

Employment Support Indicators

Preferences
Choices
Self-determination



A Guide for Planning

The *Employment Support Indicators* guide was developed by the Center for Learning and Leadership, Oklahoma's University Center for Excellence in Developmental Disabilities (UCEDD), specifically to support our work with self-advocates, families, professionals, and academic and community colleagues. The Center for Learning and Leadership is located at the University of Oklahoma Health Sciences Center, College of Medicine, P.O. Box 26901, ROB 342, Oklahoma City, OK 73126-0901. If you would like additional copies, please contact the Center for Learning and Leadership in Oklahoma City at (405) 271-4500 and press "0" to have your call directed. This publication is available in alternative formats for accommodations on the basis of disability.

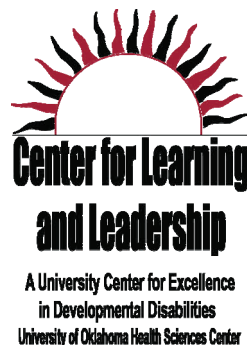
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The purpose of this guide is to assist you in planning with and for people with intellectual and developmental disabilities. It is not intended to be used as a checklist; rather, it is a guide to access information about an individual's preferences and employment support needs. The guide was developed for professionals, individuals with disabilities, families, and potential employers to identify considerations in the work environment that would support the person to become or remain employed.

According to the Interagency Committee on Disability Research (September 2007), "The overall level of employment among people with disabilities has remained relatively unchanged, due in part to the high rate of people with disabilities leaving jobs (job exits)... Causes of low retention include the inability to sustain adequate work performance; changes in work, work conditions, health conditions, or personal circumstances; and employer policies and management practices that discourage continued work."

The *Employment Support Indicators* guide is designed to help the person seeking employment and the employer identify supports that would promote a positive experience in the work setting. The indicators are organized into three domain areas to help determine what supports the person may need to manage the work setting, learn job tasks, sustain work activity, and get along with co-workers and supervisory personnel.

The domain areas covered by the *Employment Support Indicators* are:

- Social Supports**
- Work Setting Supports**
- Work Style Supports**



SOCIAL SUPPORTS

Which statements best describe the social support needs of the job candidate?

Understanding Affect

- Understands facial expressions and gestures of others
- Understands own facial expressions and gestures
- Does not consistently interpret expressions and gestures of self or others
- Can express own feelings clearly

Interpersonal Skills

- Understands personal space (self and others)
- Understands what is appropriate to say to whom, when, and where
- Maintains appropriate voice volume
- Uses accepted nonverbal cues

- Needs support to get clarification or understand instructions from others in work setting
- Needs demonstration of tasks that are expected

Handling Criticism/Stress

- Accepts criticism and can change behavior
- Cannot accept criticism
- Takes appropriate steps to decrease stress

Communication

- Uses a combination of words, gestures and pictures to understand and communicate
- Uses assistive devices to communicate
- Needs interpreter services

WORK SETTING SUPPORTS

What are the environmental preferences of the job candidate?

Lighting

- Brightly lit area
- Dimly lit area
- Natural vs. artificial light

Noise Levels

- A quiet/semi-quiet area in order to focus and concentrate
- A setting where “startling” noises are unlikely
- A setting with lots of music, office equipment noise, and/or conversations

Number of People

- Limited number of people in close proximity
- One person in workspace to mentor and provide support
- Many people in work area

Size of Work Area

- Work area limited to several rooms within a building
- Work area limited to one room or a designated space within one room

WORK STYLE SUPPORTS

Which style of performance support is preferred by the job candidate?

Initiation and Sustaining of Work Activity

- Needs direction from a supervisor only when learning a new task
- Needs direction from a supervisor to get started, sustain, or change to next task throughout the day (
- Needs verbal, written, and/or picture cues
- Needs direction from a supervisor at the beginning of each day

Body Clock

- Functions best in the morning
- Functions best in the afternoon
- Functions best in the evening

Attention to Task

- Needs frequent prompts to stay on task
- Needs intermittent prompts, low level of supervision
- Needs intermittent prompts, high level of supervision

Endurance

- Needs frequent breaks
- Needs hourly breaks
- Needs breaks every 2-3 hours

Quality Assurance

- Requires low level of supervision of work quality and accuracy
- Requires high level of supervision of work quality and accuracy

Independent Work Rate

- Slow
- Average, steady pace
- Above average, sometimes fast
- Continual fast pace (may need to be supported with volume of work)
- Rush-to-finish

Sequencing

- Needs overall planning of assignments, duties and tasks
- Needs prompts to perform steps within task
- Needs prompts to proceed with next task
- Needs little supervision to complete tasks

Decision-Making/Problem-Solving

- Needs help to identify problem and possible solutions
- Needs prompting to ask for help

Adapting to Change

- Prefers a rigid routine (same people, same time, same task)
- Prefers a flexible routine, advance notice, and explanation

Time Awareness

- Has functional understanding of time (may need cues)
- Requires cues

Notes:

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