A large, stylized number '3' is centered at the top of the page. The number is black and is overlaid on a light gray graphic consisting of two overlapping circles and two overlapping rectangles, creating a layered, geometric effect.

GETTING STARTED

An Implementation Overview

This chapter summarizes the self-directed employment (SDE) procedures, and it can be used as a reference tool for future use. First, it introduces the SDE curriculum, which depicts the 6 goals and 24 objectives divided into broad assessment and placement sections. Second, it answers assessment and placement questions (i.e., “Why we do it?” and “What is it?”). Third, it presents the Self-Directed Employment Staff Profile. This curriculum-referenced tool asks employment specialists and teachers to rate their responses to three questions for each objective of the SDE curriculum. The resulting profile indicates whether the teachers or employment specialists believe they know how to do the procedures, whether the procedures are currently implemented, and whether their school or employment programs value these concepts and actions. The data from this assessment provide useful information for staff development and program planning information. Fourth, the organizational schema and the notation used in

Chapters 4 through 9 are presented. Fifth and finally, a detailed reference guide depicts the entire SDE process. Listed by each goal and objectives are corresponding forms by name and number, plus an estimated amount of time required to complete that objective.

A NOTE ABOUT TIME

Throughout Chapters 3 through 9, estimations of the amount of time needed to complete an objective are given. These estimates were determined from experience in developing and implementing these procedures in an agency-based supported employment program. Your actual time will vary on the basis of experience, adding to or taking away from the recommended procedures, and other factors. Please consider these numbers as only estimates. Your actual time will most likely differ at least slightly from these estimates.

SELF-DIRECTED EMPLOYMENT CURRICULUM

The SDE curriculum consists of two sections containing a total of 6 goals and 24 objectives. Section I addresses the *Assessment: Choice Management* goals and objectives. Section II addresses the *Placement and Follow Along: Self-Management* goals and objectives. Table 3.1 is a curriculum guide that summarizes the procedures in Chapters 4–9 and can enhance your understanding of the whole process. Refer to this curriculum guide often as you learn the SDE procedures.

Section I. Assessment: Choice Management

The assessment approach uses an ecobehavioral, repeated measure, structured situational assessment approach driven by each individual's choices. The starting point of assessment is the choices expressed by the person, and consequently, choice-making power resides with the individual.

Experiences gained through community job shadowing and internships provide opportunities for the individual to explore preferences in depth, to practice tasks, and to learn crucial decision-making skills. Repeated self-evaluation opportunities enable the individual to learn to match his or her behavior to jobsite requirements. Choice, decision making, and performance data are graphically presented to permit each individual and the support team to learn what the job seeker wants and can do. This teaching and assessment process sets up a foundation for individuals to advocate for their self-determined vocational preferences and choices or, in other words, to manage their own choices.

The *Assessment: Choice Management* process matches the individual's skills and preferences to jobs available in the local community. Figure 3.1 demonstrates this principle. The shaded triangular patch shared by all three circles represents the best vocational job match. The curriculum guide presents the 4 goals and 15 objectives of *Assessment: Choice Management*. Typically, 6–8 weeks and 40–45 staff hours are needed to complete the job match process. At the end, a completed Self-Determined Job Match Summary provides a graphic representation of the individual's choices, preferences, and skills.

Goal A: Making Choices The purpose of this goal is to generate a menu of initial interests and preferences to investigate later. The individual, the individual's family, the staff, and other helping professionals get to know each other. Initial organizational procedures such as consent and confidentiality forms are signed, and logistics are arranged. An orientation is provided to the individual and significant others. Past work history, education, and home details are gathered. Staff need to arrange three 1-hour meetings over a 2-week period. These meetings will be used to identify the individual's initial preferences for different jobs and characteristics. A summary of the individual's initial job and task choices is then made (see Figure 1.1).

Goal B: Exploring Choices The summary produced in Goal A is used to arrange preferred community job shadowing experiences. During shadowing, each individual observes workers doing jobs and tasks in community businesses. Once at the worksite, each person determines whether the skills required by the job match his or her skills. The individual once again decides if this is still a preferred job after seeing it, feeling it, smelling it, and hearing it. If a job is not easily observable, information may be gathered by interviewing a worker or supervisor from a preferred jobsite. Together, the individual and the staff develop a detailed shadowing summary of resulting job choices and preferences. This summary is used to determine internship sites that the individual will test in Goal C.

Goal C: Testing Choices For this goal, the individual completes at least a 3- to 4-hour working experience over 3 days in two or three pre-

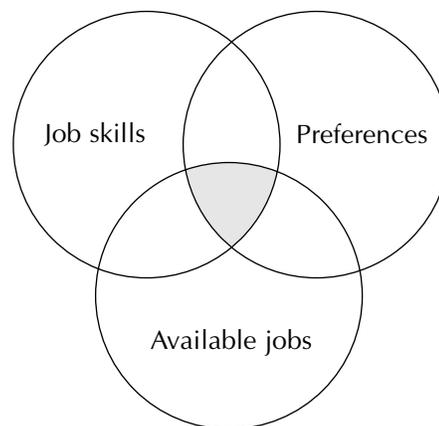


Figure 3.1. The requirements for a job match.

Table 3.1. Self-directed employment curriculum guide

Goals		Objectives
Section I. Assessment: Choice Management		
A. Making Choices	1. Getting Started	3. Completing the Characteristics I Like: Form A or B
B. Exploring Choices	6. Completing Shadowing Skill and Preference Match	8. Doing the Situational Interview (optional)
C. Testing Choices	10. Facilitating Internships	12. Doing the Improvement Forms
D. Final Choices	14. Completing the Job Internship Summary Graphs	13. Completing the Job Requirements and Accommodations: Form A or B
Section II. Placement and Follow-Along: Self-Management		
E. Finding a Job Matching Skills and Preferences	16. Individualizing Job Development	19. Completing the Can I Do This Job? Forms
F. Solving On-the-Job Problems	21. Checking Supervisor Match	24. Monitoring Changes and Adjustments
		20. Completing the My Employment Plan
		5. Constructing a Résumé
		4. Summarizing Making Choices
		9. Completing the Shadowing Summary
		2. Completing the Jobs I Want to Do: Form A or B
		7. Completing the Characteristics I Like versus What Is Here: Form A or B
		11. Completing the Characteristics I Like versus What Is Here: Form A or B
		15. Facilitating Postassessment Staffing
		17. Collecting and Evaluating Supervisor Feedback
		22. Teaching a Problem-Solving System
		18. Completing the Do I Have the Job I Like? Forms
		23. Teaching Ongoing Adjustments

ferred jobs. At each site, the individual determines his or her work, social, personal, and task strengths and weakness. He or she also decides if this type of work matches his or her preferences. A graphic summary analysis of the individual's internship performance and choices is then produced.

Goal D: Final Choices Each individual helps produce the Self-Directed Job Match Summary. It contains graphs of the individual's preferences, work skills, social skills, personal skills, task skills, independent decision making, requirements and accommodations, and choices made throughout the assessment process. The individual's first and second ranked job choices, support recommendations, and suggestions are generated. Recommendations for facilitating postassessment staffing are provided. This summary of the assessment process is shared with the individual, the family, and supporting agencies.

Section II. Placement and Follow-Along: Self-Management

The purpose of this section is to teach the workers to self-manage their own jobs. It consists of a placement and follow-along process. *Placement* is a process of supporting people to secure employment in a job that matches their work skills and preferences. *Follow-along* is the process of maintaining a successful employment relationship and helping workers advance in their chosen career field.

Because large environmental differences exist from site to site within the same job class, each person must answer specific questions about any potential jobsite. Using a structured process and systematic procedures, the person decides if he or she can do the job and if the characteristics of the site match his or her preferences. Only after reaffirming the match does the person learn how to do the job and meet the employer's expectations.

At a growing number of businesses, co-workers provide training for the needed skills. In others, employment specialists enter the jobsite to facilitate skill development and build natural supports. They help restructure the environment, teach the person self-management strategies, build natural supports, or provide trainer-directed instruction. Unlike the traditional job coaching model, an employment specialist or a teacher using this approach teaches each worker to use

self-generated self-management and problem-solving skills to cope with the changing work, social, and personal demands. Employment specialists using the approach do not do the work for the individual, as each person is responsible for assuming responsibility for the assigned job duties. A good job match ensures that this occurs.

Follow-along provides a structured format to facilitate career development. Through continued skill development, use of self-management, and a biannual preference check, the individual compares what he or she wants to do with what is available at his or her current jobsite. If discrepancies exist, the person implements a plan to remove the discrepancies. This may involve, for instance, getting another job, securing a promotion, getting additional education, or earning more pay.

Supported employment programs need to find jobs that match each individual's preferences and skills—not simply get jobs for the person. The approach offers the opportunity for individuals to develop career goals and secure a job that will be satisfying and rewarding. Section II of the curriculum contains the *Placement and Follow-Along: Self-Management* procedures. Goal E's objectives show how to find a job that matches skills and preferences. In most cases, a job match should be obtained within the first 3 months following the end of assessment. Timelines are not carved in stone; they depend on many variables, including the individual job choices, their availability, the demands of each job, and the needs of each individual. Goal F teaches individuals to solve on-the-job problems for immediate and continued success. Follow-along will likely continue for the vocational life of each individual, and its appearance will change with the needs and growth of each participant.

Goal E: Finding a Job Matching Skills and Preferences The purpose of this goal is to secure a job that matches the worker's skills and preferences. Once a job is found that matches the assessment profiles, the individual evaluates it to determine whether the skills and preferences of the job match present preferences. Also, a supervisor feedback process is introduced to the employer to determine if the worker is meeting the job requirements. The employment specialist works with the individual and coworkers to develop on-the-job supports.

Goal F: Solving On-the-Job Problems The objectives in Goal F teach each worker to

use self-management skills to solve his or her own on-the-job problems. Several formats are provided to teach this process. The lessons teach a simple method:

1. Solicit supervisor feedback.
2. Identify problems.
3. Identify solutions.
4. Replace problems with solutions.
5. Follow through on adjustment.

As an individual becomes proficient in problem solving, an employment maintenance and career advancement strategy is introduced.

SELF-DIRECTED EMPLOYMENT STAFF PROFILE

The Self-Directed Employment Staff Profile contains 61 items and is divided into three sections (see pp. 281–284). A blank profile is available in Appendix A: Blank Forms. For each item, three questions are presented:

- Have I learned this?
- Do I do this?
- How important is this to my program?

Staff and administrators use a four-point response scale from 0 to 3 to rate themselves across each item and question. See Table 3.2 for information that may help in answering these questions. By totaling the number of points at the bottom of each section and then graphing the resulting raw scores on the profile, a picture of the responses for each section appears.

The Self-Directed Employment Staff Profile may be used in several ways. Ask supported employment staff, teachers, and their administrators to complete it to determine

- How much the philosophy is valued
- How much they know about the procedures
- How much they use the procedures

In our training of teachers and employment staff, we often used the profile as a pre/post measurement to determine values, knowledge, and practice information. One of the first things we do is request all involved staff and administrators to complete the profile. Six months to a year later, the staff completes the profile again. When compared with the first measure, this last measure shows how much gain occurred across the profile areas. The profile can also be used for each staff to establish yearly performance measures and for administrators to help monitor program quality and staff effectiveness.

ORGANIZATIONAL SCHEMA

Chapters 4 through 9 present the details of the SDE curriculum. This section explains how each of these chapters are organized. Each chapter follows the same format.

Reference Box

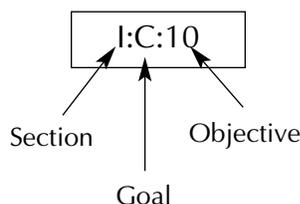
A reference box is located in the top left corner of each objective and on each form. Use the reference box to guide you through the curriculum (see Figure 3.2). You may wish to cross-reference each numbered box using the Implementation Reference Guide (Table 3.3).

Materials Needed List

As you read the first page of each objective, note the Materials Needed list. This list summarizes the forms you need to complete the objective.

Table 3.2. Questions and answers about the Self-Directed Employment Staff Profile

What does “Have I learned this?” mean?	Let’s take item “I. Facilitate job choices” as an example. As a result of your previous training and experience, do you feel that you have learned how to facilitate someone in making job choices? Rank your response based on how well you have learned this. A rank of 0 means “Not very well.” A rank of 3 means “Very well.”
I work in an administrative position. How do I respond to “Do I do this?”	If the item is not relevant to your current job description or is not something that you do, circle 0. Make sure you have filled in your title at the top of the page.
What does “How important is this to my program?” mean?	In general, considering the cultural climate of your organization, how important do you think this item is to your program? Is this an item that your program really values?



Reference boxes on forms have a fourth number. This number indicates the form number.

Figure 3.2. Key to the reference box.

Some of the forms listed for each objective are brand-new; others may have already been completed in previous objectives.

What If?

Following each objective, you will find a section labeled “What If?” We provide examples of the most common roadblocks that may occur. Although this is not a complete list of all of the possible situations, you may find that this section includes many answers to difficulties you may encounter. If your particular question is not included, those that are listed may still provide some insight regarding what to do.

IMPLEMENTATION STRATEGIES

The procedures and methodology are easily infused in existing transition and supported employment programs. The methodology enhances the structures and adds many new decision points. To ensure success, staff time and job descriptions may need to be modified. The Implementation Reference Guide addresses the goals, objectives, and the average amount of time that staff can expect to spend accomplishing each objective for one individual.

Each agency may have specific preferences for structuring the staffing patterns within their organization. It is generally efficient to have staff specialize by phase. Staff members who have an aptitude for detail and are very thorough may prefer the assessment process. Those staff who enjoy marketing and sales may do well with job development. Employees who implement the self-management and problem-solving procedures and who are invested in the long-term success of indi-

viduals are excellent job coaches. Many smaller organizations are limited to a few staff, however, and others choose a holistic approach in which each staff person does everything. Either organizational structure works just as well. Develop one that fits your organizational culture and needs.

Time Needed to Complete the Major Phases

The time estimates used in Chapters 4 through 9 assume an individually delivered supported employment program. School programs and other supported employment delivery options will most likely develop different time patterns. Typically, once staff become proficient with the procedures, you may expect an average of 40–45 direct and indirect staff hours to complete Section I with an individual. Likewise, approximately 45 hours may be needed to develop and build on-the-job supports. Of course, follow-along and career development are ongoing, and the time needed vary with the individual and jobsite.

As you read this book, you may notice a definite learning curve. Initially, you may be challenged by the objectives. Read through each of them more than once before attempting implementation. Make sure you feel comfortable with the instructions and the forms before you begin. You may wish to start with a small number of individuals (e.g., three or four). Schedule completion time over a 3-month period. Each quarter, you should think about adding three or four more individuals, with a goal of 12 for the year. By using this suggested timeline, you will have the first group finishing the first section as a new group begins. Keep the process going. As each group works through choices, staff will become more proficient with the procedures. The more you use the job match assessment procedures, the more efficient you will become. The same is true for Section II.

Implementation Reference Guide

Table 3.3 contains an Implementation Reference Guide, listing the goals, objectives and forms contained in this book. In addition, it provides the form numbers and the approximate time it will take to complete each objective. This reference guide is provided as a graphic organizer to aid in your understanding and successful implementation.

Table 3.3. Implementation Reference Guide

Goal	Objectives	Forms	Numbers	Time
Section I. Assessment: Choice Management				
A. Making Choices				
	All objectives	All forms		About 2 weeks 1 to 2 hours
	1. Getting Started	Self-Directed Employment Orientation Matrix	I:A:1:1	
	2. Completing the Jobs I Want to Do: Form A or B	Jobs I Want to Do: Form A or Jobs I Have Done and Jobs I Want to Do: Form B	1:A:2:1 I:A:2:2 I:A:2:3	Three 1.5 hour sessions
	3. Completing the Characteristics I Like: Form A or B	Characteristics I Like: Form A or Characteristics I Like: Form B	I:A:3:1 I:A:3:2	Completed in Objective 2
	4. Summarizing Making Choices	Initial Job Preferences Graph Initial Task Preferences Graph Characteristics Summary Graph Four Most Important Characteristics Graph	I:A:4:1 I:A:4:2 I:A:4:3 I:A:4:4	1 hour
	5. Constructing a Résumé	Application for Employment Sample Résumé 1 Sample Résumé 2 Sample Résumé 3	I:A:5:1 I:A:5:2 I:A:5:3 I:A:5:4	2 hours
B. Exploring Choices	All objectives	All forms		About 1 month
	6. Completing Shadowing Skill and Preference Match	Assessment Event Organizer Questions for Shadowing Shadowing: Form A Shadowing: Form B	I:B:6:1 I:B:6:2 I:B:6:3 I:B:6:4	2.5 hours for each of the 3–4 jobsites shadowed plus jobsite development time
	7. Completing the Characteristics I Like versus What Is Here: Form A or B	Characteristics I Like versus What is Here: Form A or Characteristics I Like versus What is Here: Form B	I:B:7:1 I:B:7:2	Completed in Objective 6
	8. Doing the Situational Interview (optional)	Situational Interview Situational Interview Summary	I:B:8:1 I:B:8:2	2.5 hours
	9. Completing the Shadowing Summary	Shadowing Summary Graph Characteristics Summary Graph Four Most Important Characteristics Graph	I:B:9:1 I:A:4:3 I:A:4:4	2 hours

(continued)

Table 3.3. (continued)

Goal	Objectives	Forms	Numbers	Time
C. Testing Choices	All objectives	All forms		
	10. Facilitating Internships	Assessment Event Organizer	I:B:6:1	About 1 month Internship jobsite development time
	11. Completing the Characteristics I Like versus What Is Here: Form A or B	Characteristics I Like versus What is Here: Form A or Characteristics I Like versus What is Here: Form B	I:B:7:1 I:B:7:2	Completed in Objective 12 (30 minutes)
	12. Doing the Improvement Forms	Work Improvement: Form A Social Improvement: Form A Personal Improvement: Form A Task Improvement: Form A or Work Improvement: Form B Social Improvement: Form B Personal Improvement: Form B Task Improvement: Form B or Self-Determined Improvement Form	I:C:12:1 I:C:12:2 I:C:12:3 I:C:12:4 I:C:12:5 I:C:12:6 I:C:12:7 I:C:12:8 I:C:12:9	4–5 hours per internship site At least 2–3 sites should be developed
D. Final Choices	13. Completing the Job Requirements and Accommodations: Form A or B	Job Requirements and Accommodations: Form A or Job Requirements and Accommodations: Form B	I:C:13:1 I:C:13:2	Completed the last day of each internship (30 minutes)
	14. Completing the Job Internship Summary Graphs	All forms Work Strength Evaluation Graph Social Strength Evaluation Graph Personal Strength Evaluation Graph Task Strength Evaluation Graph Job Requirements and Accommodations Graph	I:D:14:1 I:D:14:2 I:D:14:3 I:D:14:4 I:D:14:5	About 1 week 3–4 hours
	15. Facilitating Postassessment Staffing	Evaluation Across Internships Graph Adaptability Summary Adaptability Graph Internship Preference Graph Initial Support Ratio Graph Self-Determined Job Match Summary	I:D:15:1 I:D:15:2 I:D:15:3 I:D:15:4 I:D:15:5 I:D:15:6	

Section II. Placement and Follow-Along: Self-Management

E. Find a Job Matching Skills and Preferences

About 1–2 months

All forms

- 16. Individualizing Job Development
 - Preplacement Information
Job Development Information
Job Development Record
 - II:E:16:1
II:E:16:2
II:E:16:3
- 17. Collecting and Evaluating Supervisor Feedback
 - Supervisor Evaluation Cards: Form A
or
Supervisor Evaluation Cards: Form B
Monitor Supervisor Feedback Graph
 - II:E:17:1
II:E:17:2
II:E:17:3
- 18. Completing the Do I Have the Job I Like? Forms
 - Characteristics I Like versus What is Here: Form A
or
Characteristics I Like versus What is Here: Form B
Jobs and Tasks I Like: Form A
or
Jobs and Tasks I Like: Form B
Do I Have the Job I Like? Summary
 - II:E:18:1
II:E:18:2
II:E:18:3
II:E:18:4
II:E:18:5
- 19. Completing the Can I Do This Job? Forms
 - Can I Do This Job? Form A
or
Can I Do This Job? Form B
Can I Do This Job? Summary
 - II:E:19:1
II:E:19:2
II:E:19:3
- 20. Completing the My Employment Plan
 - My Employment Plan: Form A
or
My Employment Plan: Form B
Job Termination Follow-Up Report
 - II:E:20:1
II:E:20:2
II:E:20:3

First day of the job and ongoing

One week after job starts
Collect for 5 or more days

Collect for 5 days or more

Optional: once a week or until consistent

(continued)

Table 3.3. (continued)

Goal	Objectives	Forms	Numbers	Time
F. Solve On-the-Job Problems	All objectives	All forms		Ongoing: on-the-job
	21. Checking Supervisor Match	Basic Match Contract or Match Contract: Alternate 1 or Match Contract: Alternate 2 Match Data Summary	II:E:21:1 II:E:21:2 II:E:21:3 II:E:21:4	Optional: for as long as needed
	22. Teaching a Problem-Solving System	Problem and Solutions List Basic Improvement Contract or Improvement Contract: Alternate 1 or Improvement Contract: Alternate 2 or Improvement Contract: Alternate 3 or Improvement Contract: Alternate 4	II:E:22:1 II:E:22:2 II:E:22:3 II:E:22:4 II:E:22:5 II:E:22:6 II:E:22:7	Ongoing: on-the-job
	23. Teaching Ongoing Adjustments	Improvement Contract Data Summary Quarterly Placement Summary	II:E:23:1 II:E:23:2	At least monthly
	24. Monitoring Changes and Adjustments	My Change Plan: Form A or My Change Plan: Form B	II:E:24:1 II:E:24:2	Every 3–6 months or as needed