

**Developing Employment Preparedness C-13**

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WISCONSIN DEPARTMENT of HEALTH SERVICES Division of Medicaid Services, Bureau of Children's Services

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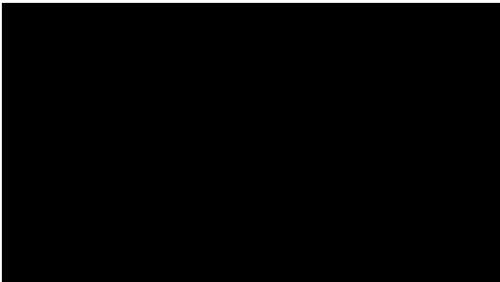
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**Julie, employee, and Randy Lewis, Disability and Employment**

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**Employment preparedness?**

- Formal conversations about jobs and working at a competitive job in the community usually starts around age 14.
- Parents and family members can help build skills and define preferred activities **before** these first conversations.
- This presentation will cover **two** activities and actions that families can do to develop the skills for the best possible future for youth with disabilities.

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### What kind of a job?

The Wisconsin Department of Health Services (DHS) promotes Competitive Integrated Employment (CIE).

CIE is working at a job in the community available to anyone earning the same wage as anyone else doing these same tasks.

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### Evidence-based options

- **Parental Expectations:** One common predictor of future success in competitive integrated employment is the expectations of the parent.\*

- **Household responsibilities:** Assign duties and chores around the house that can be done based on developmental abilities.

\*also applies to education, housing, etc.

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### Parental expectations

- Parental expectations have been studied as a positive factor in employment, living situation, and education outcomes.

- A child is 4.19 times more likely to have employment if parents stated they felt strongly or very strongly that their child would have paid employment. (Carter, Austin & Trainor, 2012)<sup>1</sup>

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### Parental expectations, cont.

- Expectations = Setting goals that build on what the individual is capable of and working hard to get them to that goal. Then setting the next goal in line and repeat.

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### Building expectations through play

- Games and toys can help develop many different skills from communication to decision making to fine motor control (moving and placing pieces, Lego, checkers, cards).
- When watching video/television, find areas that they focus on—does it lean toward any career or educational pathway?

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### Household activities that lead to employment (chores)?

- Build competence
- Build confidence
- Build routine
- Increase self-care and independent living skills

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## Examples:

Beginner	Intermediate	Advanced
<i>Single task/function</i>	<i>Multi-step or more physical</i>	<i>Physically advanced or multi-step with judgement</i>
Push button to start washer	Set table for meals	Wash dishes by hand
Feed pets	Make bed	Put groceries away
Put clothes in hamper	Fold clothes	Water plants
Greet family for meals	Empty dishwasher	Sort laundry and load machine
Pick up toys		

- Learn about how someone could be a natural support for certain tasks. What help is needed to fully complete a task (carrying heavy basket to do laundry).

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## Modifying Chores

- Physical
  - ◆ Gross motor (carry, lift, move)
  - ◆ Fine motor (pinch, grasp, hold)
- Cognitive
  - ◆ Start with single step tasks
  - ◆ Move to more complex multi-step or physically harder (sort, fold)
- Emotional
  - ◆ Chores should be fun not punishment
  - ◆ Motivation
  - ◆ Rewards

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## Engage professionals on your team

Work with occupational therapists and physical therapists to make the household activities meaningful and complementary to your child's needs.

- Gross motor vs. fine motor skills
- Communication
- Assistive technology

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**Translate play and chores to "work"**

- Think about how your child's daily routine and activities could be put on a job application or a résumé. (Start early, have fun!)
- Have a running list of chores and activities ready for when you start to meet with school and vocational rehabilitation staff.
- Compile another list of likes and dislikes.

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**Tasks - chores:**

Sort, stack, plan, assemble, clean, repair, feed, care, find, cut, stir, push, pull, write, plan, edit, manage, direct, assist, decide, decorate, fold, place, turn, lift, welcome, draw, design, build, operate, count, collate, wipe, watch, play, break, label, operate, carry, drive, change, dig, sort, empty, fill, organize, sell, buy, trade, move, create, sweep, collect, teach, guard, answer, research, program.

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**COVID-19 Lessons**

- Work from anywhere
- Critical industries
- Flexibility
- Resilience

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**Location, location, location**

- Some jobs can be done remotely (with support).
  - ♦ Data entry
  - ♦ Collating
- Some jobs may remain “virtual”/off-site.
- Return to work may look and feel different (masks = fewer facial clues) with social distancing required.

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**Critical Industries**

- Catch-22 for individuals with disabilities.
  - ♦ Some locations remained open but might expose workers to greater risk without precautions (higher number of contacts).
- Consider jobs in critical industries: workplace function (public facing and co-worker interaction) and social distancing.

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**Flexibility**

- Build in flexibility with similar chores
  - ♦ Important to not get “stuck” (single task mindset)
  - ♦ Break the tasks down further and look for similar activities (feed shredder = feed copier or scanner)
- Allows for greater job movement as technology changes

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## Resilience

"Effectively negotiating, adapting to, or managing significant sources of stress and trauma."

- This is an opportunity to engage the work world about workplace modifications.
- Virtual contact is less effective for personal contact, but many individuals with disabilities still maintain high levels of resilience.

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## Summary

Employment Preparedness begins at home.

- Play games.
  - ♦ Take turns, follow directions/rules, pick up
  - ♦ Translate game play to work tasks
- Have chores/responsibilities.
  - ♦ Age and developmentally appropriate
  - ♦ Match with ability and interests
- Parents and guardians expectations for work/school/living have a big impact.

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Thank you

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