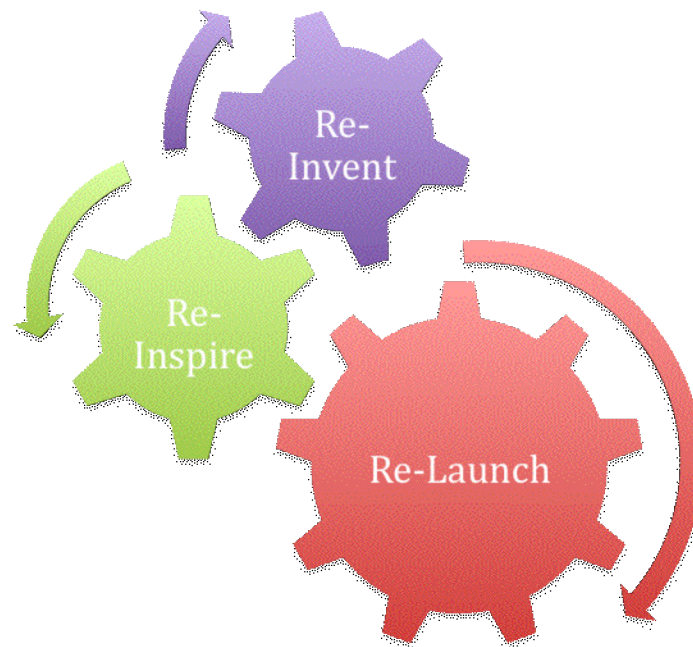


**GRIFFIN-HAMMIS ASSOCIATES**  
**CUSTOMIZED EMPLOYMENT PERSONNEL CERTIFICATE COURSE**  
**SESSION DESCRIPTIONS**

Developed by Griffin-Hammis Associates



## **SESSION #1**

### **FOUNDATIONS OF SUCCESSFUL CUSTOMIZED EMPLOYMENT: INTRODUCTION TO CUSTOMIZED EMPLOYMENT AND DISCOVERY**

Finding a job that “fits” the jobseeker can be a challenge, and often people end up employed in situations that do not really fit them in one way or another. That is to say the job is not consistent with an individual’s interests or skills, the workplace is not a good environmental fit for the individual, and/or the person is not able to maximize their potential to contribute and perform.

Customized employment goes beyond traditional approaches using highly individualized processes to identify opportunities and build or create employment that is highly tailored to the individual but is also clearly valuable to the employer. The foundation for finding jobs that meet a jobseeker’s ideal conditions of employment is knowing the individual and knowing the community. Through Discovery and Career Planning support staff and members of a jobseeker’s employment team really get to know an individual, exploring interests, new environments, new tasks to uncover or discover individual preferences and skills. Concurrently, the jobseeker and support staff explore the community, building connections, and learning about different opportunities, types of work, employers, etc.

This session will cover various topics including: the discovery process, assessment v. real experience, use of various tools, employment teams, person-centered planning, vocational profiles, visual portfolios, discovering the ideal conditions of employment (including wage job or self-employment), developing the job search plan including non-negotiables and negotiables, looking for opportunity in the community.

This session also covers the development and evolution of Supported Employment; explores the key disability legislation impacting people with disabilities; explains the interaction of various systems’ policies (i.e. Vocational Rehabilitation, Medicaid, DD, Mental Health, Workforce Investment, SSA, etc.) and funding avenues related to community employment. The main thrust of this session is defining CE in functional terms through the exploration of wage and small business examples drawn from across the United States, showcasing the CE process, and understanding the *guiding values and ethics* of community participation including the *CRC Code of Professional Ethics for Rehabilitation Counselors*. Emphasis is placed on and supporting people in the community workforce, amalgamation of funding, best-practices in rehabilitation and job development techniques, and staff, family & consumer roles.

The assessment process of Discovery will be introduced as the foundation of career planning. Key to the class will be: structuring the process; how to begin; selecting environments for assessment; use of on-the-job training and work trials; referral to other agencies for assistance; the CE team design; family and consumer roles and responsibilities; creating a sense of urgency; developing a vocational profile.

Preparatory reading: The Job Developer’s Handbook. Chapters 1 & 2.

Learning Objectives:

1. Understand and articulate the evolution of community-based services and the importance of employment as an adult role in society.
2. Understand and articulate the importance of functional assessment in developing a foundation for employment.
3. Understand and articulate the process for determining the Ideal Conditions of Employment.

Field-based Assignment: Develop and document an individualized Discovery Plan for one career seeker and complete the home visit.

## **SESSION #2:**

### **CUSTOMIZED JOB DEVELOPMENT AND NEGOTIATION**

This session builds on Discovery and the vocational profile to create a plan for identifying the ideal conditions of employment. The session includes community-based activities. A thoughtful process is used that generates employment ideas through the use of a CE Team, creating a prospecting list of at least 20 employers. The processes of connecting to employers, job creation and carving, resource ownership, on-the-job training/tryouts, developing funding strategies, and interest-based negotiation are covered. Because Job Development exploration also is used to generate business-to-business entrepreneurial ideas, a portion of the class will be spent on generating business ideas.

Preparatory reading: The Job Developer's Handbook. Chapter 4.

Learning Objectives:

1. Understand and articulate that there are unlimited ways to make a living in this world.
2. Understand and articulate that jobs are created by profits.
3. Understand and articulate the role negotiation plays in job development.
4. Understand and articulate the how CE job development differs from traditional placement approaches.

Field-based Assignment: Use the completed Discovery & Vocational Profile information to create a comprehensive list of 20 potential places of employment. Visit no fewer than 3 sites and report on their employment potential, new thoughts, concerns, and additional ideas for job or small business creation. Determine next steps after discussing with the career seeker.

## **SESSION #3:**

### **ON-SITE SUPPORT AND TRAINING STRATEGIES, NATURAL SUPPORTS, AND SYSTEMATIC INSTRUCTION**

This course includes community-based activities, and combines lecture and hands-on practice of errorless learning strategies used to teach people complex tasks. When feasible participants will tour local businesses to perform job analysis reviews. Systematic Instruction is crucial to

developing creative employment and business strategies, to using natural workplace supports, to facilitating co-worker mentoring, and to reducing stigma and job loss. Further, use of instructional strategies as part of the Discovery process, will help us learn what works and doesn't work for the individual in terms of teaching and support, and application of instructional strategies and supports helps to identify the individual's key areas of competence. Critical elements taught include: designing Typical Person Inventories (TPI), prompt hierarchies, task analysis, job analysis, reward strategies, topographic and functional correctness, the role of corporate culture, et al. The host organization will be asked to identify local businesses and also to arrange for SI classroom practice.

Preparatory reading: The Job Developer's Handbook. Chapter 3.

Learning Objectives:

1. Understand and articulate the need for reducing cue dependence when teaching.
2. Understand and articulate the process used to design and implement a TPI.
3. Understand and articulate the identification, facilitation, and importance of natural worksite supports.

Field-based Assignment: Utilize a Typical Person Inventory during Discovery and apply the teaching method in a community setting with the career seeker until they reach the established success criterion. Document with completed forms and/or video (if possible, accompanied by a signed release statement from the consumer/career seeker for review during the next class).

#### **SESSION #4:**

#### **BENEFITS PLANNING, SOCIAL SECURITY BENEFITS, WORK INCENTIVES, AND PASS PLANS**

This session, including substantial case studies, presents a functional overview of SSA and Medicaid benefits, and the most commonly utilized work incentives, including: Plans for Achieving Self Support (PASS), Impairment Related Work Expenses (IRWE), Property Essential to Self Support (PESS), 1619a & b, etc. Participants will learn how to do basic calculations regarding the impact of wages and self employment net earnings on cash benefit checks, calculate Trial Work Period Months, and generate a budget for a proposed PASS Plan. Participants will also be introduced to both on-line resources (e.g. DB101.org; Passplan.org) and local Work Incentives Coordinators.

Preparatory reading: The Job Developer's Handbook. Chapter 9.

Learning Objectives:

1. Understand and articulate the major differences between SSI and SSDI.
2. Understand and articulate when and how a PASS should be used.
3. Learn the location of the nearest benefits planner.

Field-based Assignment: Contact the local benefits planner and have a review done for a career seeker. Determine the impact of wages on benefits, and the potential for a PASS.

## **SESSION #5:**

### **INTRODUCTION TO SELF-EMPLOYMENT AND BUSINESS PLANNING: DEVELOPING THE IDEA, FEASIBILITY TESTING, AND MARKETING AND SALES ESSENTIALS.**

This session, including community business development activities, continues to build on information from Discovery and community employment exploration, linked with the information from the benefits analysis especially regarding the availability of potential PASS funding. Using the vocational profile and the Ideal Conditions of Employment, business ideas will be generated that match the individual consumer's interests, skills, and talents. Teams will work together designing preliminary methods of testing the business ideas. Typical testing methods include: selling retail items at a local market; soliciting retailers; posting items on Ebay; using various data collection methods including surveys of potential customers. Each working team of classroom participants will select a business idea and will design feasibility plans using at least two testing methods. Marketing theory for small business will be covered and resources will be introduced or use in the Quick Launch Business Plan session, and for planning with consumers. An overview of sales and promotional techniques for low-budget startups is also covered.

Preparatory reading: Making Self-Employment Work. Chapter 3.

#### Learning Objectives:

1. Understand and articulate the various methods of business idea testing.
2. Understand and articulate how testing provides a foundation to the business plan.
3. Understand and articulate how testing provides a rationale for business financing (e.g. Vocational rehabilitation, DD, loans, PASS, family investment).
4. Understand and articulate the difference between advertising and listing in small business promotional approaches.
5. Understand and articulate the linkage of sales projections with sales strategy and production scheduling.

Field-based Assignment: Generate at least 3 business ideas with a career seeker and outline two methods for testing one of the ideas. Defend your choice of business ideas.

## **SESSION #6: OPTIONAL EXTRA COURSE**

### **QUICK LAUNCH: UNDERSTANDING AND WRITING MICROENTERPRISE PLANS**

This highly structured seminar requires teams of 3 to 5 participants (each team should have at least one laptop or desktop computer with MS Excel and Word, and with access to a printer and the internet) to work together crafting the major elements of a business plan including: business purpose and goals; marketing and promotion plan; development of the customer profile; sales projections; budget; breakeven analyses; and cash flow statements. Each business plan section will be introduced and explained, and templates will be provided to assist the teams in crafting their plan.

Preparatory reading: Making Self-Employment Work. Chapter 4.

Learning Objectives:

1. Understand and articulate the critical parts of a business plan.
2. Understand and articulate how sales/production relates to profitability.
3. Understand and articulate how small businesses promote their products or services.

Field-based assignment: The team will work together via meetings, phone, and e-mail to complete the business plan that was rough drafted during class.