

WEBVTT

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Now recording, so welcome everybody, I'm excited to see how many people have joined us this afternoon to take a closer look at benefits planning.

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So, just to get us started, we want to have an idea of who's all in the audience. So our standard pole question to get us started what's your role?

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Are you a support coordinator service provider, other regional office employee and maybe you work for a different state office maybe you're an individual or a family member or some other role. So, let us know in that poll.

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What your role is,

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and our poll is now over so,

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and our results tell us.

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Um, we have a good percentage that are support coordinators.

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So, and we do have a few service providers joining us as well as.

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A couple of regional office employees. So again, thank you for joining us. Um, we're excited to get started here. So.

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We started this last month. Last month we covered that center circle. Our newest benefits planning.

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Service, so we went into great detail about what benefits planning provides, what it's intended to do, who would make a good candidate and the process for going around and requesting it.

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So, um.

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Then, what we do want to do today is we want to focus on the top of that circle and then next month we'll cover developing the skills needed through Pre, vocational.

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And in February will cover job development, and then March, we'll finish up with supported employment. So.

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Today, like I said, it's all about the top of that graphic, the determining the destination so we want to focus on career planning when you leave.

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I want you guys to understand what the service provides. I want you to have a good idea of who would benefit from the service.

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Know how to request the service and recognize what to look for when you're monitoring.

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So,

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getting us,

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kind of,

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in the mood here,

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we have another poll question for you and we went to get an idea for how many individuals you have coordinate career planning for.

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Have you not have really had any experience requesting that through our waiver system yet? Maybe you've had a little bit, you know, kind of panted it a little bit, but not a lot of experience 124 individuals. Maybe you have a little bit more experience.

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Maybe you've done it for 5 to 9 individuals, or maybe you're 1 of our experts on the call. Uh.

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And having requested it for 10 or more individuals, so.

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Cat, if you wouldn't pull that up. All right you guys got 1 minute to answer that.

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All right um, and it seems like the majority of people haven't really had any experience requesting this, the service yet, but there are some who've had a little taste of it.

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So, 1 to 4 individuals and then.

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Little smaller number that have had a little bit more experience at 5 tonight and we do actually have 3 experts joining us today who have requested it for 10 or more individuals.

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So it will be exciting to see the discussion that we have going forward.

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So, what we want to know, right now in the chat box.

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For those of you that have been coordinating, and even those of you who haven't had any experience, tell us about your experience.

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Do you feel like it's been easy for those that you have coordinated for those individuals that you haven't coordinated? Is there a reason why you haven't been able to coordinate that?

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For them, so kind of let us know in the chat box, what your experience has been and.

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For those of you, that aren't familiar with how I like to run this. I don't move on until there's at least 1 comment in the chat box.

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Ah, all right, so we are getting some comments. So, 1 person says most of that.

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That support, coroner's experience has been with job development. Just now starting to, to get hands wet with.

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00:06:13.468 --> 00:06:24.178

Career planning 1 person has basically said, hey, it hasn't been much trouble able to get it through and justify it without.

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A lot of effort, so awesome. That is great to here.

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So anybody else have comments please don't hesitate to put those in the chat box. We love hearing about your experiences.

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And of course, it can also help us in identifying where mirror supports might be needed.

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So, for time talking about career planning, so what is career planning group planning is really all about identifying what somebody's vocational interest.

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Abilities those needed conditions, the support requirements.

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All of that, um.

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Is what career planning is it's to kind of identify what's going to make that good job match, but we don't stop there. So, with career planning, we also want to know how are we going to.

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Get there who's going to do what what still needs to be done and what are those next steps.

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That need to be taken so, um.

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I have with me, Cassidy, Joe, but she is the executive director of summit future foundation. This is just 1 of our service providers.

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Um, she is also the president of the Missouri chapter of association of people supporting employment. 1st also known as so.

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The reason I ask Cassidy come speak with, you.

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I had heard from our 1 of our training associates with the Institute for community inclusion that cassidys organization was doing some really interesting things.

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Interesting practices around providing services or supports. So, I thought, hey, this might be a great way to to hear about some great practices.

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Um, but also more importantly is just to give you guys a feel for what it's like.

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To receive that service what what it can look like what it can feel like. Now I've got to stress. This is just 1 example.

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Summit future foundation is just 1.

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Of our service providers, and we've got many and I know quite a few of them do a great job around this service. So, um, it's not endorsing 1 over the other. It's just giving you an example of what it's like.

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So, I'm going to shut up and let Cassidy take it from here and kind of explain what.

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Career planning is like, through her organization. So Cassidy go ahead.

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Thank you Sandy, so much for the invitation. I am extremely excited to be here to have this conversation because I think that out of all of the supported employment services that we have available to us.

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As career planning provides the most hope.

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For individuals and for families, um.

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And as you mentioned, I do where a lot of different hats.

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Professionally, I am the CO, founder of summit future foundation.

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I am the president of the misery association for people supporting employment. 1st, but I am also the mother.

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2 teenage boys who are on the autism spectrum so I have a very large personal investment.

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And improving employment outcomes for individuals with developmental differences. I have been very actively involved in the disability advocacy community for about 15 years. Now.

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In the Kansas City area, and the conversation about employment is 1, that swirls about often. And when I think about just kind of the philosophy that summit future foundation.

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Adheres to when it comes to career planning.

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And thinking about what individual's futures are going to look like.

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Are practices that we implement are all grounded in that philosophy and that philosophy directly aligns with.

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The employment 1st, movement, and taking a step back and just thinking about.

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What does employment 1st mean? And it really is grounded in that.

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Employment and the general work force should be the 1st option.

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That the support system is looking at before we're looking at other non work or other work activities for an individual.

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And as service coordinators you got, you know, you're in such a unique space, because you are at the front line.

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Of those planning efforts, so it's kind of a future foundation when we start talking about somebody, you know, and their future. We have an opportunity to really kind of look at.

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What do you want your future to look like have you considered work?

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Competitive integrated employment as part of that and more times than not, we interact with individuals and families who have been either been told that.

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Employment isn't possible, or they really haven't.

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Even started to consider it because they have a perception.

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That in order to be employed that have to be independent.

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So, career planning is an extremely unique and exciting service, because it allows us to reframe that conversation.

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And think about employment and discuss employment.

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From a perspective of how is it possible?

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Not is this person employable or unemployable you know,

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is this person and that's a lot of times what happens you know,

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individuals and families are evaluated and told,

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you know,

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that they're not employable.

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Um, and we're deconstructing that conversation through recovery planning.

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And I'll give you an example of a young man that we worked with.

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Just, as it just is 1 example, but his family.

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Really didn't feel like employment was possible, because his goal was to be a superhero. And when you met this young man, he was often dressed in Super Hero. A tire.

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And I, you know, sitting in his front room with him, and his grandma and his mother.

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Um, you know, we were just talking about his, like, his future what he had had heard of him as a 16 year old man.

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And his mom said he's never gonna work, but he's because he's never gonna get over this idea that he's gonna be a super hero. And.

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You know, he very clearly said I want to be a super hero. That's why I want my job to be.

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Through career planning, we were able to take the pressure off of the conversation.

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And educate the family and say, hey, you know, let's just take a look at what employment could mean for this young man.

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Through career planning, we were actually able to facilitate some observations with a birthday party company that sent individual's dresses super heroes.

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2 children's birthday parties and through career planning, we were able to show the family.

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That this young man goal of being a superhero was viable and what were the options in his community to pursue that ball.

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So that's just 1 example and Sandy, I know that you and I have a couple other case studies in the future, but I think the biggest thing that I would want service coordinators to know, um.

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About career planning is it offers a tremendous amount of hope.

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For the individuals that they support all right so just some housekeeping around career planning.

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So you need to be aware that it is limited to 240 units per plan. Here. It is very similar to discovery and exploration.

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So, therefore, when we're requesting career planning through our process, we have to address why a person is not using for that support.

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And then also not everyone is going to need career planning.

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So kind of trying to identify who might make a good candidate for this. So, if someone's on the fence about whether or not, they want to work.

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They're not really committing. They may appear interested at times and then other times not as interested.

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This could be a good service to help them kind of find out if they want to commit to, to be able to make that decision and get off that fits.

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This is also really good for someone who says, hey, I want to work, but I'm just not ready.

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I need some things to work on or maybe it's not the person saying that maybe the person saying, hey, I think I've got the skills, but it's other people in that person's team.

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So, maybe a parent or guardian or maybe even a support coordinator may have.

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Concerns and questions, just because of things that that support coordinator has seen through out working with that person.

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So, when when there's some hesitation there, this could be a great service to really find out, okay, what needs to be worked on or, you know, do we have enough skills to move forward?

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And, like, Cassidy mentioned that presumption that all people.

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Are ready for work it's just a matter of finding what's gonna make that good job match for them.

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So, and of course, if we've got somebody who, for whatever reason has been unable to access, so maybe has said, hey, you're not ready to work with us.

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Maybe, they've already exhausted via our funding so maybe within that.

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Um, current year that person has gone to be helped, do some discovery and exploration, but now this person wants a change. mbr is like, you know, what?

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We can't do anything yet. Um, so instead of making that person wait.

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That might be something where we say, hey, we can help out and you're not having to wait.

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So, just some ideas there, so, and now, Cassidy, I'm going to hand it back over to you to kind of talk about the case studies that you have for us.

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Absolutely, and if you don't mind, there's I was just kind of reading through the track to see some of the conversation with them what was happening.

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And there's a really great comment that was made about career planning is often considered to be an opportunity to get the family to buy in unemployment.

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And I want to speak to that because.

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From a family advocate experience, it's important to know that there are likely people in a family support system who are telling them that employment isn't possible.

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And as a support coordinator, you could be the 1 voice at the table.

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That is saying, let's just try this and see.

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And that approach of, let's just try and see takes a lot of pressure on a lot of weight off of families to really think about a future that they might not have thought was possible for their child.

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And because her finding, in the way that it's structured, it gives us that Latitude.

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To take that approach without Sandy, like you said, kind of that, um.

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The the pressure for lack of a better word that comes from other support systems. So I'm really glad that, you know, that that was brought up in the in the chat because.

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Service coordinators are that front line for families and it's such an important position that you play.

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And, you know, I hope that moving forward is for planning, becomes.

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You know, a bigger part of the services that are provided service coordinators are being that voice of hope for families, and using this service to show them what's possible. And the case study that we have up right now.

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You know, in the situation of Annie, she was 1 of those individuals who her school support system, and other support systems had told her family that employment wasn't possible.

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That they needed to look at other opportunities and other ways to fill her day. But her mom and her dad saw some really unique skills and abilities in her. And they just wanted a chance to continue to explore them.

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They weren't married to 1 particular idea of a job. They simply just wanted to give her a chance to take a closer look.

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And have somebody who was a professional.

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Within the supported employment field, not necessarily an educator in a school district setting, but to really kind of look at it in a different way.

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And so she came to us, and, you know, the team made a decision with the help of the support coordinator. The career planning was going to be the best route for us to take.

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And she is 1 individual who has higher support needs. So it was easy for people to look at her and say, oh, she'll never work. But our team did some really great work with her career planning and developing her profile.

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And it throughout that process, we were able to identify several.

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Very viable options for her several opportunities within her community.

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And answer those core questions about what is she going to need to be successful in a competitive and competitive and integrated employment setting.

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And then another thing that happens, and this is our next case study. So if you want to advance the slide.

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We have individuals who maybe were employed in other settings in the past, and their goals change or their interests change.

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Or they want to change in the setting that they're in on a day to day basis.

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So, Tracy, young, man, who we were supporting actually through another service, and it was through conversations that he had with the team member that was supporting him that the topic about future employment.

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And what do you want to do when you, you know, kind of what you want to do a new for a while but just a conversation about what do you want for your future. And what what are the things that you really want to be able to do?

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The topic came up that maybe he wanted to look at something else and.

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He actually wanted to work at a pizza shop and pizza shop. If you're from Kansas City, or in the Kansas City area pizza shop is kind of a.

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Home home grown keeps a location and it's not like you sit down restaurant and the majority of the time he would choose to go to this restaurant to eat. But what we figured out is, it was because he actually wanted to work there.

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00:21:10.979 --> 00:21:16.288

And he never felt like he had the permission to say.

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That he had the goal of actually working there, he had this dream.

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He kept going there to eat pizza, but it wasn't for the pizza. So through career planning.

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In a conversation with his team, and with his parents.

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We were able to explore that we were able to talk to.

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His family and talk to pizza shop and have him go and do job shadowing and do informational interviews.

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And not have the pressure.

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Of applying for a job, not have the pressure of quitting the job that he was currently working in, but simply have a conversation.

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Acknowledge the fact that this was this young man's goal this young man is dream.

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And then have, you know, take a better look of what that would actually look like.

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And through that process, we were able to determine that this was a very feasible goal. Um, and.

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Through the development of his career profile he is well, on his way to working in the very restaurants that he was going to on a frequent basis to another service that we provided and I think that's such a cool story.

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Not only about what career you can do, but also about how the people that we support, have a vision for their life.

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Even if maybe they don't want to or feel like they can say it.

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00:22:40.108 --> 00:22:45.628

And career planning gives us a chance to build those relationships so that they can't so that they can bring those things out.

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00:22:52.074 --> 00:23:06.203

All right, so, um, again, you're hearing all the great things that can be done with career planning and Kathy. Kathy excuse me gave us 2 examples of where benefits planning helped make a difference for somebody.

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So, now, as support coordinators, what do we need to include in that to get the request through the process?

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So, as I mentioned earlier, because career planning is very similar to discovery and exploration. We need a statement about the availability or unavailability of funding. So.

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Basically, when somebody is hesitant about employment, so we talked about the person being on the fence so that uncertainty of readiness.

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You know, same thing when, like, Cassidy pointed out, you know, the school team was saying, hey, this person's not appropriate for competitive, integrated appointments. So we again, we've got that uncertainty of readiness.

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Uh, if somebody has gone to said, hey, we're, we're not going to be able to help you at this time maybe because they're not a good fit for BR or maybe because they've already exhausted funding for that service.

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You know, again, we can just capture that in the isb, have that documented so that we can move forward. There needs to be a goal or outcome. How is career planning going to assist that person with achieving their outcome?

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Their goal.

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So, what is it going to do for them? And then we need to make sure that.

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00:24:28.378 --> 00:24:40.679

When we're requesting career planning, we're aligning with our service definitions. So again you heard me say before it's limited to 240 units per plan year.

181

00:24:40.679 --> 00:24:46.078

It's intended to help that person, um.

182

00:24:46.763 --> 00:25:00.864

Identify what's going to make that good job match so, at this point in the game, we're not trying to get them the job. We're not going out and doing interviews. We're not going out and creating resumes.

183

00:25:00.894 --> 00:25:09.503

We're not at that step yet. Career planning again, is that assessing assessing what somebody's vocational interests are?

184

00:25:09.864 --> 00:25:19.763

What their abilities and skills are that align with those interest and developing that gain plan for how are we going to go and get that job?

185

00:25:20.098 --> 00:25:25.439

Now, that we've kind of identified what's going to make a good job match. What do we need to do next.

186

00:25:25.439 --> 00:25:33.058

So you want to make sure that the support that you're requesting is allowed within the service definition.

187

00:25:33.058 --> 00:25:39.269

So, you need to make sure you're familiar with those service definitions to be able to to really.

188

00:25:39.269 --> 00:25:43.378

Uh, put forth a good request.

189

00:25:46.469 --> 00:25:58.104

So now saying, we've got everything through the URL process we have now, got the service being provided. What is the support coordinator? Do I need to look for when I'm monitoring?

190

00:25:59.034 --> 00:26:04.854

So we do have outcome requirements for each of our services and for career planning that.

191

00:26:05.159 --> 00:26:09.358

Outcome requirement is that completed?

192

00:26:09.358 --> 00:26:20.098

Career plan, discovery profile, which is going to guide the ongoing support needs. So it's going to identify what is that career path it's going to.

193

00:26:20.098 --> 00:26:34.528

Indicate, hey, this is the, the job this person wants either a job title classification industry, something specific that that person wants it's going to indicate number of hours.

194

00:26:34.528 --> 00:26:38.128

Amount of income wage.

195

00:26:38.128 --> 00:26:47.368

Wages that the person is expecting or or just that financial piece too.
How much are they wanting to make.

196

00:26:47.368 --> 00:26:51.298

Uh, it should include the individual's needs.

197

00:26:51.298 --> 00:26:55.318

His or her strengths interest.

198

00:26:55.854 --> 00:27:10.344

Natural supports characteristics of potential work environments and then
it should also give that plan specifying those actions that are necessary
to achieve that person's career

199

00:27:10.344 --> 00:27:10.884

goals.

200

00:27:13.078 --> 00:27:20.098

And, of course, I love how Cassidy views it as a.

201

00:27:20.098 --> 00:27:27.898

Tactical plan, so I'm gonna let her share what she feels that outcome
means.

202

00:27:27.898 --> 00:27:35.159

For her and her organization, Sandy, I love the enthusiasm that you just
said tactical with.

203

00:27:35.159 --> 00:27:38.638

Um, so I.

204

00:27:38.638 --> 00:27:45.538

Kind of taking a step back and thinking again about family engagement,
because service coordinators more so than.

205

00:27:45.538 --> 00:27:49.259

A lot of other professionals that are in a person in a family's life.

206

00:27:49.259 --> 00:27:56.368

Understanding that family experience is important and so when we say
tactical.

207

00:27:56.368 --> 00:28:01.528
We, you know, tactical actionable. We provide.

208
00:28:01.528 --> 00:28:05.009
It means to the family to understand in plain language.

209
00:28:05.009 --> 00:28:16.679
What they need to do to move forward, so we're not telling the family.
Okay you need to go to your service coordinator and you need to ask for
240 units. So teacher 0, 1, 9.

210
00:28:16.679 --> 00:28:21.628
That doesn't mean anything to a family we're telling the family, you
know, and.

211
00:28:21.628 --> 00:28:27.808
You know, we're kind of thinking through what are the specific steps that
the family needs to do.

212
00:28:27.808 --> 00:28:32.098
To really kind of achieve their goal. So if we advance the slide.

213
00:28:32.098 --> 00:28:35.368
I can kind of talk through.

214
00:28:36.173 --> 00:28:46.614
This is an example of a career portfolio that is created and generated by
1 of our supported employment professionals and it's a 2 part document.
It's a working document. It's a living document.

215
00:28:46.614 --> 00:28:53.183
It's something that is developed at the very beginning when the services
versus initiated.

216
00:28:53.489 --> 00:28:57.959
And we are identifying that person's goal. So it does not.

217
00:28:57.959 --> 00:29:12.084
We do not dissect, divert or in any way shape or form change the person's
stated goal going back to the young man that said that he wanted to be a
super hero. His career profile says he wants to be a superhero.

218
00:29:12.084 --> 00:29:24.564

It is not our place to tell them what their goal is or isn't regardless of whether or not we think that it's attainable, but it's simply to honor them as a person on a journey of exploring employment. So that's the 1st thing that stated.

219

00:29:24.808 --> 00:29:31.193

And then we talk about what actions is the team going to take to explore that goal.

220

00:29:31.223 --> 00:29:45.413

And this is really important for families, because they might not know, in most cases what to expect they might not know what they can anticipate activities that their child or the individual that they support are going to be participating in.

221

00:29:45.594 --> 00:29:49.973

So we make sure to detail that out for families so that they have that mental checklist.

222

00:29:50.278 --> 00:29:54.449

But it also helps the service coordinator because then as we go through and we're providing.

223

00:29:54.449 --> 00:30:02.519

Monthly summaries, we can go back to this document we can say we've done 1 through 5. we're now working on 6 through 10.

224

00:30:02.519 --> 00:30:05.759

And it's very clear for everybody on the team to see.

225

00:30:05.759 --> 00:30:12.628

The things that we have in our have, or haven't done through those activities, we are then developing.

226

00:30:12.628 --> 00:30:18.479

The personal factor section, we're identifying interests abilities.

227

00:30:18.479 --> 00:30:23.638

We're identifying sensory profiles, sensory experiences.

228

00:30:23.638 --> 00:30:27.509

What does this person like what is this person? Not like.

229

00:30:27.509 --> 00:30:30.598
How do they receive instructions?

230
00:30:30.713 --> 00:30:39.564
Are what type of a learner are they all of this really important information is going to be captured in the personal factor section.

231
00:30:39.594 --> 00:30:49.943
We're also going to include any assessments that we have conducted and the plain language results of those assessments in that section.

232
00:30:50.249 --> 00:30:53.548
So that when the family picks it up and reads it.

233
00:30:53.548 --> 00:31:05.068
They can understand what those results me once all of that work has been done. Then the team kind of comes together are supported employment team comes together and we decide.

234
00:31:05.068 --> 00:31:10.409
3 different options is this person ready to pursue their goal?

235
00:31:10.409 --> 00:31:17.638
Does this person need more skilled development related to this goal or does the team genuinely need to consider.

236
00:31:17.638 --> 00:31:27.929
Looking at a different goal. So those are the 3 options that we kind of go back and, you know, we talk about and from there, depending on what, you know, the, the recommendation is.

237
00:31:27.929 --> 00:31:35.459
We identify a specific goal related to employment. That includes hours a week.

238
00:31:35.459 --> 00:31:38.999
That that individual would work in a competitive integrated setting.

239
00:31:38.999 --> 00:31:42.929
As well, as the wages that they would be seeking in that position.

240
00:31:42.929 --> 00:31:46.919

The example, that's on your screen and I know it's really hard. So it's hard to read.

241

00:31:46.919 --> 00:31:59.398

But this particular young man wanted to obtain a job. Initially, his goal was to work outside with his hand through career planning. We determined that landscaping was going to be a really viable option for him.

242

00:31:59.398 --> 00:32:07.108

So, his stated employment goal was that he would obtain a position working within a landscaping company.

243

00:32:07.108 --> 00:32:12.719

Making minimum wage, or above in that position.

244

00:32:12.719 --> 00:32:16.288

And then we identify specific businesses.

245

00:32:16.288 --> 00:32:20.489

Within this young man's environment, or the young man's community.

246

00:32:20.489 --> 00:32:23.669

That provide landscaping.

247

00:32:23.669 --> 00:32:28.648

And would be open to employment opportunities, or are that are currently hiring.

248

00:32:28.648 --> 00:32:37.979

So that the family knows, or the individual knows, these are my opportunities that are, you know, in my backyard that are aligned with my goal.

249

00:32:37.979 --> 00:32:52.138

And then the last section of this are those tactical steps that are very specific, they list out who is responsible and what are they responsible for? And it begins from how many businesses should be contacted on a weekly basis.

250

00:32:52.138 --> 00:32:56.278

How once the business is contacted.

251

00:32:56.278 --> 00:33:05.128

What modifications are accommodations is that person going to need through the interview process and then talks about how will.

252

00:33:05.128 --> 00:33:10.439

The job coach or the supported employment, professional facilitate. Onboarding.

253

00:33:10.439 --> 00:33:15.419

And the training process, and then what will onboarding ongoing supports look like.

254

00:33:15.419 --> 00:33:20.398

As well, as the development of natural support supports and fading out.

255

00:33:20.398 --> 00:33:23.638

Of more of those formal supports through.

256

00:33:23.638 --> 00:33:28.229

Coaching, so this is given to the family this is given to the service coordinator.

257

00:33:28.229 --> 00:33:34.138

So that if that person leaves us and goes to another support system.

258

00:33:34.138 --> 00:33:37.949

Whether that's, you know, going back to.

259

00:33:37.949 --> 00:33:45.778

Go into the are going to another service provider. They have a very clear and well captured document.

260

00:33:45.778 --> 00:33:54.778

It gives everybody else involved and understanding of what are the next things that need to happen? What has already happened? What are the next things that need to happen? Moving forward?

261

00:33:56.189 --> 00:34:01.409

Thanks Cassidy so I want to stress. This is just 1 example.

262

00:34:01.409 --> 00:34:04.104

Of a career profile and,

263

00:34:04.433 --> 00:34:04.913

um,

264

00:34:05.183 --> 00:34:19.403

not every career profile discovery profile that you guys see from service providers are going to look exactly like this the 1 thing that we want to make sure as support coordinators is that.

265

00:34:20.728 --> 00:34:25.199

The information we're, we're seeing in that.

266

00:34:25.199 --> 00:34:36.869

Completed profile meets our outcome requirements, so we want to make sure all elements are included. So, um, I know you guys can't read it, but.

267

00:34:36.869 --> 00:34:51.173

Again, kind of just kind of capturing what Cassidy mentioned, it kind of starts out with what activities do. We need to complete to get some more information. And then you see that they start to fill out some things, you know. Okay. What are some of the interest?

268

00:34:51.173 --> 00:35:06.023

What are some of the skills? What are some of the things that we're, we're starting to notice about this person about preferences, support needs um, and just as important as finding out all the positive things like, what a person wants to do.

269

00:35:06.023 --> 00:35:15.893

What a person does. Really well, it's also important to know what a person doesn't want and what things the person really dislikes or.

270

00:35:16.409 --> 00:35:19.409

Things the person might struggle with even.

271

00:35:19.409 --> 00:35:26.668

To know, hey, these are some areas that we might need to support then, of course, you know, on that 2nd page.

272

00:35:26.668 --> 00:35:32.009

That kind of with this example, it provides kind of that tactical plan.

273

00:35:32.009 --> 00:35:38.668

This is the type of job we're going to seek. These are the number of hours we want. This is the minimum amount.

274

00:35:38.668 --> 00:35:42.869

Per hour that this person wants to make, um.

275

00:35:42.869 --> 00:35:57.594

These are some places that we know of that might be places to target for potential jobs. And then kind of that game plan how many places need to be sought who needs to do what? And, like Cassidy said, you know, kind of written.

276

00:35:57.864 --> 00:36:01.134

So that anybody can follow it, not just.

277

00:36:01.409 --> 00:36:07.349

cassidys organization, so anyway, uh, real quick just kind of.

278

00:36:07.349 --> 00:36:20.998

Wanting to see what your all thoughts are. So earlier we kind of mentioned the outcome requirements are that identified career path that includes the person's needs.

279

00:36:20.998 --> 00:36:26.159

Interests strengths, natural support.

280

00:36:26.159 --> 00:36:31.349

Characteristics of potential work environments and then provides that plan.

281

00:36:31.349 --> 00:36:37.673

For that contains those necessary actions that are needed to help that person achieve that goal.

282

00:36:37.704 --> 00:36:51.114

So, do you feel like this example, would meet our service requirements or are you feeling like there might be a piece missing? So, I'm gonna pause just for a moment to let you guys kind of.

283

00:36:51.599 --> 00:36:55.708

Process this and and make a call and make a decision.

284

00:36:57.329 --> 00:37:11.244

What do you think? So we've got 1, who is basically said yeah, it looks like it meets the criteria to me.

285

00:37:11.244 --> 00:37:23.724

So all right we've got our 1 comments, so I will move on, um, we are getting some comments that people love your example. Cassidy 1 person mentioned that likes that.

286

00:37:23.724 --> 00:37:29.244

It's 2 pages so it's kind of condensed not overwhelming to read.

287

00:37:31.284 --> 00:37:43.434

And then the other person kind of mentioned, uh, they liked the positive personal career profile pages. Um, and both of these people are kind of asking for a copy. So.

288

00:37:48.449 --> 00:37:51.509

I didn't want to mention, um, because I.

289

00:37:51.563 --> 00:37:55.673

It is very concise. This obviously isn't the only information that we're collecting.

290

00:37:55.884 --> 00:38:10.704

Um, we have a lot of other information that stays within the individual's profile, but we're, we're pulling, we're compiling it and compiling that professional content in a way that then families or other individuals in the support system can read through it.

291

00:38:10.884 --> 00:38:13.344

So, if there's other people that want more information.

292

00:38:13.650 --> 00:38:25.769

Then we can definitely provide that, but as far as an example, um, I don't, I don't think I make that decision. I think that's something the division would have to decide, but if that is an example, that will be made would it be made available? We're happy to help.

293

00:38:30.210 --> 00:38:34.769

So, yeah, stay tuned for, for more on that. Um.

294

00:38:34.769 --> 00:38:42.389

And then Cassidy, I know you've got some tips that you would like to share with support coordinators.

295

00:38:42.389 --> 00:38:54.809

So, within our organization, I am, I am the person in our entity that deals with support coordinators the most. And so I know how much work.

296

00:38:54.809 --> 00:39:00.659

Support coordinators put into not just developing, but also in identifying.

297

00:39:00.659 --> 00:39:05.730

What services are most appropriate? And so I think that.

298

00:39:05.730 --> 00:39:09.329

When we're in the context of the conversation.

299

00:39:09.329 --> 00:39:12.840

About career planning and employment services.

300

00:39:12.840 --> 00:39:23.280

1 of the biggest things that I would say is to instill in families and understanding that employment is possible and having those discussions very early on.

301

00:39:23.280 --> 00:39:34.739

Very early in the individual's life can change the trajectory for that individual. If you are the 1 person in that family's life that is saying employment as possible.

302

00:39:34.739 --> 00:39:47.460

And let me give you some examples of what a person with the developmental difference might be able to do as a job that can really help frame a families.

303

00:39:47.460 --> 00:39:52.530

Kind of thinking and thought process about how to think about their child's future.

304

00:39:53.635 --> 00:40:07.614

Also, working with transition age, individuals definitely have an understanding of what school based services that they're already receiving. Nothing that we do through the division can supplant services or supports through. That might be available in other places.

305

00:40:08.099 --> 00:40:15.690

And when we're working with transitioning youth, there has to be a really collaborative effort that happens.

306

00:40:15.690 --> 00:40:20.250

To ensure that we're not duplicating anything that may, or may not be happening in the school setting.

307

00:40:20.250 --> 00:40:24.389

But transition aged, you can absolutely benefit.

308

00:40:24.389 --> 00:40:29.519

From career planning, because it helps brain that conversation for families.

309

00:40:29.519 --> 00:40:44.010

And so just really understanding what's in their, and what they are are receiving and then also helping to avoid misconceptions about employment possibilities. I know that we, you know, as as a family member, I've had people in our lives who have told me.

310

00:40:44.010 --> 00:40:53.429

You know, my child will never have a job and I've had the voices of hope and reason that have come to me and said, I think that he can and here's what we can do.

311

00:40:53.429 --> 00:40:59.489

And I've had support coordinators who really helped guide us along the way. So.

312

00:40:59.489 --> 00:41:07.019

I commend the work that's done and I am so incredibly grateful for the work that support coordinators do and I think if.

313

00:41:07.019 --> 00:41:13.289

You know, those things can help you to help other families and our whole community will be better off.

314

00:41:14.969 --> 00:41:29.190

So, Cassidy, I know earlier on, I saw something in the chat box, um, from somebody that indicated 1 of the obstacles this person has seen is.

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00:41:29.190 --> 00:41:32.784

When an individual is stating,

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00:41:32.784 --> 00:41:35.664

they have an interest outside of retail work,

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00:41:36.414 --> 00:41:45.925

but the agency supporting that person keeps trying to gear them towards retail kind of focusing more on those retail jobs.

318

00:41:46.284 --> 00:42:01.045

So, and of course, my suggestion is a support coordinator is, hey, here's an opportunity to help that person advocate for their own interest. And maybe that support when you can also help advocate for something outside the retail. But, um.

319

00:42:01.320 --> 00:42:08.610

Your experience is, what, what suggestions what recommendations might you have for support corners finding themselves in that position?

320

00:42:08.610 --> 00:42:13.260

So, I kindly refer to, as the barista effect.

321

00:42:13.260 --> 00:42:21.989

Where somewhere along the way everybody decided that a person with a developmental difference has to work with a coffee shop that's not to dig on any kind of coffee shops or anything like that. It's just.

322

00:42:21.989 --> 00:42:26.550

We tend to pigeonhole people with developmental differences into positions.

323

00:42:26.550 --> 00:42:30.389

That we perceive that they will be successful in.

324

00:42:30.389 --> 00:42:36.539

Rather than taking the approach of putting them in their self selected environment.

325

00:42:36.539 --> 00:42:50.639

And seeing what supports need to be built around them to help them be successful. So, as a support coordinator, taking the advocacy perspective, and asking the tough, maybe it's a tough question. But asking the question.

326

00:42:50.639 --> 00:42:55.710

To the service provider, how is this activity.

327

00:42:55.710 --> 00:42:59.610

Supporting the person in their soft selected goal.

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00:42:59.610 --> 00:43:07.829

And, you know, continuing to go back to that person's goal, because supported employment professionals.

329

00:43:07.829 --> 00:43:20.789

Are in that position where it is a responsibility to make sure that they're honoring that goal that support coordinators can be that person that's making sure that that's happening and supporting the person and advocating for that as well.

330

00:43:24.780 --> 00:43:31.800

Another question that I have seen kind of alluded to in the chat box.

331

00:43:31.800 --> 00:43:42.000

Is also the, the issue of support when you're trying to offer employment services talking about employment services, but.

332

00:43:42.000 --> 00:43:46.230

Families or individuals, and not seeming interested.

333

00:43:46.230 --> 00:43:55.920

Not kind of taking that and going. Okay. Let's do that. So, what recommendations might you have for for support engineers to kind of.

334

00:43:55.920 --> 00:44:02.940

Maybe help facilitate that discussion and get somebody who's more um.

335

00:44:02.940 --> 00:44:09.840

Not necessarily reluctant, but maybe ambivalent not really bought into it. And what.

336

00:44:09.840 --> 00:44:20.369

How can I support your help? Somebody get more excited, get more interested in maybe taking that step to possibly committing to just career planning.

337

00:44:21.599 --> 00:44:24.809

That's a great question and I think that when.

338

00:44:25.860 --> 00:44:34.650

Taking the approach of what, what do you see what, what do you want for your future? How do you want to spend your day.

339

00:44:34.650 --> 00:44:40.590

What types of things do you want to do? What types of things do you not want to do?

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00:44:40.590 --> 00:44:45.900

When working with families and helping them develop transition plans for their child.

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00:44:45.900 --> 00:44:53.369

Families are a lot more likely to be able to tell you what they don't want versus what they do want.

342

00:44:53.369 --> 00:44:58.289

And that comes from a place of not understanding what opportunities are available.

343

00:44:58.289 --> 00:45:01.710

And they're trying and understanding their child's true potential.

344

00:45:01.710 --> 00:45:11.460

So, when it comes to employment, if a service coordinator is coming to them and say, hey, let's go out Johnny, and let's get a job that might feel really overwhelming to everybody in that family.

345

00:45:11.460 --> 00:45:16.230

But framing the conversation of how do you want to spend your day?

346

00:45:16.230 --> 00:45:21.719

What types of things do you want to do and what types of things do you not want to do?

347

00:45:21.719 --> 00:45:28.679

It's an approach that we have found to be successful with that being said there are individuals.

348

00:45:28.679 --> 00:45:34.829

Who, maybe aren't motivated about to get out of their house and do certain things.

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00:45:34.829 --> 00:45:39.599

But they are motivated by money and so having a conversation about.

350

00:45:39.599 --> 00:45:52.590

You know, it's money, meaningful, meaningful to you, or what is going to motivate and reinforce this person to engage in activities throughout their day that are going to enhance their life.

351

00:45:54.000 --> 00:46:01.710

Hope that answers your question? No, that does. Thank you. Um.

352

00:46:01.710 --> 00:46:06.059

I'm going to quote my supervisor who.

353

00:46:06.625 --> 00:46:18.324

Is listening in on this, and he put in the chat box the goal of career planning is hope and a pathway to achieve no thresholds.

354

00:46:18.355 --> 00:46:29.155

No limits of paths and no barriers for success. What is the top of that mountain? And how does that individual get there? Um, so I think that's.

355

00:46:29.429 --> 00:46:33.630

That's kind of a way to think of it and, of course, um.

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00:46:33.630 --> 00:46:39.780

You know what, um, 1 of our service providers who is.

357

00:46:39.780 --> 00:46:54.385

Participating in this, you know, basically said key issues introducing employment services. So kind of talking about it during planning meetings as a possible goal area.

358

00:46:54.715 --> 00:47:00.804

And this person mentioned, you know, we've got a small percentage of consumers that have employment services authorized.

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00:47:01.105 --> 00:47:10.375

So, if you think about it, we do a national core indicator survey every year for individuals receiving waiver funding and what we have.

360

00:47:10.619 --> 00:47:23.340

The results we have seen so far is that 40 of individuals receiving waiver funding and not currently employed in competitive, integrated settings state. That's.

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00:47:23.340 --> 00:47:34.860

Something they would like, so, when you think about it, the interest 40%, but then you look at how many people are actually getting support with that. And I'm talking with individuals who.

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00:47:34.860 --> 00:47:39.809

Already have waiver funding and currently are not employed.

363

00:47:39.809 --> 00:47:48.300

In competitive, integrated, so these might be people who are just sitting at home or maybe they're getting they have.

364

00:47:48.744 --> 00:48:03.025

Maybe they're working in a sheltered workshop, so these are individuals who've basically stated yeah, I have an interest in seeking something else out. And what we know is their waiver. funding's not being used for employment service.

365

00:48:03.025 --> 00:48:05.304

We only have a small percentage. I want to say.

366

00:48:05.940 --> 00:48:09.690

9, 8 or 9.

367

00:48:09.690 --> 00:48:15.329

Statewide that are actually using their waiver funding. So you think 40%.

368

00:48:15.329 --> 00:48:25.320

Want it only about 8 to 9% are actually using their waiver funding for it. So there's a lot more individuals out there that.

369

00:48:26.905 --> 00:48:39.985

Aren't aren't using the waiver funding. The potential is out there. Um, and like Cassidy mentioned, you know, sometimes going at it and talking about that job might be too scary. So, break it down a little bit smaller. You know.

370

00:48:40.559 --> 00:48:46.739

What how would you like to see your day? Would you like to have extra money?

371

00:48:46.739 --> 00:48:53.369

What's your trajectory and Thomas? I asked a question in a chat box and I love this question.

372

00:48:53.369 --> 00:48:57.690

Um, about schools happening to start identifying employment by age 16.

373

00:48:57.690 --> 00:49:05.219

Any tips on having those discussions even earlier and that goes back to what you were just mentioning Sandy about really?

374

00:49:05.219 --> 00:49:19.644

When we look at service engagement, there are a lot of people who aren't engaging services. So how do we facilitate that? And I think part of it comes with families understanding what they can use those services for.

375

00:49:20.005 --> 00:49:26.574

And it doesn't have to be just about getting a job, but it can be about developing a trajectory for that child's future.

376

00:49:26.849 --> 00:49:30.389

So, you know, if if you have a 14 year old.

377

00:49:30.389 --> 00:49:35.039

And some of the future foundation does have a very large transition.

378

00:49:35.039 --> 00:49:38.760

Um, support program that is something that is near and dear to my heart.

379

00:49:38.760 --> 00:49:50.400

Um, but a huge central focus of what our organization does, and our mission fulfilled my efforts, and we start those conversations at 13 and 14 years old. We start having those conversations with families.

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00:49:50.400 --> 00:49:58.739

And just simply framing that, you know, talking about what do you want for your child's future? What do you not want for your child's future?

381

00:49:58.739 --> 00:50:01.769

What types of things can we be doing now?

382

00:50:01.945 --> 00:50:06.054

To maybe get that individual ready for other support systems.

383

00:50:06.054 --> 00:50:20.215

We have had individuals who we've worked with within career planning who have been more successful in other support systems because we've gone through the process of teasing some of these things out. So, I think just really kind of.

384

00:50:20.730 --> 00:50:27.539

Talking with families about about their trajectory, what do you want for your child? What do you do not want for your child?

385

00:50:27.539 --> 00:50:31.230

And giving them the opportunity to.

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00:50:31.230 --> 00:50:35.639

Kind of think through their goals and their fears.

387

00:50:35.639 --> 00:50:39.239

Because they're equally weighted in a family's mind.

388

00:50:40.980 --> 00:50:48.780

And I will often say if we wait until they're right about working age, 16 years of age, or even sometimes 14.

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00:50:48.780 --> 00:51:03.655

We've missed 14 to 16 years worth of opportunities. So if you think about your own life, and you think about what experiences you had as a young child that helped prepare you for future employment.

390

00:51:04.050 --> 00:51:13.050

All of us getting along with other people problem solving communication, advocacy um.

391

00:51:14.460 --> 00:51:19.619

Independence, you know, that, that responsibility, um.

392

00:51:19.644 --> 00:51:31.704

Our parents set us up starting a very early age. Um, so, and of course, parents are key at setting that expectation that, hey, you're gonna grow up some day and you're going to enter the workforce.

393

00:51:32.125 --> 00:51:40.405

And I think this is another area where support coordinators can be that beacon of hope for families. So when when families are.

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00:51:40.650 --> 00:51:47.039

Interacting with the disability systems, whether it be 1st steps, um.

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00:51:47.039 --> 00:52:01.289

School systems, or even our system. It is so focused on. Let's talk about the deficits. Let's talk about how they can't do what they can't do and oh, you've got to have 3 functional limitations and you've got to have this many problems.

396

00:52:02.369 --> 00:52:08.699

That sends a message to parents a constant message of okay. My kid can't do this. I kid can't do that.

397

00:52:08.699 --> 00:52:19.469

And I think when we flip it, and basically, let's talk about how we can get there, how we can maximize opportunities and yes.

398

00:52:19.469 --> 00:52:24.539

Your child might have limitations your child might.

399

00:52:24.925 --> 00:52:37.735

Do things differently and have some more support needs, but this is definitely a feasible outcome. This is something that is doable. Your child can enter into the workforce.

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00:52:37.945 --> 00:52:43.195

It's just a matter of us maximizing their, their opportunities.

401

00:52:43.469 --> 00:52:48.449

So, I know we're short on time, so I want to move on here.

402

00:52:48.449 --> 00:52:51.840

So, real quick.

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00:52:51.840 --> 00:53:02.909

I want to hear from you guys, what do you need to feel more confident and requesting plan uh, career planning. So what would help you guys.

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00:53:02.909 --> 00:53:08.639

And, of course, I'm not going to move on until you guys put something in the chat box.

405

00:53:08.639 --> 00:53:13.889

Okay, it looks like I got a comments or 2 so, um.

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00:53:13.889 --> 00:53:20.429

Somebody said more understanding of the process of career planning. Um, so.

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00:53:20.429 --> 00:53:34.320

Hopefully, this webinar kind of gave you an idea of that process. If you feel like, you still need more please reach out to me and we'll see what we can get for you. Um.

408

00:53:36.119 --> 00:53:48.360

So, and of course, this person just mentioned, they have individuals authorized for career planning, but no experience. So, no work experience or no experience receiving career planning yet.

409

00:54:00.690 --> 00:54:03.840

And hopefully that person will get back, um.

410

00:54:03.840 --> 00:54:14.219

Okay, no experience providing career plan. So, uh, I guess no experience from no service provider experienced with providing career planning.

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00:54:15.300 --> 00:54:26.820

Um, we do have a question about how often you request career planning. So, uh, career planning is limited to 240 units per plan year.

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00:54:27.324 --> 00:54:35.695

While it's not necessarily considered an ongoing service so typically, we wouldn't expect somebody to get career planning every year.

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00:54:36.025 --> 00:54:47.425

However, we know just like, in the course of our lives there are times when we start feeling like, hey, I, I might possibly want to change. So, it might make sense.

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00:54:47.670 --> 00:54:53.820

Um, to to request that service more than once, um.

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00:54:53.875 --> 00:54:56.514

How often is really going to depend on that person,

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00:54:56.545 --> 00:54:57.054

you know,

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00:54:57.085 --> 00:54:59.965

if that person goes through career planning,

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00:55:00.025 --> 00:55:03.985

then gets a job and after a year or 2 of having that job,

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00:55:04.255 --> 00:55:05.364

they're starting to talk,

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00:55:05.364 --> 00:55:05.574

like,

421

00:55:05.605 --> 00:55:05.965

you know,

422

00:55:05.965 --> 00:55:11.844

what I'm ready for the next step or I'm not satisfied with this job as I once was,

423

00:55:12.295 --> 00:55:12.684

you know,

424

00:55:13.105 --> 00:55:17.454

maybe then it makes sense to start exploring doing another career planning.

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00:55:18.000 --> 00:55:27.900

Um, however, some individuals might be more happy where they're at, for a longer period of time. So it's really an individual thing based on that person.

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00:55:27.900 --> 00:55:37.920

So, um, I want to go back to this question. So, um, service per are.

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00:55:37.920 --> 00:55:44.550

Individual has people wanting career planning they're authorized for career planning, but.

428

00:55:44.550 --> 00:55:53.489

Service provider doesn't have any experience and Cassidy. I know we've got some service providers on the call and even though.

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00:55:53.489 --> 00:55:58.949

Our target audience to support winners, you know, maybe you might have some idea of.

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00:55:58.949 --> 00:56:10.320

How to get started what what service providers could use or even are there some tips for support coordinators to then help that service provider? Get started.

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00:56:11.579 --> 00:56:21.090

It's a great state chapter of the Association for people supporting employment 1st, that provides professional development training for supported employment professionals.

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00:56:21.090 --> 00:56:28.800

Um, so shameless plug, we will have 2 professional development events in 2022. that will be in person.

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00:56:28.800 --> 00:56:39.929

And they do focus on best practices in supported employment services specifically related to competitive and integrated employment. So, if a provider.

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00:56:39.929 --> 00:56:45.989

It's just getting started, providing supported employment services. This is a great resource.

435

00:56:45.989 --> 00:56:49.079

And if a service coordinator.

436

00:56:49.079 --> 00:56:54.300

Um, is working with a provider who, you know, they know, maybe they're just getting started or.

437

00:56:54.300 --> 00:57:05.639

Um, they see an opportunity for growth in their supported employment services. I would highly recommend that you refer them to apps Missouri because the training is absolutely fantastic.

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00:57:05.639 --> 00:57:12.510

All right, thanks, Cathy and, um, just a quick note.

439

00:57:12.510 --> 00:57:21.389

Fc is 1 of the curriculums that the division, uh, recognizes as meeting our service definitions as is acre.

440

00:57:21.474 --> 00:57:29.485

And, of course, our service providers have access to our reliance system, which is an online training system.

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00:57:29.514 --> 00:57:42.114

And then I had mentioned earlier, we have 2 training associates through the Institute for community inclusion. That can also work with service providers and provide that training at.

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00:57:42.114 --> 00:57:51.775

No cost to those service providers, so there is a multitude of ways for service providers to get the training. They need to provide this service.

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00:57:53.844 --> 00:57:56.394

But then also through that apci network as well,

444

00:57:56.394 --> 00:58:00.144

as through our training associates with Institute,

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00:58:00.144 --> 00:58:01.105

for community inclusion,

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00:58:01.135 --> 00:58:12.085

there's opportunities for service providers to connect with other service providers to maybe get some mentoring and help with getting their feet wet and providing that service.

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00:58:12.684 --> 00:58:16.795

So, I know we're after 230, so real quickly, save the date.

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00:58:17.460 --> 00:58:27.985

2nd, Wednesday of each month, we have our champions of employment, the next 3, January, 12th, February, 9th and March 9th are all gonna be focusing on our employment services.

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00:58:27.985 --> 00:58:41.905

So, like I said, January 12th, we're gonna focus on Pre, vocational services in February. We're gonna be talking about job development and then finally in March, we're going to wrap it back up with our supported employment service.

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00:58:46.590 --> 00:58:59.579

So, when you get off, please answer the survey questions at the end of this webinar, this feedback is very beneficial in making sure that I am providing you with what you need. Um, and.

451

00:58:59.579 --> 00:59:08.699

Is worthy of your time so, and again, if you have any questions, please feel free to reach out. To me. My phone number is 666.

452

00:59:08.699 --> 00:59:17.010

906 1229 and my email is Sandy dot Kaiser. K. E. Y.

453

00:59:17.010 --> 00:59:28.559

S. E. R. at dot Gov. And a big thank you to Cassidy coming in and sharing her experiences with providing.

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00:59:28.559 --> 00:59:37.135

Career planning and suggestions for support coordinators, and just helping us to understand that service a little bit more.

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00:59:37.434 --> 00:59:47.755

Um, and again, thank you to all of you for joining us and taking this opportunity to learn more about career planning. Hope you all have a wonderful week and have a.

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00:59:48.090 --> 00:59:54.960

Great holiday season. I'll see you again in January.