

**Zuidwester**

**Care and services organization**

# **Supported Employment**

## **The role of social services**

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### **Foreword**

In recent years care institutions have become more and more involved in using the Supported Employment methodology. The purpose of this booklet is to increase involvement while giving fuel to the discussion about the role of social services in Supported Employment from the perspective of a changing care concept.

In the future, care institutions will develop more and more into support organizations. It is a long road ahead and there is much to be learned.

Several sections still need to be worked out in more detail. For example, the type of support on the basis of practical experience needs to be specifically designated. Care institutions can have an important contribution in this area.

This booklet doesn't contain final conclusions. In the meantime the necessary experience will be acquired and the following steps can be taken to provide quality care for individuals with a handicap, matched to their wishes and needs.

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### **Chapter I - Developments in care**

## Introduction:

There is a sizable movement in the field of care for people with a handicap. Many of the participants in the field agree that the client and his/her need are the main focus. The client is seen as a fellow citizen with a handicap who needs support and counseling in order to function properly.

Those involved also agree about meeting care needs: normal where possible, special where/when necessary. These basic principles make it necessary for care organizations to adopt a different attitude. They also need to organize themselves in a different way.

No longer supply-directed, no longer isolated, but playing an active and flexible role in society where the "client" is served, organized in a "support network".

## Developments in the care field

In the development of services for people with a handicap three phases can be distinguished.

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THREE PHASES IN THE DEVELOPMENT OF SERVICES FOR PEOPLE WITH DISABILITIES			
	Phase 1	Phase 2	Phase 3
Focal question period	Institutional reform period	Deinstitutionalization period	Community membership

Who is the person of concern?	The patient	The Client	The Citizen
What are the home, "typical" service business, settings? neighborhood	An institution	A group home, a sheltered workshop, a special school or classroom	The person's a local the school
How are services array organized? each	A facility	A continuum of options	The unique needed by individual
What is the Support "model" of service delivery?	Custodial/Medical	Developmental/Behavioral	Individual
What are services called?	Care	Programs	Supports

What is the Futures planning model used?	Individual Plan of Care	Individualized Habitation Plan	Personal Plan
Who controls the individual planning process?	A professional (often an MD)	The interdisciplinary team	The
What is the circles context of decision-making?	Standards of professional practice	Team consensus	Personal of support
What receives the determination highest priority? relationships	Cleanliness, health & safety	Skill development & behavior management	Self-&
What are the major focuses of and intervention?	Control or cure the condition	Change behavior	Change the environment attitudes

What is the focus of quality assurance affected standards?	Professional practice & minimal standards of care	Documented programming & goal attainment	Quality of experienced person
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How do providers talk about their services?	Community outreach	Community-based	The
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The support-diagram (last column) is directed at:

- living;
- working;
- leisure;
- care;

### **Job integration**

Job integration activities for people with a handicap have received much attention in the past several years. Many people receive much satisfaction in working at a job and being paid for it. Until recently there were very few possibilities (for people with a handicap) for obtaining and holding a paying job.

The methodology of Supported Employment answers the question about how to achieve job integration. Supported Employment consists of individual support and counseling for people with a handicap.

Having a paid job on the regular job market fits in perfectly with the following vision:

- \* it is normal to have a paying job (normalization)
- \* it is normal to have a job on the regular job market (integration)
- \* it is normal to decide for yourself which job is suitable for you (emancipation)

## **Chapter II - Job related activities**

Work has an important place in our society. Employing people with a handicap is an old tradition in the Netherlands.

Some people with a handicap are presumably unable to work at a paying job in the regular job market. However, they may be placed in a sheltered workshop, provided they meet certain minimum requirements.

A large number of people with a handicap, have presumably a lower level of productivity. Those who are unable to meet the minimum level of requirements for a sheltered work facility, are assigned to a care facility.

The last few years care facilities have focused their attention on job-related activities. There is a large variety of activities. A logical result of this is the need for actual work for people with a handicap.

The following reasons can be given:

- the need for suitable activities for a number of people with a handicap, adapted to their abilities,
- the status which is offered by an actual/real job,
- the possibilities which integration offer (meeting other people, belonging to another group etc.),
- the fact that people with a handicap also have the right to economic integration.

Supported Employment offers possibilities for expanding job participation and integration for people with a handicap.

Supported Employment is a complex of activities, resources and facilities. Together these are conducive to integrating employees with a handicap in the job market and to keep them working in the long-term.

### **Is Supported Employment for everyone with a handicap?**

Supported Employment is not the proper methodology for everyone with a handicap. Supported Employment focuses on jobs in the regular job market.

Supported Employment is also not intended for people with a handicap who don't need support/counseling.

Currently the following rule of thumb is being applied: 20% of the people with a handicap, who are appointed to an intramural or semi-institutional facility qualify for Supported Employment.

The following diagram illustrates which group can qualify for supported employment.

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Regular job market	Category
Supported employment	I
Job-related activities	II
Structuring	III
Specialized care	IV

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As previously mentioned, category I represents 20% of the people with a handicap assigned to an intramural or semi-institutional facility who can qualify for Supported Employment.

Category II represents people who don't or not yet qualify for Supported Employment.

Structured job-related activities constitute an important part of the activities of daily living for this category. These activities include the manufacturing of products, stores/shops and gardening. These job-related activities are carried out by intramural and semi-institutional facilities which are entrusted with the care of people with a handicap.

With regard to the participants of these activities, it can be noted that there is only a limited economic productivity.

In some cases someone from category II can develop himself by way of job-related activities. This way he/she can move on to the regular job market or to the sheltered workshop via supported employment. For other participants a job-related activity may be the final station.

Persons with a handicap can also backslide, as it were. They may have to go back to job-related activities from an intramural or semi-institutional facility after having worked at a regular paying job.

Especially in the intellectually handicapped sector, there is talk about a break out from the sheltered work facility. As a result, pressure on care facilities to receive these "drop outs" increases.

This problem can partly be taken care of by offering part time work.

People with a handicap, who can work part time but "have to" leave a work facility could work part time in the sheltered work facility. The rest of the time they could participate in job-related activities in a care institution. This way a smooth transition from paid work to job-related activities can be realized and vice-versa.

Someone with a handicap, who suddenly loses his/her job and is assigned to job-related activities in a care institution, has much to cope with emotionally. Care institutions are frequently confronted with these kinds of situations.

Category III has no connection with job-related activities. It is about daily structure, focused on familiar elements.

Category IV is about specialized care.

### **Jobs and care are not divided entities.**

Some people with a handicap obtain work on the regular job market with the help of Supported Employment. Many of these are assigned to part time jobs. For example, an employee with a handicap who works 20 hours a week, will spend the rest of the time (being cared for) in a care facility.

When offering services to someone with a handicap everything needs to fit together. The care institutions can fill an important support role for both the employer (guidance and counseling) and the employee.

Even though 'work' and 'care' are not divided entities in the framework of Supported Employment the responsibilities can be very different. These contrasts concern skill dimension and 'support dimension'.

'Skill dimension' is about the job. At every job there are a number of tasks which must be adequately carried out by the employee/co-worker. In reality there is



usually considerable discrepancy between the employee's skills and his tasks. In the employer-employee relationship, the employee is expected to meet the specified quality and production requirements.

The difference can be illustrated as followed:

(simple jobs) job (qualified jobs)

(few requirements) x (specific requirements)

The difference in skills needs to be resolved. In the first place, this can be done by making an assessment of the skills, wishes and preferences of the (future) employee. This information is necessary for achieving a good match between the job and the employee.

Secondly, negotiations can be made about the job responsibilities which correspond/coincide with the skills of the (potential) employee. The discrepancy between the persons in skills and the job-requirements needs to be resolved to the satisfaction of both parties. The employer can make use of these support-instruments which in turn help the employee to develop in his work.

'Support dimension' is a complex of supportive tools for the benefit of a handicapped employee. 'Support dimension' takes advantage of individual skills and needs of the handicapped employee.

The difference between 'skill dimension' and 'support dimension' can be explained by the following: skills are concrete, while person-directed support is more abstract.

Job demands are concrete. The absence or presence of skills is easily measured. On the other hand, 'support' is less tangible, because this relates to the individual situation of the handicapped person. The support can vary. The primary focus is the employee with a handicap who is coached in that process. When needed extra support is given in certain areas.

Coaching may be aimed at behavioral elements, basic skills, social skills etc.

In the division of labor 'Skill dimension' responsibilities belong to the employer and 'support dimension' to care institutions.

Job coaching assignments of a technical nature are classified under 'skill dimension'.

### **Chapter III - Supported employment as a 'management tool'**

Apart from being a good instrument for job integration, Supported Employment can also be used as a management tool for change.

These developments require a totally different view of the person with a handicap. Supply-directed care views the person from the professional's standpoint. This view must be replaced with a care view which is based on individual needs and wishes. The care organization is responsible for meeting this need. But apparently, it is very difficult to break loose from this approach. Resistance to change in general, is very common. Supported Employment is a "natural" instrument for bringing about these changes.

When determining which job is right, the focal point is the person with a handicap. By combining or altering job responsibilities a job can be created which fits like a glove!!

In addition to this, having a paying job is important for practically everyone.

The implementation of activities, with the help of Supported Employment, has consequences for all care activities. Everyone adapts his living situation to his abilities and his income. This is no different for people with a handicap. Having a paying job (social integration) creates other needs. One makes new choices and develops the ability to recognize these choices and to make independent decisions.

At the same time, this may mean that one feels the need for a change in the living arrangement and surroundings. This leads to increased independence.

This is an added result of using the Supported Employment methodology. Consequently, not only the person involved changes, but the organization develops into a "support organization". This organization will have to start giving answers to questions concerning both Supported Employment and Supported Living.

Here too, the most important subject is the person with a handicap. This means that support is only given where it is needed. It is a supplement, that's all. This is the core of "support".

If the diagram in chapter 2 is also used for the rest of the support facilities, a parallel can be drawn in relationship to the degree of needed support/guidance.

It must be emphasized that this is a general classification. It should/may not be used to categorize people with a handicap. The amount/intensity of support/guidance which a person needs is the determining factor, not the classification into categories.

The sole purpose of listing categories in the diagram is to take a closer look at the way in which facilities can be organized. Here, categorization is merely a means. The realization of activities is still person-directed. The degree and manner in which facilities are offered are dependent on the individual situation of the client.

In category I "support" is geared to independent living. The degree of coaching depends on the individual situation of the person with a handicap.

In category II more coaching may be needed in the living arrangement than in category I.

In category III the accent is on care services. The living arrangement and other facilities are geared to this.

Category IV concerns specialized care. Here too, the living arrangement and facilities are geared to this situation.

When investing personnel and financial resources a division will be made based on individual support plans, in which the general categorization is taken into account.

### **Sequence schedule**

The implementation of this changing process means supplying information to/from:

- the person with a handicap;
- parents/relatives;
- managers in the organization;
- other co-workers in the organization;
- outside experts.

#### *The person with a handicap*

The person with a handicap is the primary focus. The facilities must be geared to his/her need. In many cases it will mean obtaining relevant information about the care need. In addition to this, clear-cut information must be supplied to the person with a handicap. Subsequently, decisions which are made in relation to care need to be geared to the wishes of the person with a handicap as much as possible.

#### *managers in the organization*

The management needs to insure that those who are assigned jobs at the beginning of the activities are well-informed. The persons who are assigned duties must then be adequately motivated. This way they can give meaning and purpose to the work they do.

The management outlines the process of change and makes sure that the preconditions are met to work on these changes.

Good will and clear-cut intentions are very important, but not enough. A great deal of time and energy will be wasted if the above mentioned preconditions are not met.

A log needs to be maintained, listing which duties are to be carried out, when and by whom. There should also be clear-cut boundaries of responsibilities.

#### *parents/relatives*

Parents, other family members and/or guardians of the participants/clients need to be involved from the very start of the activities. They may hesitate about cooperating, as long as they are not absolutely positive that their handicapped family member will receive the proper support.

There is also uneasiness about whether or not the quality of care will decrease or even disappear, as a result of these innovative activities.

It is necessary to inform relatives at the beginning of the process. As a rule, this leads to their active support of the Supported Employment methodology.

#### *other co-workers in the organization*

Many times veteran co-workers in an institution, are an inhibiting factor in the realization of Supported Employment activities. Especially co-workers who have years of experience using other methods.

Usually reasons are argued why a handicapped person is not (yet) qualified.

Often these arguments can be understood and justified. Renewal is always accompanied with uncertainties and many people have difficulty with these new situations. They want to be absolutely certain before taking action.

It is important that the personnel of a care organization be well-informed and educated. This also includes providing information about which persons are and are not qualified for Supported Employment.

If the organization fails to provide explicit information about this subject, the lack of clarity will lead to confusion among many co-workers. They won't know exactly what needs to happen.

It is also necessary that co-workers take refresher courses. In order to achieve success, it is important to be working with motivated co-workers which are able carry the project.

Co-workers, who are relieved of other duties to work on this project, or those who are appointed for this work and (receive a task in it) need to know exactly what is expected from them.

There are various positions in Supported Employment. Among others it regards the positions 'job finding' and 'job coaching'. Usually a coordinator will be appointed for a project. The 'job finder' is in charge of locating jobs, analyzing these jobs and maintaining the initial contacts with the employers. It is essential that this job (job finder) be filled. In some cases this job receives too little attention. Characteristic of Supported Employment is the appointed in paying jobs on the regular job market.

The 'job coach' is responsible for the actual activities, for training and coaching the handicapped persons. To achieve successful placement in a regular production process, it is important that the training and coaching take place in the earliest possible stage. This training and coaching need to be given by the future employer (training on the job).

#### *Outside experts*

Employers must be involved in all stages of the project. In practice there seem to be many employers who are prepared to hire a person with a handicap. However they mostly do not know how to organize "this and that" or have insufficient knowledge of and insight into the background and nature of the handicap. Employers with positive experiences can provide information to fellow-employers and can become advocates in this way of hiring employees with a handicap.

#### *others*

Early contacts need to be maintained with the Medical services agency and the Employment agency.

#### *Sequence schedule*

For the execution of activities it is important to make use of a sequence schedule. This contains the organizations' goals for the coming years, in which a distinction is made between plans/activities on short/middle and long term.

It must be stated which activities belong to which stage of planning. Affairs which have a high priority and can be realized on a short-term basis, should be dealt with first. Short term issues which have a lower priority follow. Subsequently long term issues come up for discussion, also on the basis of priority. Bearing in mind the connection and that all of the activities fit together in the total plan of approach is conditional.

### **Supported Employment as a short term activity**

The implementation of activities based on the Supported Employment methodology can be best realized within a short period of time. Supported Employment can be used as an important tool for change management.

An initial tentative care/support evaluation must be setup for the total number of participants. This can be done in stages. For example, a selection can be made including 25 to 30 people. A profile is made of the participants. This profile must express the interests and abilities of the participants. At the same time the training/support needed to meet the necessary requirements is examined.

The available (part time) jobs for participants are examined. The jobs are described in detail. This must include statements about main duties (responsibilities).

Following this, is the so-called 'matching', which determines which participant is most suited in terms of duties, and receives practical experience. Training on the job is essential in this framework.

If a candidate is unable to perform all of his most important tasks, then the possibility for creating (designing) a new job for him is considered. In that case, the number of main tasks will be limited. Another possibility is that the number of tasks be increased by giving him more tasks in which the candidate is capable of performing.

After the training, comes the hiring. The institution is responsible for giving support on a long term basis. Besides this, the institution must remain available to the employer.

During the performance of activities, a detailed log may be maintained. Big and small problems can crop up, foreseen and unforeseen.

Next to this, it is important that efforts are made to solve and not to create problems!

A well-organized approach, plus written records of experiences can contribute to development of quality within the organization. As good results start coming in, this will radiate outside the organization. The organization will then gain a specific market position for the Supported Employment sector.

Keeping in mind parallel developments (for example in the area of living) and the demand for this on the part of the person with a handicap during job placement on the regular job market, there is a certain advancement in "personal future planning" obtained from concrete experience. Furthermore, participants/clients are stimulated in their further growth.

One of the parallel developments is the realization of new housing for clients. Some participants can move to a resident social setting and at the same be

recommended for Supported Employment. Whether or not a person is recommended for both depends on the capabilities of the participants.

This has consequences for the job responsibilities of the coordinator of the living sector.

The activities must be geared to the benefit of the participant/employee. Planning is done in both the areas of living and work.

Household chores and family visits must be organized around work. The starting point is that the employee with a handicap be able to perform his activities at work at the required and regular hours.

## **Chapter IV - A closer look at skill and support dimension**

### **General**

As previously mentioned in chapter II, "work " and "care" are not two completely separate entities. Yet when it comes to responsibilities, a distinction can still be made. This distinction specified as "skill dimension" and "support dimension".

The responsibility for "skill dimension" is assigned to the employer and the responsibility for "support dimension" to social services.

### **"skill dimension"**

This concerns every aspect that has to do with the work itself. Job coaching-activities which are geared to acquiring technical skills fall into this category.

The employer can either organize coaching activities himself or make use of an outside expert.

In most cases, outside experts are used during the training period. As time passes, however,

this responsibility can be taken over by the employer, depending on the individual situation:

Some of the reasons why an employer uses outside expertise are:

- unfamiliarity in working with people with a handicap;
- uncertainty whether paid work is a realistic option within the organization;
- not yet knowing how to organize the introduction, training and work.

The employer can call on outside experts for the following activities:

- job analysis; job description and job (re) design.

This information is of great importance for obtaining clarity about which requirements a handicapped employee needs to meet. Here too, the capabilities of the handicapped employees are taken into consideration.

- introduction and training program.

The intensity depends on the individual situation. It is important that the introduction not only be directed to the handicapped employee. The introduction is also and especially for the (future) co-workers.

The practical training focuses on acquiring skills which are necessary for performing the job. In most cases, the "job coach" will provide the necessary support/guidance. As the skills of the handicapped employee increase, the job coaching decreases. Many times even the co-workers take over coaching activities.

When the introduction and training phase are finished, the next step is the job contract. The number of hours varies for each participant. In some cases a job contract is closed with a clause for a limited amount of hours and an option to expand.

Especially important when closing the job contract is knowing how much coaching is needed. Besides this, it is necessary to know how this will be organized and by whom. This must start from the moment the job contract is entered into.

Supported Employment not only aims at obtaining a paying job, but at keeping one.

### **"Support dimension"**

"Supported dimension" is primarily concerned with the support/guidance which the person needs in order to participate in employment.

The support is specifically geared to the person's surroundings. Especially those surroundings which are of importance for the performance of the person with a handicap.

The basic principle is that care institutions develop into support organizations. Their purpose is to give support which is geared to the individual situation of the person with a handicap.

For this kind of support, expertise is utilized which is present in the care institution. This support is vital for the performance of people with a handicap. This support includes anticipating problem situations (for example, behavioral



problems), situations directly related to the nature of the handicap and being alert to situations which involve change. This last example may refer to either change in the working or the living situation.

Once again, it must be underlined that Supported Employment is meant exclusively for people with a handicap who actually need this kind of support and guidance. Without this they are incapable of adequately participating in employment. As a rule, they also need support in other aspects of life, like leisure, living and social integration (social surroundings).

The care institution is entrusted with the care of the person with a handicap. Its role in all aspects of support is to coordinate. If there are any shortcomings in this area, problems may arise in the person's performance which he has no control over.

The care institution is responsible for setting up a personal plan for the future ("support plan").

This plan is geared to the needs, wishes and abilities of the person with a handicap. All of the necessary aspects of support should receive special consideration in this plan. It must also include who will give this support, when and how it will take shape.

The support plan is not rigid. It focuses on individual development/personal growth of the person with a handicap. Therefore the support plan must be frequently modified.

The support plan must not become a goal in itself. It must remain a support tool for the benefit of the person with a handicap.

When setting-up, evaluating and modifying the support plan, relevant information should be obtained about the interests, wishes and abilities of the person with a handicap (dynamic assessment approach). First the person with a handicap provides the information which is needed. After that, additional information can be supplied by various sources; family, professional staff, the handicapped person's co-workers and others. Here too, it must be prevented that these individuals determine what is "good" for the person with a handicap. What it all boils down to is this: the person with the handicap determines what is important.

## **Chapter V - New Developments**

### **General**

In chapter II, one group of people with a handicap has been mentioned which does not (yet) qualify for Supported Employment. Structured work-related activities are organized for this group by intramural and semi-institutional

facilities. These structured activities constitute an important part of the activities of daily living.

Those who participate in these activities are not individually productive enough to make their contribution financially profitable. This means that the proceeds are not enough to pay (entire) salaries.

Work-related activities include: the manufacturing of products, the selling

of products in shops, gardening etc... In recent years we've seen growth in this area, both in quantity and quality.

Reasons for these developments are:

- the need for worthwhile activities of daily living, geared to the interests, wishes and abilities of the person with a handicap;
- the need for individual development of the person with a handicap;
- interest in working in a small-scale setting.

The activities (in this area) which are organized by intramural and semi-institutional facilities, fit in with the transformation of the care facility into a support organization.

Although paying jobs are still out of the question here, these activities fit in with the approach to job integration. These are:

- \* it is normal to have a paying job (normalization).
- \* it is normal to have a job which is not differentiated from the regular job market (integration).
- \* it is normal to make decisions for yourself about which job suits you (emancipation).

The main difference here, is that these jobs are not paying jobs and are not performed on the regular job market.

The activities organized by intramural and semi-institutional facilities are becoming more and more based on the idea of normalization.

The work projects and shops are (in most cases) no longer referred to as "the handicapped store". The shops are barely distinguishable from other shops. Even the choice of location aims at this: in a shopping center or shopping street.

When these activities are placed in the framework of the development process, as illustrated in the diagram in chapter I, then the following fits in as the future model for the work projects:

### **Working in work projects c.a.**

As already mentioned, these jobs are rarely paying jobs. On top of that, these activities are not even self-supporting. Assuming there will be an increase in quantity and quality, the projects will start making more of a profit.

Using normalization as a basic principle, a comparison can be made between company A (work project) and company B (commercial organization). Because unfair competition is prohibited and even unacceptable, the prices for services and products must conform to market prices for the products or services.

Company A and company B each have a turnover of \$ 200,000. Company A has 6 employees with a handicap and two managers. Company B has 1,5 employees, including management.

Their expenses look like this \*

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	company A	company B
organizational expenses	\$ 60,000	\$ 50,000
supplies	\$ 35,000	\$ 30,000
personnel expenses	\$ 140,000	\$ 120,000

\$ 235,000

\$ 200,000

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\* this diagram is simply meant as an illustration. The organization and supply expenses are probably much higher.

The productivity is higher in company B (fewer organizational expenses as a result of fewer participants in the production process, less use of supplies and no management costs).

There is productivity in company A, as well. The degree of productivity must however be inspected more closely. The expenses in company A include management costs for the handicapped employees. These expenses can be referred to as "support costs". Part of these expenses can be attributed to management costs of the company and therefore be paid for by the company. The rest of the expenses are financed as "support expenses" by social services (care funds).

In that situation the distribution of costs will look like this:

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	company A	company B
organizational expenses	\$ 60,000	\$ 50,000
supplies	\$ 35,000	\$ 30,000

management expenses/	\$ 35,000	\$ 120,000
personnel		
expenses		

\$ 130,000	\$ 200,000
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In this model, the productivity of people in company A can be specified as \$70,000, which averages out to \$11,660 per handicapped employee.

In the light of normalization and integration, the amount of \$ 70,000 should be used for the benefit of the handicapped employees.

When the Supported Employment methodology is put into practice, a market approach to services and products originates. These services and products are offered by intramural and semi-institutional organizations. Institutions strive to improve the quality of their products at standard prices. With this goal in mind, extra energy must be expended to support and guide people with a handicap. These institutions have this expertise at their disposal and can deal with individual situations.

Expenses for support and guidance in these activities have (in general) already been paid for by the care institutions. These costs fall under the heading job-activating/job-related activities for clients and/or visitors of day care.

Not all of the c.a. work projects are commercially oriented. They also don't make nearly the profit. Examples of these projects are those having to do with organic maintenance and recycling (collecting paper, peelings, glass, plastic and clothing).

Many of these activities provide a great service to the community. But they don't make a profit in comparison to commercial activities. This doesn't mean to say that they are less important: for many people with a handicap these activities are a worthwhile way of spending their time.

Apart from the previously mentioned activities, other methods are conceivable, for example through an agency for temporary employment.

Through temporary employment, people with a handicap are hired for a certain task. Specific support/guidance ("support dimension") is offered by the care institution.

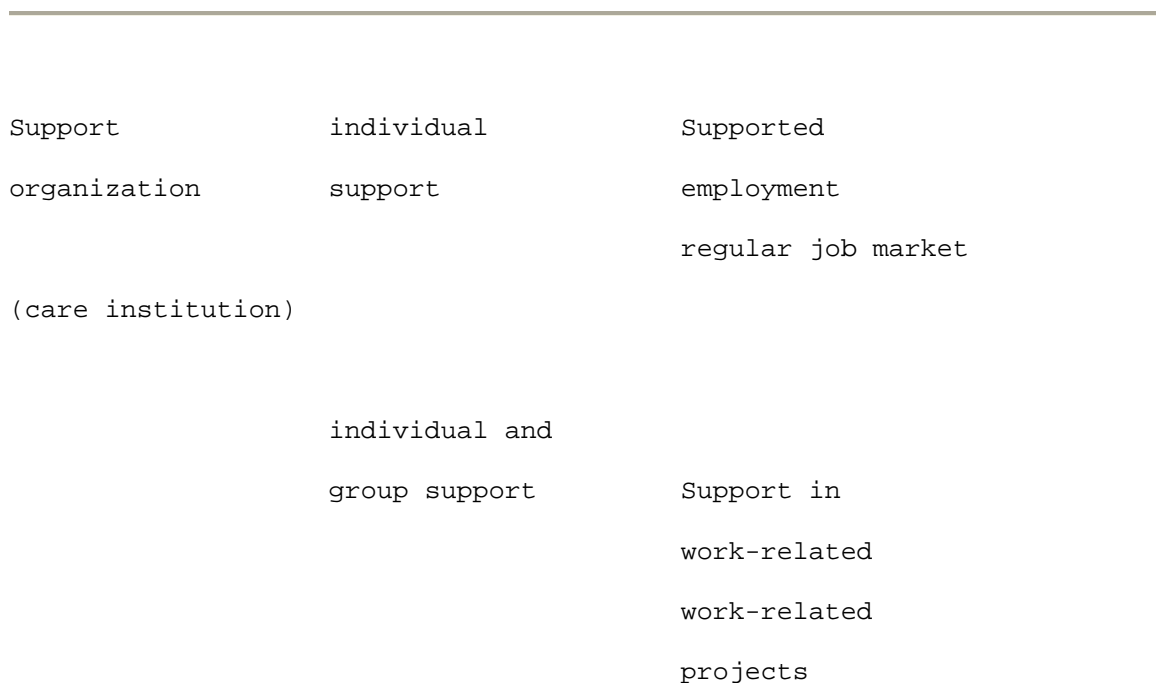
In many cases the care institution obtains orders from various customers (businesses, private enterprises, organizations). Requests can range from cleaning jobs to garden maintenance. Through a coordinated approach and cooperation with temporary job agencies a good balance of the activities can be arranged.

## Flexibility

The diagram which is described in chapter 1 is based on the transformation of the care institution into a support organization. The person with a handicap has the same rights as his fellow citizens. Subsequently, he has the right to make use of facilities, including support. This promotes optimum performance within society. Using this kind of approach means that there needs to be a large degree of flexibility in the services offered.

In the field of work, this means that there must be a support structure in which it is possible for a person with a handicap to perform a job. Flexibility also means immediately dealing with individual situations.

The support structure can be illustrated in the following manner:



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## **Chapter VI - Financing**

Individualization of care also involves putting together a package of services (which is in tune with the individual person with a handicap) along with the corresponding financing.

Individual support plans must make clear how much care is needed, by whom and at what expense. The total sum of all of the care plans should be equal to the total available budget, supplemented by the basic structure costs.

Basic structures are necessary to guarantee a certain degree of quality. On top of this, extras may be necessary so that the best possible performance can be achieved by a person with a handicap.

Before implementing this system of financing, there must be a clear picture of which quality standards must be placed on care and how this care can be guaranteed. In order to find this out, many studies and experiments still need to be done.

In the light of care renewal, it must be emphasized that support is directed at different aspects: living, working, leisure etc... Without this support the person with a handicap is unable to function. These support tasks are a part of social services and should continue to be supported by care funding.

The same applies to Supported Employment. "Support dimension", which is geared to the performance of the person with a handicap (in a paying job or work project) must be financed by care funding.

In the framework of normalization, job readiness activities (schooling, practical training etc..) for people with a handicap must continue to be financed by employment policy resources.

Coaching costs which are connected to "skill dimension" are the responsibility of the employer, in this approach. If necessary, he can hire outside expertise, with or without the use grants.

Compared to the aspect of expenses, there are also several advantages when rules are applied flexibly.

The Supported Employment methodology is only meant for people with a handicap who need this kind of support. Their handicap will not go away. Through (usually) continued support, they are able to function at a job.

The intensity of support is dependent on the individual situation. When someone with a handicap needs less support as a result of coaching, then this will lead to fewer expenses. The same is possible in the area of living, as independence and self-reliance increase.

The very fact that people with a handicap perform a paying job (even though it used be considered unrealistic) shall eventually have financial advantages for the corporate sector. The reason for this being that incomes over a certain amount are supplemented by a social security check. Here too, a flexible approach will be necessary. An assessment of the disability will no longer be necessary (unless the person concerned insists upon it). The handicap isn't going to disappear. If however, this assessment does take place the opposite will happen and the willingness to do paid work will decrease ("benefit trap"). In some countries people with a handicap lose rights when they work over 20 hours a week. A result of this is that participants who rely on Supported Employment, work less than 20 hours a week. Flexibility in this area will mean that social security will pay back itself. In the event that someone drops out or relapse occurs, then the disability check will be a safety net for people with a handicap.

## **Chapter VII - Conclusions**

There are no definite conclusions because Supported Employment and care renewal are still so new. Different aspects must still be discussed in great detail.

The care sector can have a very important part in coaching and tasks will be specifically aimed at the individualization of care.

Individual support will need to be developed which considers the interests, wishes and capabilities of the people with a handicap (who are entrusted to the care of an institution).

In the framework of care renewal, Supported Employment can be a tool used by the management. In order to acquire experience in this area small well-organized pilot projects can be started. At the same time, we need to take a glimpse of the whole picture because of the connection with other branches of care (for example, living and leisure).

The "support dimension" is specifically a task of the care institution and should be financed by care funding.

## **Glossary - The ABCs of SE**

Dutch Union for

Supported Employment

Member of the European Union of Supported Employment



number 2

by Marcel H.T. Korpel

### **Assessment**

The assessment/evaluation process of the candidate, so that a statement can be made about the suitability of the candidate for (a) certain function(s). Both variables are systematically examined: the candidate and the job.

In the SE process assessment is a continuing process. Based on assessment, a relationship is started with the employer. A candidate is matched with a vacancy, a training program developed, work accommodations are realized and the nature and intensity of support determined (see: situational assessment further on).

### **Assessment Center**

A center where an evaluation (profile) is made of (vocational) skills of the candidate, by means of testing and simulation.

### **Basic Principles of Supported Employment**

The SE methodology is based on a vision and a number of basic principles (see: SE vision + Universal Declaration of Human Rights).

The principles are:

- there is a place in the community for every handicapped person
- the client has a choice
- it is development-oriented
- it intensifies the quality of life
- clients are treated with respect

### **Characteristics of SE**

The SE methodology is different from other job projects in the following areas: quick placement, the employer and employee are trained at the work place, paying jobs on the regular job market and long term coaching.

### **Choice**

One of the principles of SE is that everything which is organized is based on the client's choice. Making choices is a process of decision making based on an

established direction (values and principles), information and experience of the client. SE programs are not preoccupied with what someone needs (mostly determined by others), but with what someone wants. Sometimes it is difficult for the client to make a choice for a specific vocation or function. Many clients lack work experience or their work experience is not up-to-date. Through orientation in training, trial placement and field trips to businesses the client is encouraged to make his own choices.

### **Co-worker**

Co-workers of the SE candidate play a very important role in the success of SE placement. The SE process must aim at insuring continual support from co-workers. These co-workers should also contribute to successful social integration.

### **Consumer Run Business**

A Consumer Run Business (CRB) is a small-scale business in which the management is in the hands of people with impairments (users). Support can be used to initiate something (business plan) or continual, for example as general and technical services (assistance in business activities and social support) in a franchise. This type of SE is suitable when creating work is more effective than looking for work on the regular job market. The CR Business provides paid work for employees and gives them as much say in the organization as possible. The possibilities for integration are more limited than the individual placement. At the same time CR Businesses go much further than regular SE programs. People with impairments are entrepreneurs in the CR Businesses. In the Netherlands there are telework CRBs.

### **Employer's approach**

All of the activities which the SE organization undertakes for the employers during the entire SE process (see job finding and job development).

### **Empowerment**

Empowerment is the process by which the person rediscovers himself and becomes aware of his own abilities and potential. In addition to the individual process of re-assessment and casting-off a life in the dependent role. Empowerment is a cultural movement. Self-help groups, emancipation movements and social movements are a result of empowerment. The empowerment movement redefines the traditional roles that handicapped people have in the community.

### **Enclave**

The enclave has not been frequently used in the Netherlands. This type of SE can be characterized by the following: 3 to 8 people with impairments work in a team

in a regular business. There is continual supervision of the group by either a business or SE organization employee. The social integration is limited to following the same routine and making use of facilities in the business like the dressing room and the cafeteria. Payment is done directly through a job contract or indirectly through a contract between the client (the business) and the SE organization. As a rule, coaching isn't decreased. The advantage of the enclave is that if individual placement isn't attainable, the person can still work in a regular business.

## **Fading**

Fading is the process in which coaching is systematically decreased on the work shop floor. Normally most of the intervention time is spent just before placement, during placement and during the training period. Intervention time then decreases. However changes in job responsibilities, activities, manager or co-workers or a temporary slack in the employee's performance may lead to an increase in the intervention time.

The fading process is determined by the degree of success and satisfaction in performance of the job. Besides this, it depends on whether coaching may be given by the business, itself. After fading is realized, the monitoring phase and long term coaching follow.

## **General Work Attitude**

Apart from vocational skills, a healthy work attitude is of overriding importance in the success of a SE process. The work attitude can be defined as: being well groomed, being able to follow directions, being on time, motivation and having a cheerful disposition. The work attitude can be improved with personal instruction.

## **Handicap**

Handicap is defined as experiencing obstacles between the person with impairments and the environment in which he/she finds himself/herself at a particular moment. Handicaps are adaptation problems in themselves. For example, the ticket office at the theater can create a handicap for the person who is confined to a wheelchair. The main problem of people with impairments of a psychiatric nature is the social stigma (prejudice). This makes it difficult to get a job.

## **Holding a job**

After placement and a training period comes the stage of holding a job. Problems which can arise are: lack of social integration, problems with skills, problems in attitude towards work, problems in performance (for example speed) and also changes at work (for example a new boss, reorganization). With the help of long

term coaching, it is possible to foresee these problems and to intervene effectively.

### **Impairments**

Impairments refer to poor or deficient performance by a person resulting from a disorder, abnormality or chronic illness. For example, there are visual impairments (blindness) or intellectual impairments (concentration disorders or learning difficulties) (see also: handicap).

### **Intervention time**

The time in which a job coach spends on instructing, training and supporting employee and employer at the work place. The intervention time is usually maintained in a log and is one of the tools for measuring the degree of success.

### **Job analysis**

The activity which is carried out in each phase of the SE process. Here, the function and responsibilities are described along with the necessary skill. The focus for placement is to find out if a business can be a potential partner and if it has suitable jobs. Job analysis is a tool for matching candidate and position. During the process of long term coaching, job analysis is applied for the gradual upgrading of the position or for solving problems. Job analysis consists of the following components: making a business profile; putting together a job description, making an analysis of how the work is organized and taking inventory of the vital skills.

Work is not stagnant, businesses are continually subjected to change. For this reason, job analysis is a dynamic activity.

### **Job coach**

The job coach is the supporter of the employer and employee, after the placement has been agreed on. The job coach prepares both the candidate and the employer. He can teach at the work place and is available on call for both the employer and employee. The focus of the job coach is dependent on the phase of the SE process.

- Placement: preparation and work adjustments and accurate performance of duties (training period).

- Long term support: social integration and career counseling.

### **Job development**

Job development is described as the development of new jobs in a business. The job finder or job coach signifies (along with the business) that structural tasks are

not being carried out or that highly qualified personnel is performing menial duties. Through reorganization of jobs (see: reorganization) new positions are created.

### **Job finder**

The person who searches for suitable jobs for the client. The different activities are: job market research, marketing, business contacts and networks with relevant organizations, initial analysis of the business and assessment of possibilities for placement. Furthermore he/she instructs the employer about placement procedures, including regulations and financial terms.

### **Job rehabilitation**

(Van Weeghel and Zeelen, 1990): the process in which the recovery, maintenance and expansion of someone's ability to operate in a work situation are contemplated. Furthermore, it is a process in which individually-focused methods like job orientation, work management, job training and work mediation are combined with strategies which are directed at the surroundings. For example, the organization of or influence on (future) work situations of a regular or sheltered nature.

### **Job rehabilitation projects**

Projects which give shape to the job rehabilitation process. In the Netherlands, different kinds of job-related activities are being developed by Day Care Centers (Dacca): small-scale work projects (some of which are satellites of Dacca), and a list of courses about job orientation and mediatory activities for paid work.

### **Long term coaching**

The period of long term coaching begins after placement has taken place and the fading process is completed. Contact is periodically maintained with the person and the employer. The focus of long term coaching is holding a job, career counseling and social integration. The job coach is like a satellite orbiting around the work places and monitoring changes. But sometimes the employer or employee indicate that changes have taken place. Long term coaching can be done in person or on the telephone. This depends on what has been agreed on with the job coach.

### **Matching**

Coupling an available position with a candidate employee and making an assessment of the possible placement success. Observed differences are evaluated, and an assessment is made about whether these differences can be resolved. This can be done either by training the candidate or by making

adjustments at work. Candidate assessment and job analysis are necessary for matching.

## **Mission**

Based on the SE-vision and principles, the organization can formulate a Mission (commission, objective). The vision gives direction, the principles are the gauge points for taking action and the mission "what we stand for". An SE-organization can formulate for example: "interceding for and coaching of..... persons with..... impairments to paid work by means of the SE-methodology". The mission signifies which efforts need to be put forth by the organization. The mission of Supported Employment is "the realization of paid work on the regular job market, for people with impairments."

## **Mobile crews**

The SE-model of mobile crews is applied for persons who would be unsuccessful in individual placement because of the seriousness of their handicap. Working in a team is an agreeable solution. The difference with the enclave is that the mobile crew does one time jobs or works periodically (on a contract basis) for organizations and businesses. Furthermore, the crew does not integrate with the other employees. Examples of mobile crews are maintenance and repair service, catering, garden crews and cleaning services. A mobile crew generates wages for its employees.

## **Models**

Different models are used in publications as principles of structure of the Supported Employment methodology. For example, there is the "Place-Train-Maintain" model (Walsh et al.) and the "Choose-Get-Keep" model (Anthony et al.). Supported Employment is usually referred to as the "Place-Train" model as opposed to the traditional "Train-Place" programs.

## **Monitoring**

One aspect of long term coaching is the monitoring of the job achievements and the social integration of the employee. Changes are recorded in the individual coaching plan. Monitoring can be done by the employee, the co-workers or boss or by the SE-employee.

## **Natural Support**

Natural Support is the availability of a support facility (through the employer) which the candidate can make use of so that he/she can work satisfactorily and successfully. The conditions are a certain degree of social integration, information and instruction. Successful placements are founded on a transition from professional support to support on the job. Natural support is a process

which is not necessarily specific for the employees with impairments. In an organization where quality management is applied, all employees at all levels in the organization will receive natural support. Its purpose is to bring about high-quality performance so that business results (as a joint-product of all the employees) will improve.

### **On-going support**

See long term coaching

### **Paid work**

The employee receives wages for performing a job. This is at least minimum wage and is in proportion to his achievements at work. Wages for candidates in a SE project can be made up of social security and/or subsidy components. In the SE concept, we are talking about a job in which someone works a minimum of 19 hours a week (see also: Universal Declaration of Human Rights, article 23, section 3).

### **Participation**

Participation is the active involvement of persons (which belong to the SE target group) in the development of SE-programs, individual placement and quality control.

Participation may take place on different levels:

- \* policy level: through participation in client councils and committees,
- \* program level: participation in meetings,
- \* unit level: participation with the clients,
- \* individual level: formulating one's goals and proper treatment of the social worker.

### **Personal support/job coaching**

In some cases, the employer can request reimbursement through a social services agency or medical services agency for job coaching and personal support.

### **Placement**

After choosing a direction or vocation, finding a suitable job and a positive match, placement occurs. Both the candidate employee (and sometimes the family) and the employer are prepared for the placement. The candidate employee will be instructed about what time he will be expected at work, what he needs to take

with him (lunch or money) or about how he needs to dress. His expectations and insecurities will be discussed and a trial run of the travel route may be done. After the placement has gone into effect, the employer, the immediate supervisor and the co-workers will be notified. A training program and concrete appointments about job coaching are made.

## **Readiness**

The readiness concept (by J. Droes) means (in the context of returning to work) that the candidate must be ready to accept a work environment and/or openly express his willingness to return to work. It is kind of prerequisite before going on to placement.

The degree of readiness can be assessed by describing: how much the candidate sees the need to change, his sense of reality and his awareness of his surroundings. In a certain sense, the readiness concept is on bad terms with the SE-philosophy. In the SE-concept its promoters are becoming more and more convinced that readiness will develop as a result of placement in a job. Techniques for increasing readiness are information about work, field trips, vocational testing, short periods of practical training, job application groups and vocation orientation.

## **Reasonable adjustments**

Adjustments at work which are necessary for a successful placement. In SE-programs both noticeable and unnoticeable adjustments contribute to the accessibility of the work place. For example, adjustments in working hours, re-division of labor, increasing supervision, instruction material, support from a job coach, easing expectations, informing businesses etc... Using the word reasonable in conjunction with adjustments implies that the efforts (dedication of those involved) which are made will be in proportion with the expected results. We expect the candidate to hold a job satisfactorily and successfully.

## **Reorganization of jobs**

Reorganization of jobs is the method by which duties in a (future) job are re-distributed (see reasonable adjustments). This way the job is better matched with the abilities of the candidate. A familiar type of reorganization is changing a full-time job into a part time job (work load). Other reorganizations are horizontal (the division of complex tasks into smaller, well-organized duties) or vertical (system of redefining responsibilities) (control and supervision). In SE this methodology is often used to make the job market accessible. Employers are often skeptical because they are concerned that the production process may be disturbed. Furthermore they may be apprehensive about the willingness of co-workers to take over the (temporary) duties which will be divided. At the same time, employers signify that they have difficulty finding suitable employees for



certain jobs. Through experience it is apparent that solutions can be found through reorganization of duties.

## **Salary**

The monetary exchange for performing a job. In American publications, not only salary but also benefits are mentioned. Examples of benefits are retirement and medical insurance. In the Dutch situation a SE-employee will usually receive a salary which is from different sources. For example, a candidate may receive a social security check and a salary (see: Universal Declaration, art.23, section 2 and 3).

## **Sheltered work project**

A sheltered work project is a small-scale business where approximately 15 people with impairments and two or three staff members work. Its purpose is to offer a program through business activities. The project is self-supporting, except the subsidy for staff members' wages and the limited overhead. The participants receive a mileage allowance.

The coaching doesn't decrease, not even after a long period of time. Social integration is limited to dealing with clients or customers. Examples of sheltered work projects are shops, restaurants and messenger services. Sheltered work projects were developed as an alternative for:

- dropping out of the sheltered work shops,
- being on the sheltered workshop waiting list and
- boredom in the Day Care Center.

## **Situational Assessment**

See also assessment. The Assessment process occurs at the place of employment. Research shows that this is the most effective kind of assessment.

## **Skill lab**

Center where specific skills are taught which are necessary for keeping a job. Skills may either be technical or social. A school could also be called a skill lab (see: vocational skills).

## **Social integration**

Social integration means to be acquainted with (interactions) non-handicapped fellow human beings. Social integration in a work situation can be described in terms of acceptance of the handicapped employees by the organization and by the

co-workers. The degree of social integration may vary from organization to organization depending on the chances for exposure and the atmosphere in the organization. The scale is: Non-acceptance- tolerance- acceptance-making friends- friendship outside working hours.

### **Suitable jobs**

Jobs which are suitable to the wishes and abilities of the candidate. More importantly than suitable jobs (position and tasks) are suitable bosses (Mul, A. et al.). The business culture and management style eventually lead to a greater chance for successful placement.

### **Support Dimension**

Two aspects which can be influenced by the employee and contribute to fulfillment of a position (at a place of employment) successfully and satisfactorily are: the skill and support dimension. The skill dimension concerns technical skills which the employee possesses and the skills needed to perform tasks at his particular job. Support dimension is support in its totality which helps the employee to develop positively within his job. Natural support is a component of support dimension. In SE-programs, there is a support structure on top of the natural support system for employer and employee, in order to make sure the placement is successful and that the candidate is able to keep the job.

### **Supported Employment**

The totality of support procedures which make it possible for people with serious impairments to function in a regular job setting. Supported Employment is based on several principles (see: principles of SE) and consists of the following steps: job finding; job analysis; assessment; matching; placement; job coaching and long term coaching (see: characteristics of SE).

### **Supported Employment Vision**

The supported employment movement dreams of a society in which everyone can find a place to live, work study and spend free time as he pleases. The SE-movement endorses the Universal Declaration of Human Rights and at the same time underlines the importance of paid work in a regular place of employment among non-handicapped people.

### **Target group Supported Employment**

The SE target group is people with impairments who have difficulty in finding, obtaining or holding a paying job on the regular job market as a result of their impairment(s). The impairments may be intellectual, psychological or physical. SE is "pro-active", which means that the goal is to prevent from rejecting a person

who has even more impairments. In fact, the SE movement intends to go even further.

### **Task performance**

Task performance refers to how the SE-employee performs his job (job performance). The problems which may arise are: the pace is too slow, not completing tasks, sloppiness or inadequately reacting to changes in the surroundings.

### **Training off the job**

The employee receives skill training which he needs in order to do his job. This takes place after work. The advantage of training off the job, is that there is often more time and peace and quiet for learning. At the same time there is room for explanations. The disadvantage is that what has been learned must be applied on the job. Furthermore, it requires extra effort on the part of the candidate to go to training after working hours.

### **Training on the job**

Characteristic of the SE-methodology is training at the place of work. The training may be both a general training program (in order to achieve an effective performance of duties) as well as skill training. Skill training is for teaching a candidate skills which he does not yet possess but needs to be able to do his job properly.

The advantage of training at the place of work is that the employee can immediately apply the skills which he has learned. Moreover, the training is geared to performing a task properly.

Problems in applying skills in other situations do not occur.

The Universal Declaration of Human Rights, article 23

1. Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.
2. Everyone, without discrimination has the right to equal pay for equal work.
3. Everyone who works has the right to just and favorable enumeration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form a trade union for the protection of his interests.

### **Vocational skills**

The instrumental (technical) skills which are needed to do one's job. Vocational skills can increase with training and experience.

### **Vital skills**

In order to match a candidate with an available position it is essential that a job analysis be made. In the first place one must describe the skills which are absolutely necessary for carrying out the primary duties. This is needed to perform the job successfully. Office jobs require that one can read, write and know basic arithmetic. Receptionists must have good hearing and be able to speak (see: support dimension and skill dimension).

### **Working on probation**

Working on probation is the model for placing a candidate in a job with the intention of obtaining an idea about the candidate's "readiness" and the capabilities of the candidate.

Sometimes this is the most effective way to achieve self-reassessment by the candidate. Working on probation is similar to practical job training and is often used as a stepping stone to SE-placement. Cold feet on the part of the employer may then diminish and a functional diagnosis may take place.