, Travel, Planning, Organization, etc.

- Employment - Job Development Notebook, Accommodations for Employer

Universal Design in Training Tools

Find samples of accessible teaching tools.
Check out 5 lessons for making a silly film:

https://www.ableopps.com/free-materials

Mobile, Person-Driven, Picture Systems

- Teach individuals to take pictures of people / activities / places / objects; allow them to be as involved as they are able and want to! Model and teach tools using hand under hand. Label all pictures with the same vocabulary, so they are interpreted & read the same by everyone.

- Remove the memory card and place into portable printer. Or use a newer "Selphie" printer where you can send pictures directly from your phone.

- Caption photos and use them to tell stories across environments successfully - communicating about a recent event. Ex. Go to work with a captioned photo of a hike you took on the weekend. This allows someone to build relationships with others.

- Model this strategy, offering without any requirement, until the person comes forward naturally. The 1st goal is for the team to model consistently and long-term.

- Use this system to capture food orders, modeled and used by everyone.

- Next explore choice making and sequencing.

Sharing Stories

- **Crossing Environments**
- **Authorship**
- **Current Culture Models**

Labeling

- **Attendance**
- **Contents**
- **Activities Available**

Berry Picking

berry (twist back & forth on pinky)

picking (just like picking)

by Leona Sandlin's Class
Joe Kokrine, Ronald Buster, Trevor Ayunerak, Haley Moses, Christine Strongheart, Crystal Moses, Shantel Leopold, Jordon Phillip, Martin James, Fredrica Joseph, Calvin Kameroff
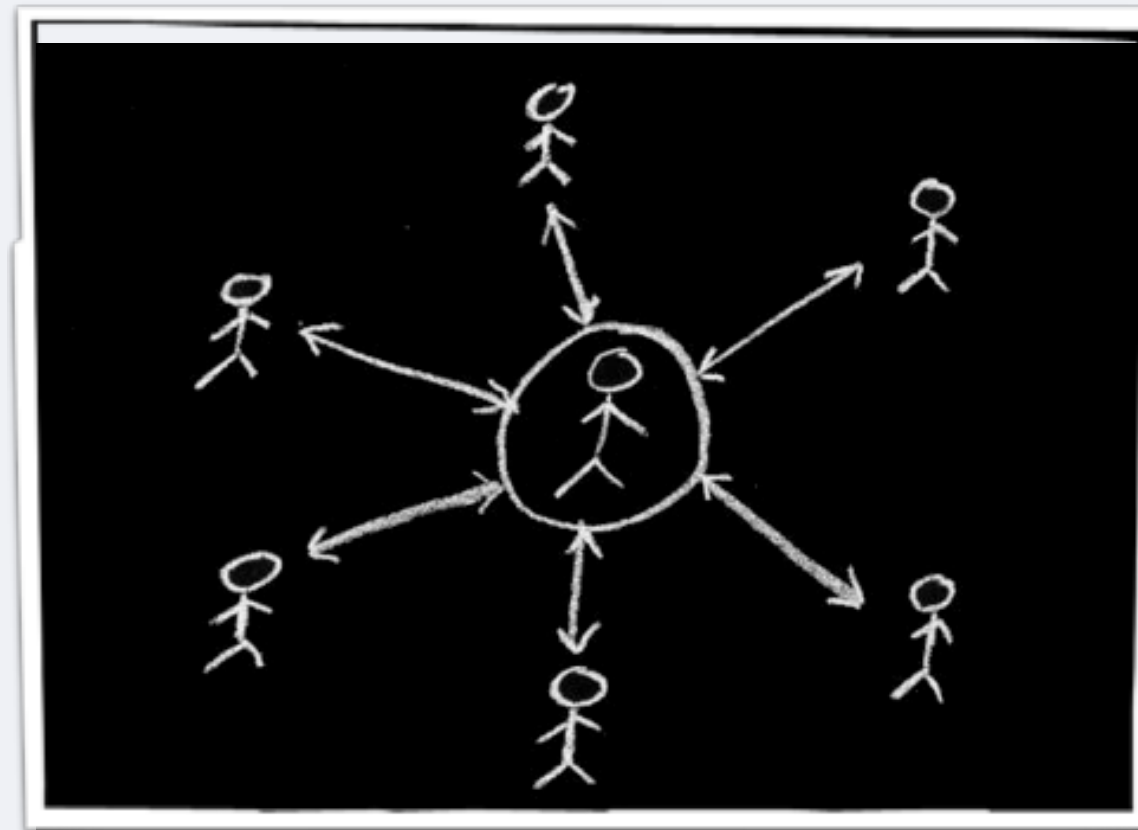
I rode horses everyday on my trip!

I'm a cowboy at heart!

Because pictures can tell a story that Reid's language can not...

Teaching Hand Under Hand, Authorship

Use of this equipment allows an increase of communication and self determination. These skills transfer well to the worksite for employees to capture and track the schedule of their job tasks.

- Storytelling captures photos like those in a photo album, with people in the picture.

- A picture schedule for work is taken by the employee (supported as needed) following direct instruction from the employer. Photos are taken from the view from the employee; a picture of the task itself, <u>not</u> the employee completing the task.
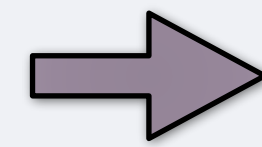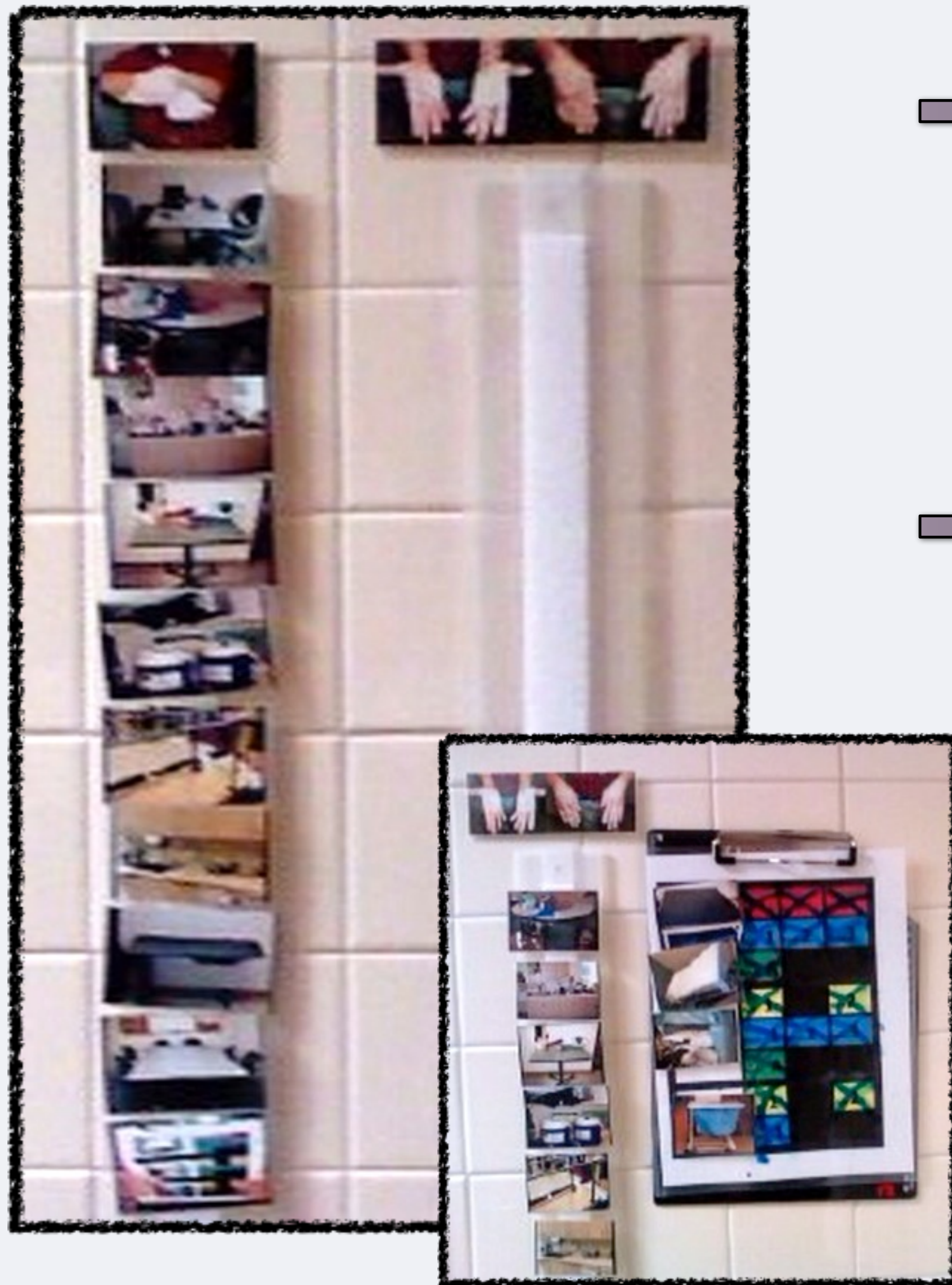
→ **Job tasks are captured, printed and set in sequence. Here, the left strip orders job tasks, the right shows completed tasks. Note: vertical or horizontal systems can work.**
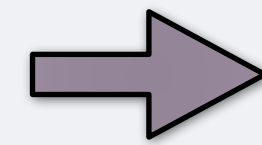
→ **Concretize times when abstract decision making is required. Ex) The clipboard shown here tracks tasks that need to be completed in 3 patient rooms. If 1 of the rooms is busy, or if supplies run out, it must be completed later. We took a picture of the clipboard and trained to move it down the task list thru the shift until all boxes for each of the 3 rooms was checked off.**

Cooking is an excellent way to prep for tracking work tasks

It's not necessary to understand measurements in order to learn to cook...
Note: Our Low Tech Training is included in shared resources.

Concrete Models of Money

- Why do we work? What makes work different than other community activity and choices?

- How do we know we are contributing to the team? How do we measure or track our work tasks and performance? Where do we look to get measurements of progress and success? Who do we report to?

- How do we accommodate someone with a developmental disability to access this same information?

A Money Jig can be made for any combination of coin. This one holds four quarters. We shop at the dollar store for items to purchase with earnings. We find a community sponsor to donate $200/year to allow someone to connect production & earnings.

Connecting production to earnings & spending, allowed Trepp to begin working for himself.

After using a camera/ printer system, Trepp transitioned to an iPad. He now uses the Work Autonomy app & a money jig for concrete information about work expectations and earnings. He checks with his coach, saying and signing "Money" to confirm he will be earning.

Video Resumes allow employers to see potential employees rather than barriers.

WORK AUTONOMY
A PERSON-DRIVEN ACCOMMODATION TOOL

Available on iTunes

Work Autonomy allows accommodation to some of the greatest barriers in the work place: communication with customers, co-workers and supervisors, understanding and tracking task expectations, and connecting the relationship between production and earnings.
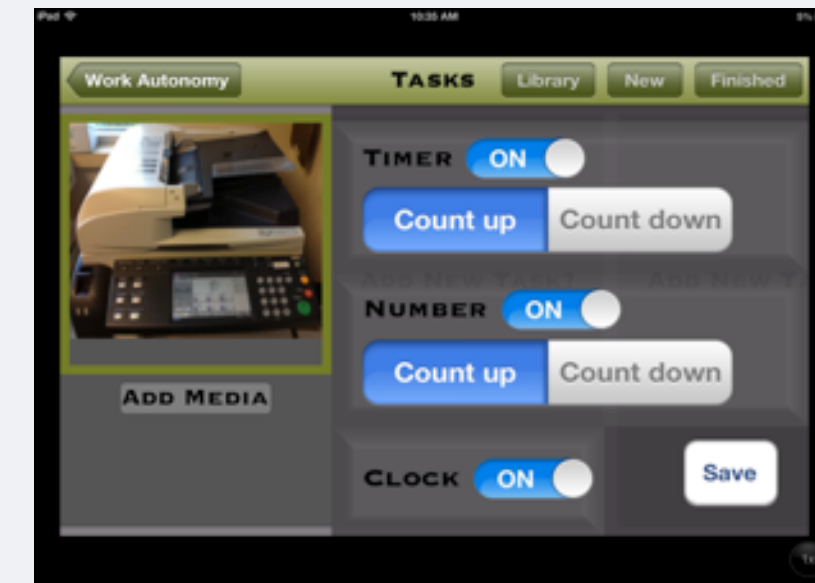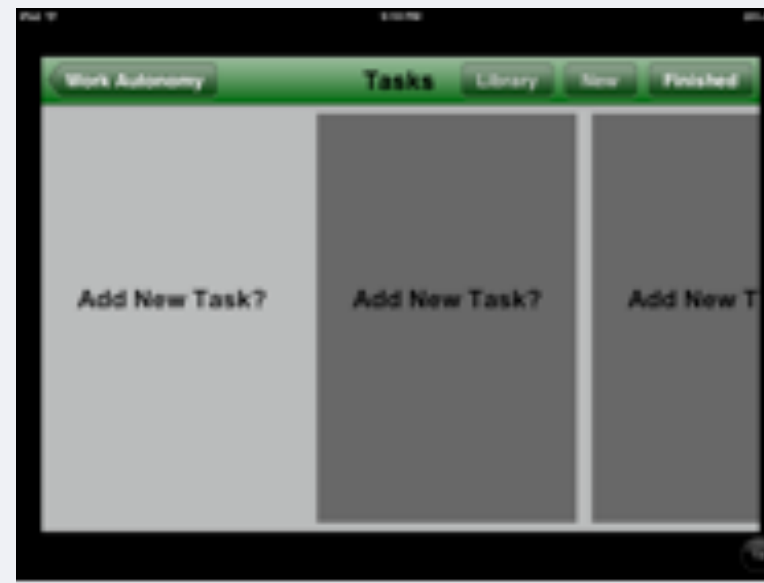
Set colors, font, sections to meet accommodation needs. Capture video, photo, text, and/or voice for messages and a work schedule. Set work expectations with your employer.
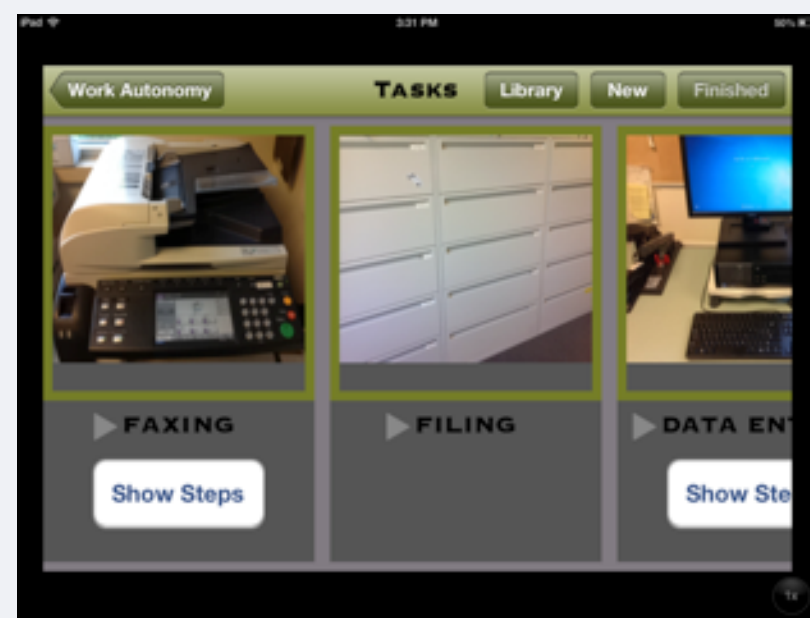
Play Messages   **Track Schedule**   **Track Expectations**   **Track Production**

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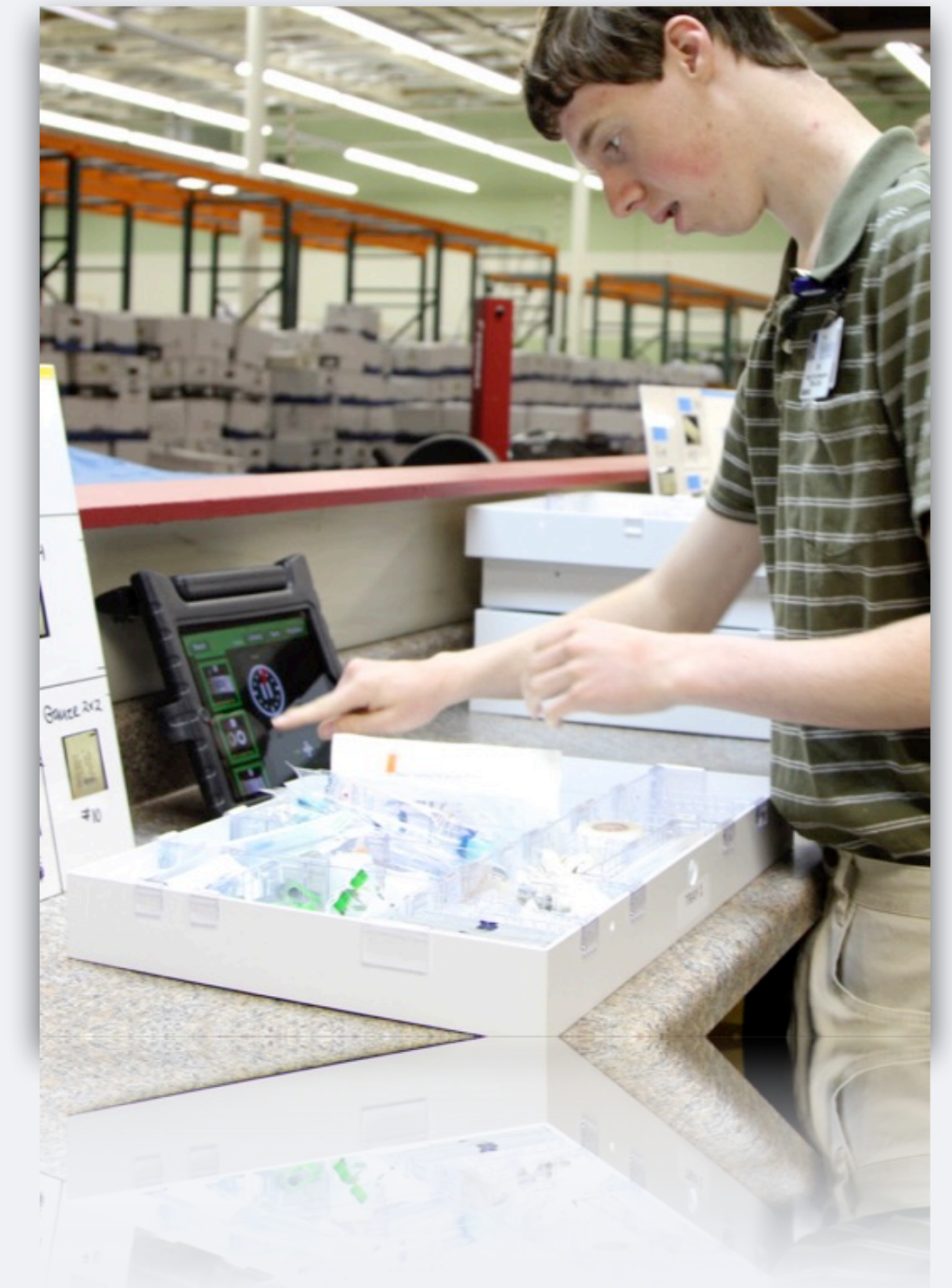
Employees capture the main tasks of their job using video, photo, text or voice. Under these they capture the steps needed to complete the tasks. Details come from their supervisor, with the coach reinforcing training, by referencing the app.
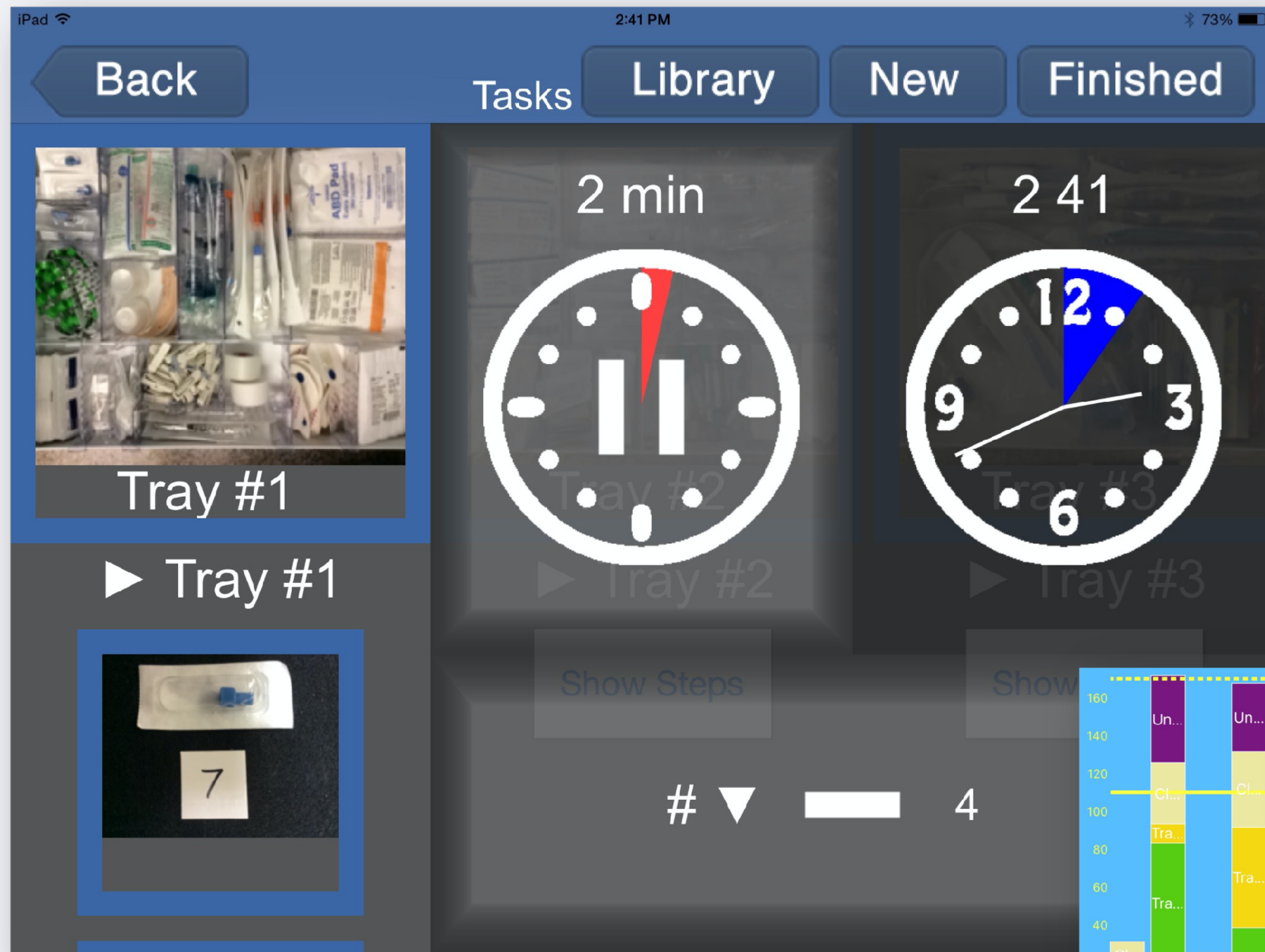
A timer, clock and counter are set to work expectations. These send data to a production chart while the employee works, then the chart is sent/shown directly to supervisors.

The other chart produced shows wages earned so far this week, allowing someone to see their earnings increase as they continue to work. The earnings from this chart can be used in the budgeting worksheet

Progress, Slow & Sure

Programs supporting people with developmental disabilities have been most strongly influenced by those with a passion for social work and social justice. This has resulted in person-centered services, strong advocates and constant movement toward higher standards in the quality of life for those who experience developmental disabilities. We are relatively new at accommodations for our second customer.

YOU GAVE US YOUR DIMES

NOW WE WANT OUR RIGHTS

Civil Rights Are for EVERYONE!

NOT

"NOTHING ABOUT ME WITHOUT ME."

Support Systems Poll

Students are challenged to find employment because:	1	2	3	4	5	6	7	8	9
Employer Attitudes / Lack of Awareness	X								
Lack of understanding earnings								X	
Lack of motivation to work		X							
Lack of collaboration between agencies during transition							X		
Lack of competitive employment skill					X				
Lack of support hours (teachers/employment vendors)						X			
Limitation in our own belief of employability.									X
Transportation				X					
Family beliefs and culture and expectations			X						

Source Able Opportunities, Inc. 2018

www.ableopps.com

Employer Poll 2007-2018

	1	2	3	4	5	6	7	8	9
No Capacity (money/time)	X								
No Applicants				X					
Lack of Work Skills									X
Bad Experience w/Employee w/ DA							X		
Bad Experience w/Employment Agency		X							
Don't Understand Support System			X						
Parents (overbearing/on staff)						X			
Wouldn't Know How To Support Person					X				
Fear of Safety Issues								X	

Source Able Opportunities, Inc. 2018

Examining the System

What is the #1 reason a person with IDD loses their job? A change in supervisor. What does this teach us?

If an employer has had a bad experience with one of us, they are understandably reluctant to work with us again. The fact that we do not have standardized business minded practices hurts us.

We need to elevate the system from successful job developers to reliable structures using successful tools:
- Video Resumes
- Concrete Interview Questions
- DA Training - company wide overview to floor staff
- Adapted Compliance training and evaluation tools
- Formal Fading Plans
- Direct production reporting (see Work Autonomy app)

Normalize Relationships: My Parent, My Teacher, My Boss

Your first relationship with an employer taught you much of what you understand about work expectations and outcomes of performance. Many people with disabilities leave school and move into employment services with a job coach / employment specialist. If the person is trained and monitored by the coach, this most often emulates a parent or teacher relationship. To shift this, strengthen supports that connect employer and employee, developing the supervisors ability to train, evaluate and communicate with their employee, and the employees ability to represent themselves. Potential Tools: video resumes, advocacy film, apps that capture track and report production details.

Our collaboration with Harrison Medical Center has allowed us to attend to our second customer, the employer.

In addition to understanding their mission and values, we have developed business minded practices.
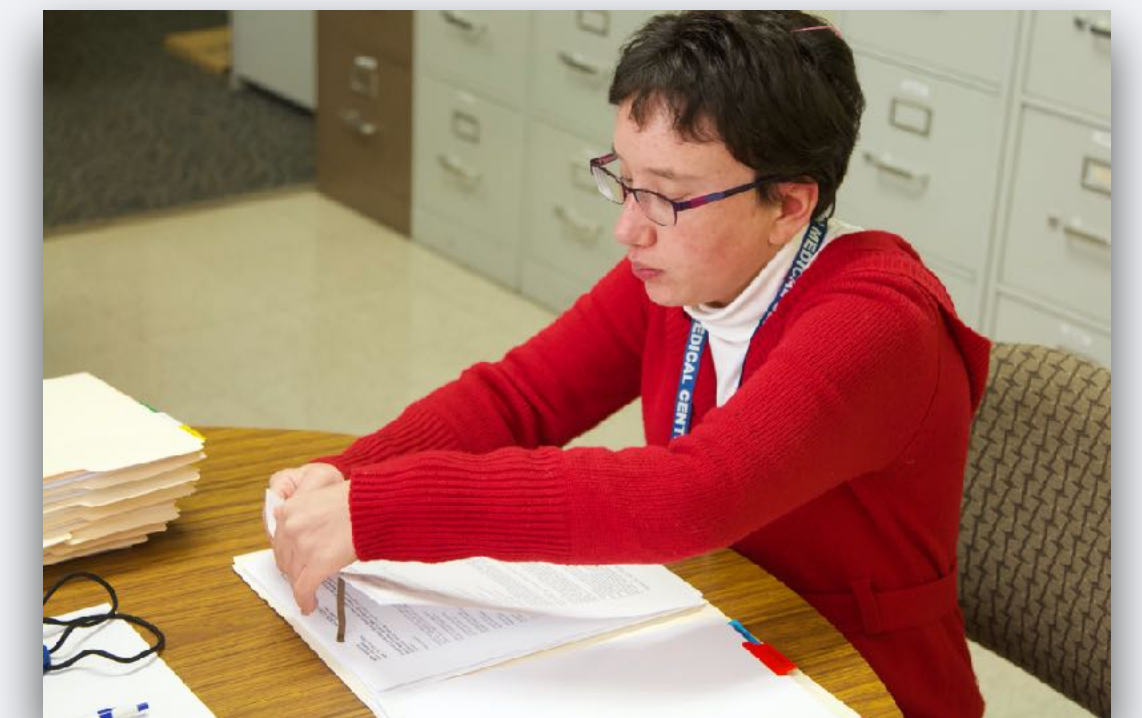
Cost Analysis:

Using Math to

Break the Myth

WH Assistant	Hrs/Wk	Hourly	Weekly	Yearly	3 Year	Cost Differential
Smart Hire	40	$16.50	$660.00	$34,320.00	$102,960.00	
WH Clerk	40	$19.20	$768.00	$39,936.00	$119,808.00	$16,848.00
Supervisor	40	$28.00	$1,120.00	$58,240.00	$174,720.00	$71,760.00
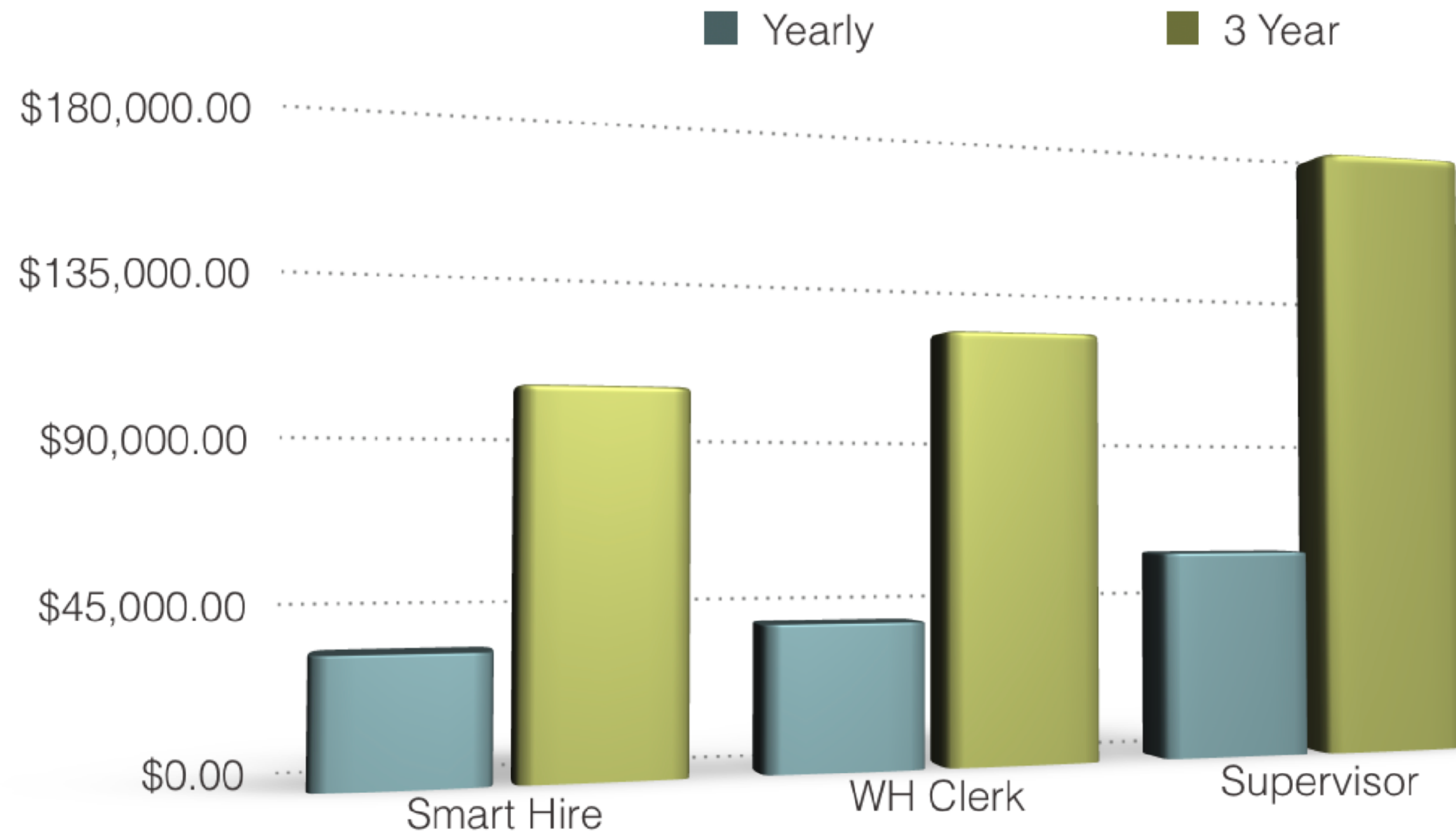
Matching tasks to the gifts and strengths of your employees makes good business sense. Based on a 40 hour position a Smart Hire could defer between **$16,848.00 - $71,760.00** of revenue over a three year period! Funds generated could be earmarked for the cost of the FTE. Customized positions also recoup revenue from higher paid, cross-trained staff now freed up to increase attention to additional revenue from direct customer service and/or production.

Teach to the Tool

· How do we get out of the way? We need to ask this question regularly!

· Is an employee slow to pick up skill? Distracted? Lacking motivation?

· Is a parent perceived as "overly nervous" or "overbearing"?

· Is an employer close minded? Too busy? Giving you the brush off?

These are the places we use to invent accommodations! What tool or accommodation will allow them to track or gain access to information more directly?

Standard Operating Procedures, Accommodating Employers

	PROCESS	PARTNER OUTREACH	JOB DEVELOPMENT	COST ANALYSIS / ROI	WORKSITE ANALYSIS	JOB ANALYSIS	OFCCP	EEOC

ABLE OPPORTUNITIES, INC. BUILDING SUCCESSFUL CORPORATE HIRING & RETENTION PRACTICES
JENNIFER WHITE, CEO 206.406.9900 CELL WWW.ABLEOPPS.COM JENNIFER@ABLEOPPS.COM

Process Suggestions for Hiring and Retention of Employees with Intellectual / Developmental Disabilities (I/DD)

There are several successful models for hiring people with disabilities (Google "Workplace Initiative: Disability and Inclusion Guide", and go to the Employer Assistance Resource Network at htt www.dol.gov/odep/resources/EARN.htm for resources) Yet people with intellectual disabilities (I/DD), who may require long-term support to maintain performance expectations, are often the las employment opportunity. One of the reasons for this, is a lack of standardized performance from a necessary long term partnership with community agencies who provide job coaches to suppor employees in your workplace. This tool is to help you set and maintain a standard, as the employer, allowing true integration into your workplace.

Key Initiative	Action Item	Steps	Associated Tools
Preparation	Identification of Community Partners	Google these terms and contact your area representatives: Developmental Disabilities, The ARC, Association for People Supporting EmploymentFirst (APSE) president for your state, Parent to Parent and PAVE, Special Education Transition (School to Work, STW) Programs, Vocational Rehabilitation (VR), Special Olympics, Community Rehab Programs (CRPs), Disability Rights Organization, Project Search, etc. Notify these group about the upcoming local hiring initiative. Applicants will come from many referrals group. Use the tab "Partner Outreach" to capture a contact list.	https://apse.org/about/state-chapte https://www.thearc.org http://www.askearn.org/state-vocati rehabilitation-agencies/ http://www.ndrn.org/en/public-polic employment.html https://www.projectsearch.us https://www.specialolympics.org https://www.parentcenterhub.org/ parentgroups/
	Interview of CRPs	For one point of contact model (where one agency is chosen as your partner and all coaching will be provided by them, the design at the WIN Program at Harrison Medical Center (contact Jennifer White jennier@ableopps.com) interview local CRPs and identify your project partner. If/When you can establish an in house position for a project director it will still be important to set a meeting with all local CRPs to educate them about your hiring plan and partnering process. Although in-house experts may be hiring and training new hires into positions, your local partners will still be contracted by the state to provide services (work skill building, job search prep, independent living, etc.) with this population of people. They will be partners in developing your pipeline of qualified applicants.	
Planning	Job Analysis	Walk thru of work floors, observation of staff, meeting with supervisors and frontline staff to identify areas of high attrition and where LEAN concepts of production may make process more cost effective and efficient. Give attention to areas where the company is paying higher trained staff to complete tasks that do not require cross training. Complete a Cost Analysis/Cost Differential with the team. Complete a Worksite Analysis/Job Analysis.	See tabs: JOB DEVELOPMENT COST ANALYSIS WORKSITE ANALYSIS / JOB ANALY
	Job Descriptions	Reconfirm the scope of tasks identified during Job Analysis. Write job descriptions, include enough detail for outside partners to understand necessary skills for the job. Establish FTE need, & get approval for new positions.	
	Timelines	Identify timelines for process- Governance, Posting & Screening Applicants, Interviews, Offers, and Start Date.	
	Partner Roles Agreement	Outline clear roles in an agreement with your chosen local CRP partner. CRPs are often habituated to run the hiring/placement process and remain the expert on training, reporting, and evaluating your new hires. To standardize this process and ensure you get the same minimum quality of work across sites, it will be important to identify exactly what is expected of your partners, defining ways they will accommodate supervisors to maintain direct communication and feedback with their employee, develop and report accommodated compliance training and evaluations, etc.	See doc: Partnership Doc

Shifting Culture

Long-Term Dynamic Plans are Necessary to Address Institutional Systems of Oppression

Remember Culture Trumps Strategy

➤ **New work feels like more work**

➤ **3 year rule of thumb**

➤ **Grieve the change**

➤ **Break into steps**

➤ **Measure success**
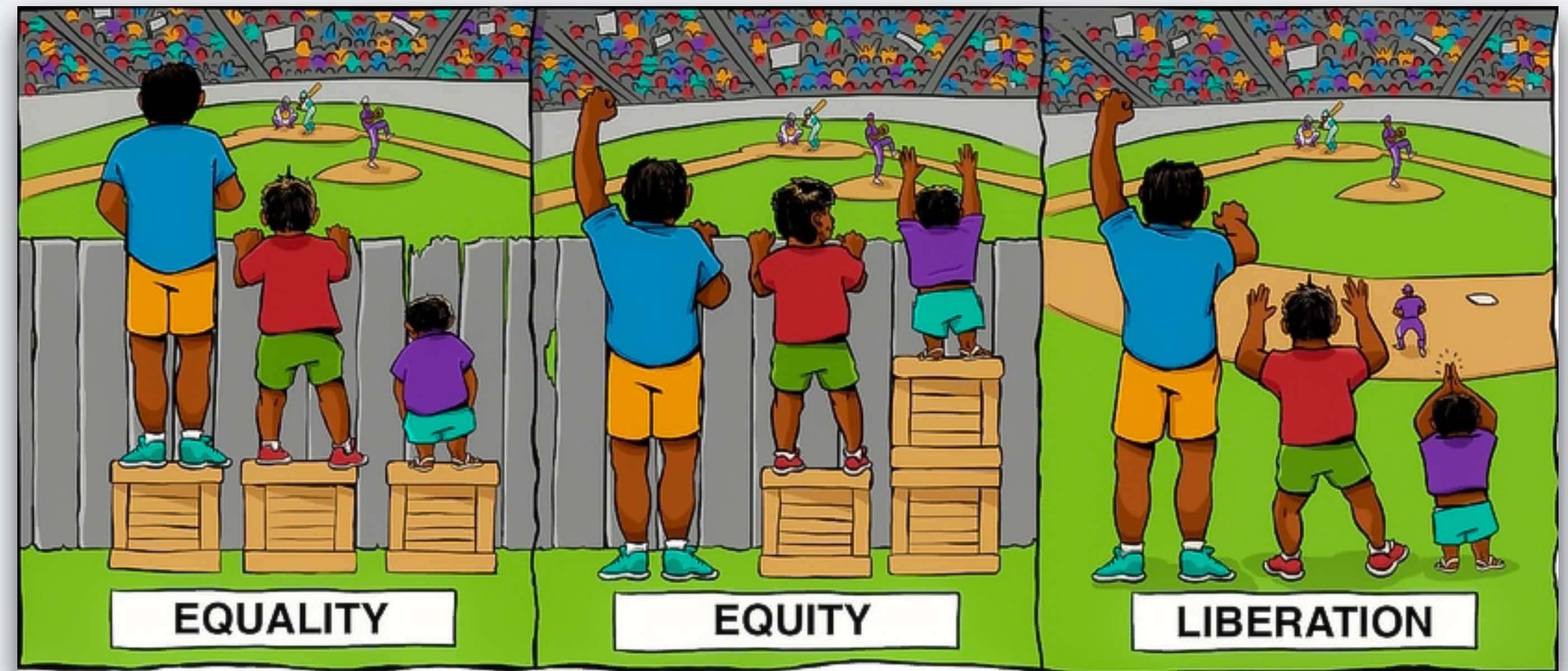
Original concept image by Craig Froehle, adapted by Angus Maguire

EQUALITY   EQUITY   LIBERATION

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Plans for Change

➤ To influence an agency or company ethos, you need top down, bottom up training and teaming - with clear pathways built for communication flow, and clear models of transparency and lessons learned

➤ Develop a culture of learners, stay FASCINATED!

➤ Long- term <u>dynamic</u> planning points, we're in this for the long haul

➤ Clearly identified measurements of progress

➤ Celebration as fuel, every staff meeting, every report out, community PR

➤ To invigorate champions, once trained, offered position/duties as internal trainers w/ financial compensation

➤ Involvement of your customers, once trained, offered position/duties as internal trainers and co-trainers w/ financial compensation

➤ Strategic planning & KPIs reflecting concrete goals and timelines

Start with Questions

Able Opportunities, Inc. PLANNING CHANGE DOC

ISSUE	EXAMPLES
Funding	Identify current sources, possible sources and black holes where there is no identified funding. Explore braided funding, barter with collaborators, involve customers who benefit from content you are building and learning how to build content, ex. learning to make film while capturing footage for training tools.
Thought Change	We work in social justice. Set the bar of potential in the right place. How do we keep going, continue to create innovative accommodations, invest in the time it takes to set the bar higher? How do we get out of the way?
Accommodations	The right tool can change everything. Evaluate communication tools. Do PWDs have direct interactions with coworkers and employers? Does the PWD understand their earnings, that production = earnings, can they report directly to their supervisor about their work?
Staffing	Hours needed and funded to complete goals and collaborate with partners. How much can we work into current rhythms of service and reporting? Who is invested in this change? Find your champions, train them.
Education	Ongoing training provided to utilize tools and strategies. Ability to build new tools/strategies/revenue streams/ partners through research, education and project pitch.
Strategic Planning	Identify company goals that include priority of tools and strategies. Ex. Within the next quarter, ACME Placement Services will support 5 customers to develop video resumes.
Collaborative Partners	How can we leverage the mission and values of potential partners and find trades beneficial to both parties? Ex) HS students have senior project requirements. Is there a student or students interested in promoting positive images and stories of PWD through a social media campaign? Ex) One Stops are tasked with becoming more accessible to PWDs. Trade an office space where you meet with customers exposing them to accommodations, act as information and referral. Or co-teach a community class with a PWD on making Video Resumes.

Strategic Plan Examples

➤ **Between Jan-June 2022, each department will target barriers with a new tool, asking the question, "How do we shift from Compliance to Alliance?, how do we get out of the way?"**

➤ **Measure how often cues occur for a specific task. Write goals for person-driven reference tools to replace coach cues, identify employer involvement, motivation and other barriers.**

➤ **Set calendar to include weekly video meetings with lead (or consultant), monthly meetings for department report out and reviews.**

➤ **Pick a new "How To" doc/film of focus each month: low tech visual/tactile systems, video resumes, cost analysis & production charts, employer pitch and successful service tools.**

You can use the files provided by Able Opportunities, Inc. to get started, and task staff to identify more from around the country

Key Performance Indicators will Guide the Change

Key Performance Indicators, KPI

Goal	Goal Date	Based on Report:	Outcome Impact	Completed
Tech Evaluations integrated into intake and onboarding tool.	June 2022	Review of Staff Evaluations & Customer Plans		
Customer Tech Implementation Plan from Able Opportunities, Inc. revised to agency needs	January 2023	Document reviewed by leadership		
Staff Tech Implementation Plan from Able Opportunities, Inc. revised to agency needs	January 2023	Document reviewed by leadership		
Trial of Customer and Tech Plans Complete	June 2023	Answers of Standardized Interview Questions reviewed by Leadership Team		

Staff Orientation & Training

Training & Tool Implementation Tracker

Tool Trained	Implementation Plan		Demonstrated Skill		Developed Product/s		How-To Doc/Film		Egnyte Upload		Outcomes/Impact	
Person Driven Lens	Date		Date		Date		Date		Date		Date		Date
Overview Training												
Low Tech Systems	Date		Date		Date		Date		Date		Date		Date
Camera/Printer												
Stories Cross Environments												
Choice Making												
Labeling												
Sequencing												
Accessible Environments	Date		Date		Date		Date		Date		Date		Date
Staff Schedule												
Ordering (Community)												
Daily Schedule												
Week, Month, Year Schedules												
Labeling by Activity/Space												
Sequence Cooking												
Sequence Task												
iPads & Apps	Date		Date		Date		Date		Date		Date		Date
How To iPad Training/Eval												
Privacy, Safety, Confidentiality												
Tech Policies												
iMovie												
Silly Film												
Self Advocacy Film												
Video Resume												
Camera/Photo Apps												
Notability												
Work Autonomy (wA) App												
Favorite Apps												
Financial Literacy	Date		Date		Date		Date		Date		Date		Date
Money Jigs												
Local Sponsors												
Identified Motivators												
Budgeting Worksheet												
Tracking Production	Date		Date		Date		Date		Date		Date		Date
Pic/Object Sequence												
Work Autonomy App												

Define skills for each staff / department

Track:

- training
- implementation
- demonstrated skill
- product developed
- training created
- storage site
- impact / outcomes

Individual Development Plans

- **integrate into annual evaluations**
- **involve staff in designing their path forward**
- **require all staff to create models of the tools used with customers**

Able Opportunities, Inc.
Innovative Business Minded Employment 1st Models
www.ableopps.com   206.406.9900

INDIVIDUAL DEVELOPMENT PLAN, IDP

NAME   POSITION TITLE   DATE

- In conjunction with your annual evaluation, we analyze your career goals, objectives and training needs.
- You will have 2 weeks to research resources for your professional development plan, write them into this plan in attainable steps, and return to supervisor.
- Your supervisor, will review your learning activities and timelines.
- Together we will work toward timely outcomes on these goals.

Please describe the skills you bring to this program.

Discuss areas of growth you have seen in yourself over the past year.

IDP 2020   1 of 4

What is the Mission of Able Opportunities, Inc.? Where do your goals align with our mission?

What are your goals for acquiring skills with low/high tech accommodation tools & strategies? (See Staff Person Driven Tech Training Plan)

Please discuss areas where you would like to increase skills/knowledge this year.

Based on your interest and goals, develop concrete areas of education/training that will help you reach these goals, and reasonable timelines for each activity. Much of this training will occur as independent study during your weekly hour of education time. Additionally, research online trainings, local trainings and national conferences that continue education in our field: APSE, TASH, ODEP, IIDL, Griffin Hammis, WISE, CESP, etc

IDP 2020   2 of 4

GOAL:				
Learning Activity	Progress / Where are you using this skill?		Goal Date	End Date
GOAL:				
Learning Activity	Progress / Where are you using this skill?		Goal Date	End Date

IDP 2020   3 of 4

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Customer Intake and Evaluations

- **Identify tech access and skill for all customers served**
- **Embed questions in intake process and annual planning**

Intake Technology Access

Device: Desktop, Laptop, Tablet, Phone	Platform: Mac, MS, Android	Camera on Device	Internet Access	In Home	In Community	Skill			Eval / Training Needs
						None ☐	Some ☐	Skilled ☐	
						None ☐	Some ☐	Skilled ☐	
						None ☐	Some ☐	Skilled ☐	
						None ☐	Some ☐	Skilled ☐	
						None ☐	Some ☐	Skilled ☐	
						None ☐	Some ☐	Skilled ☐	
						None ☐	Some ☐	Skilled ☐	
						None ☐	Some ☐	Skilled ☐	
						None ☐	Some ☐	Skilled ☐	
NOTE	**If seeking purchase of a smart screen device (iPad, etc) see Justification letter https:// www.ableopps.com/free-materials**								

Evaluate Tech Use

Intake Technology Use

Area	Favorite Sites / Apps	Eval / Training Needs
Email		
Text		
Video Messaging		
Streaming TV /Movies		
YouTube / Vimeo		
Social Media		
Chat Rooms		
Games		
Shopping		
PayPal / Venmo		
Banking		
Calendar		
Contacts		
Lists		
Maps / Mapping		
Travel		
Research / Education		
Taking Photos		
Making Movies		
Drawing / Art		
Presentations		
Documents		
Video Meetings		
Accommodation		

- **Think about all the ways you use technology and expand this list**

- **Ask customers how they use their technology**

- **Allow motivation to drive skill development plans**

- **Remember the challenge we all experience when learning new tech tools, motivating activity gets people over the hump of frustration**

Integrate Technology Use Across Services

Customer

Left Table

DISCOVERY -Who are you?	ANSWERS / GOALS / TECH RECS
What motivates you? What do you like? (Observe in motivating activity)	
Skills demonstrated in personal life: chores, routines, entertainment.	
Do you have a Person Centered Plan?	
Interview with the family: best support, needs, goals, personality, favorite people, favorite things, favorite foods, favorite activities?	
Job interests? Awareness/exposure?	
PREPARATION- What are the underlying skills demonstrated or needed?	
How do you track steps and expectations (time, quantity)?	
Can you write a list and/or take pictures & develop a tracking system?	
What accommodations are needed to do this?	
Camera/printer? iPad? Alert system? Time timer? Written checklist?	
Do you use communication accommodations? Strategies?	
How do you organize yourself, your tasks, your life?	
How do you order your own food?	
Do you like to shop? Can you do it on your own?	
In your day-to-day life-what increases independence to do these things?	
What do you focus on & what motivates you?	
Projects that teach these skills:	
Cooking!	
Access to real money, allowance, paid work.	
iPad games, iPad puzzle apps, iMovie	
ASSESS / TRAIN - in real work settings, earning for your production	
What are your skills?	
How do you organization / sequence tasks?	
How do you track steps?	
How do you connect money? Production = earnings = spending	
Have you used a money jigs?	
Have you used the Work Autonomy App?	
* **Always** demon these tools, use real money-then use the money to purchase immediately upon completion. Next offer choice to save for larger purchases.	
Financial literacy - understanding earning/spending/saving & benefits planning	
Soft skills in a worksite- use the IL Eval & CBA eval to assess skills / needs	
JOB DEVELOPMENT	
Video resume/paper resume	
Interview practice	
Job development notebook for tracking-everyone should be responsible to track using the JD Notebook, regardless of their cognitive skills, even if they just know where the book is and watch or hang out while you demo	
Accommodate everyone to understand job development-where is the notebook? How do I track and follow the information?	
Informational Interviews, Labor Market Surveys	
WorkSource as a Resource	

Right Table

Start	Done	Initial	DISCOVERY ACTIVITES	SUPPORTING TECH	PROGRESS	ANNUAL PLAN TECH GOALS
			Person Centered Plan			
			Home visit - Observation and Interviews			
			Determine motivators - what do they love that they can not access alone? Define Relational Motivating Activities			
			Technology Exploration- puzzles, silly movies (https://www.ableopps.com/free-materials) drawing			
			Support needed to stabilize arm, to touch w/correct pressure? Fat Stylus? Other accommodations?			
			Visit Tech Center, eval & exposure to tools and options			

Start	Done	Initial	PREP		PROGRESS	
			Travel training. Apps: Google Earth, Maps, Skitch, Community Sites Identification, Route Planning			
			DVR/DDA: benefits planning. Develop clear visual strategies for understanding earning/spending/saving (see Able Opportunities, Inc. budgeting worksheet)			
			Communication support: picture systems, story telling (see Able Opportunities, Inc. Communication System Parts & Building Plans)			
			Self Advocacy Film (See Able Opportunities, Inc. SA Film training, worksheet and samples)			
			Choice making (see Able Opportunities, Inc. Communication Systems training)			
			Customer file: film for training purposes (see Able Opportunities, Inc. iMovie training, Customer Film File training and sample)			

Start	Done	Initial	ASSESS / TRAIN		PROGRESS	
			Financial literacy: money jig, production charts (Work Autonomy), Budgeting Worksheet			
			Sequencing: low tech (camera/printer and sequence box), high tech (Work Autonomy App, Choice Works, StoryKit, etc.)			
			Community Based Assessment (attach earnings for eval, see Able Opportunities, Inc. $ request letter)			
			Specific job skill training, cooking can be helpful here, to assess best accommodation supports needed to track steps independently - see Able Opportunities, Inc. Building Low Tech Tools Training)			
			Capture footage for Video Resume, include transferable skills			

Start	Done	Initial	JOB DEVELOPMENT		PROGRESS	
			Video Resume https://www.ableopps.com/video-resumes			
			Job development notebook, tracking leads			
			Mock interview practice, edit video resume per advice			
			Informational interviews of local businesses			
			Connect with WorkSource (local One Stop)			

www.ableopps.com

Leverage Community Resources!

➤ Hit up your local Apple and Microsoft Stores to set up a class for your customers and / or your staff

➤ Create collaborative projects with your local Library, High School and College Campus where technology skill is rich!

➤ Present your plans and progress to your Self Advocate Organization, Parent Organization, Chamber of Commerce, City Government officials, and other stakeholders
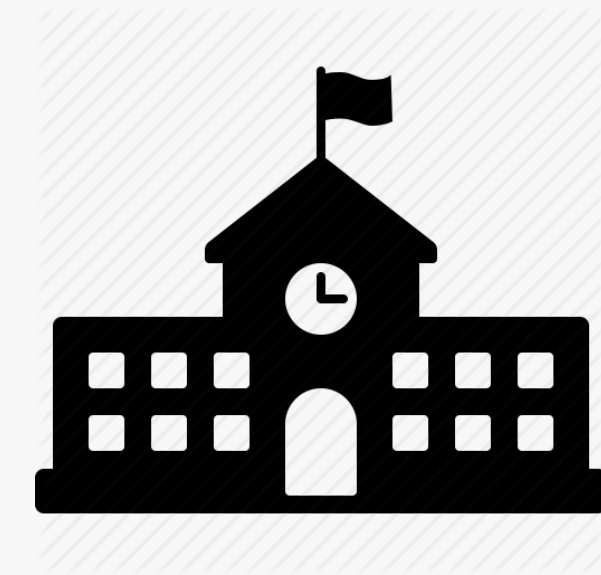
We are all one enormous community of practice, finding our way, learning together, inventing and discovering. Share your wisdom, call each other in, raise the bar!

"In matters of truth and justice, there is no difference between large and small problems, for issues concerning the treatment of people are all the same."

Albert Einstein