# Employment Support Indicators

## A Guide for Planning
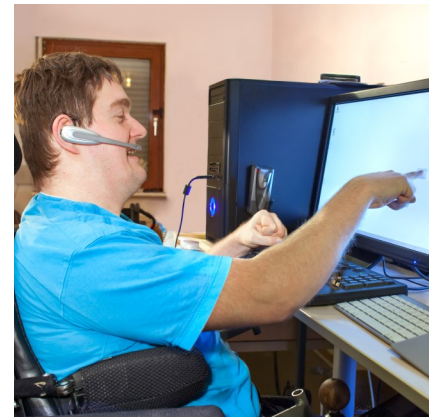
**Preferences**

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**Choices**

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**Self-Determination**

**Center for Learning and Leadership**

**2nd Edition**

**Oklahoma's Federally-Designated University Center for Excellence in Developmental Disabilities**

**University of Oklahoma Health Sciences Center**

The **Employment Support Indicators Guide** was developed to promote and support  employment opportunity and work-related success for people with intellectual and developmental disabilities. Developing the Guide included many conversations with self-advocates working in paid and volunteer roles, family member of people with I/DD who were still in school and looking ahead to jobs in the community, and professionals who support work-skill growth. Input on the Guide was provided by the Center's  Consumer Advisory Committee which includes self-advocates with intellectual and developmental disabilities (I/DD), family-advocates who have a child or adult family member with I/DD, and professionals from academic, community and public service organizations who work directly with, or on behalf of, the community inclusion, self-determination, and participation of people with I/DD.

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First Edition. Moss, J and Williams, VN. 1997, 2008, 2013. **Employment Support Indicators**. Center for Learning and Leadership/UCEDD, College of Medicine, University of Oklahoma Health Sciences Center.

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# Employment Support Indicators

## a guide for planning

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.

The *Employment Support Indicators* (ESI) guide is designed to help the person seeking employment and the employer identify supports that would promote a positive experience in the work setting. Positive work experiences are important for the employee, co-workers, and the employer and lead to great job satisfaction and work outcomes or productivity. The employment support indicators are organized into four domain areas. Exploring each domain can help determine what supports the person may need to navigate the work place, learn job tasks, get work done, and get along with co-workers and supervisors.

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

- **Social Supports**

- **Work Place Supports**

- **Learning Supports**

- **Technology Tools and Supports**

# Social Supports

Consider these statements when thinking about employment skills. Which statements best describe the social support needs of the job seeker?

## Interpersonal Skills

- Understands social norms appropriate for work environment

- Understands appropriate skills for specific work environment

- Understands and maintains personal space for self and others

- Maintains appropriate voice volume

- Understands and uses accepted nonverbal cues

- Understands verbal instructions with multiple steps

- Needs physical demonstration and/or visual supports of work tasks

## Communication

- Uses verbal communication

- Uses nonverbal communication such as pictures / gestures

- Uses assistive technology for communication

-  Uses a combination of  words, gestures and pictures to understand and communicate

- Uses an interpreter for sign language

## Emotional Awareness in Self and Others

- Interprets peoples facial expressions and gestures

- Interprets own facial expressions and gestures

- Expresses feelings through verbal and/or nonverbal  communication

## Handling Feedback / Criticism / Stress

· Accepts feedback well/poorly

· Receives criticism (task or behavior redirection) well/poorly

· Can modify behavior easily/with focused effort

· Manages stress independently/with guidance

· Needs support in calming down / regrouping

## Asking for Help / Problem Solving

- Asks for help when necessary

- Needs periodic check-ins to see if help is needed

- Prefers a designated go-to person when assistance is needed

- Needs help to identify problem and possible solutions

**NOTES:**

# Work Place Supports

Consider these statements when thinking about employment skills. Which statements best describe the work place support needs of the job seeker?

## Lighting Preferences

- Spaces that are bright
- Spaces that are not bright
- Natural light
- Artificial light

## Noise Levels

- Prefers a quiet/semi-quiet setting in order to focus and concentrate
- Prefers a setting with lots of music, office equipment noise, and/or conversations
- Prefers a setting where startling noises are unlikely
- Sensitive to certain sounds or noises
- Uses supports for sound sensitivities (ex: noise canceling headphones)

## Body Clock

- Works best in the morning
- Works best in the afternoon
- Works best in the evening

## Size of Work Area

- Work area spans several rooms within a building
- Work area limited to one area / department
- Prefers open floor plan
- Prefers designated work space within one room

## Work Preferences

- Working onsite
- Working remote
- Combined work environment
- Working directly with customers / clients
- Working with little-to-no customer / client interaction

## Number of People

- Prefers limited number of people in close proximity
- Prefers one person in workspace to mentor and provide support
- Prefers many people in work area

What type of work does the job seeker ENJOY?

What about this type of work does the job seeker ENJOY?

What type of work does the job seeker AVOID?

What about this type of work does the job seeker AVOID?

# Work Style and Learning Supports

Consider these statements when thinking about employment skills. Which statements best describe the work style and learning support needs of the job seeker?

### Initiation and Sustaining of Work Activity

- Needs direction learning a new task

- Needs direction to get started or keep going on a task

- Needs direction to transition between tasks

- Needs direction from a supervisor at the beginning of each day

### Attention to Task

- Needs little-to-no prompts to stay on task

- Needs frequent prompts to stay on task

- Needs intermittent prompts, low level of supervision

- Needs intermittent prompts, high level of supervision

### Adapting to Change

- Prefers a rigid routine

- Prefers a flexible routine

- Prefers advance notice and explanation

- Adaptable to unexpected changes

### Telling Time

- Tells time with a digital clock

- Tells time with an analog clock

- Moves to different activities using a clock

- Needs a verbal reminder about the time

- Uses a visual schedule and/or smart phone timer to help keep track of time

### Independent Work Rate

- Slow

- Average, steady pace

- Above average, sometimes fast

- Continual fast pace

- Very fast-to-finish or likes to finish work tasks quickly

### Endurance

- Needs frequent breaks (ex: more than hourly)

- Needs hourly breaks

- Needs breaks every 2-3 hours

**NOTES:**

# Technology Tools and Supports

Consider these statements when thinking about employment skills. Which statements best describe the technology tools and support needs of the job seeker?

## Computer Use

- Prefers Windows (software) on a PC

- Prefers an Apple computer

- Prefers laptop (portable)

- Prefers desktop (stationary)

- Access internet through a smartphone

- Knows how to access and use email

- Knows how to access and use accessibility apps

## Online Safety and Decision– Making

- Understands  workplace rules about being online

- Understands what should be shared online and what  should keep private

- Needs visual reminders about internet safety

- Knows what should not be "clicked" or downloaded from the internet

- Needs supervision when online

## Troubleshooting

- Understands what to do if there is a problem with computer

- Understands what to do if there is a software problem

- Understands what to do if there is a problem with accessories (mouse/keyboard, etc)

**NOTES:**

## Technology Assistance

- Needs help logging on and starting programs

- Uses an adapted mouse

- Uses an adapted keyboard

- Uses a screen reader

- Uses large font

- Uses other desktop technology supports (note specifics below)

## Security

- Understands what to do if passwords are compromised

- Understands what to do if confidential work information is compromised

- Needs assistance with usernames and passwords (creating, storing, recalling)

- Understands how to use facial recognition and fingerprint logon methods on smart phones and other devices as available

## Cyberbullying / Harassment

- Understands cyberbullying and harassment

- Understands what to do if victimized by cyberbullying and/or harassment

**NOTES:**

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**ADDITIONAL NOTES:**