*The workgroup also requested a variety of jobs in the examples outside of the “food, filth and flowers” categories and we need examples for Adult Day and Vocational Habilitation.  Keith – would you have time to work with me on those?*

**Adult Day Supports**

Ron has been attending an adult day program for a while. He’s 29. He likes the people at the program, and especially enjoys when he’s able to be out in the community. At this time, he says he’s not interested in working, but he says he may not know enough about it to make a decision. He also loves attending First Methodist Church with his mom, and he has met a person in his church who runs a daycare center. She says there may be some opportunities for him to volunteer at her center. Ron lives with his mom and has HPC support as well. He says he might like to teach a class or volunteer at the daycare center. He doesn’t really have a lot of ideas on what he might teach or do there though. With support from his Adult Day Supports provider (and his mom and other supporters, both paid and not) Ron is going to learn about what it takes to be a good volunteer/teacher so he can develop and maintain the connections and opportunities he’s making. Ron will work on skills needed to volunteer. When he goes out into the community during the day, his support staff will check in with him about what interests him, and the trips will be guided by those interests and the shared interests he has with other people who come to the program. Community integration happens that way, when you connect interests to activity. Ron and his mom will maintain the connection with their church and pursue the volunteer opportunity there as well. Ron will still be able to do other activities he likes to do through his Adult Day Supports, but now there’s more of a focus on helping him work toward accomplishing a few things he wants to accomplish.

Exploration, Inc. is an Adult Day Supports provider that strives to understand what truly interests all the people they support. The DSPs do this through first discovering what each person wants to accomplish, what they would like to explore. They have a Discovery process that includes interviewing each person and using the information to make support and programmatic decisions. Many people they support, however, don’t have the ability to answer interview questions in the conventional way. So DSPs get training on “hanging out with intention,” or “HOWI.” “HOWI” is a concept that allows support staff insight into a process of intentionally *being* with each person they support and *looking* for when the person “lights up” or indicates interest in an activity or location. Exploration, Inc. has a format to document “HOWI” so they know what each individual wants to do, see, explore. After this initial Discovery process, the manager and DSPs identify and organize group-related activities around interests, groups developing around shared preferences. They start planning community integration activities around these possibilities, as well as each individual’s needs, creating calendars with input from the people they support. Community resource-mapping (investigating possible community partners) includes looking into which places/organizations/people also share in the same interests. Also each person’s behavioral and medical needs inform where they go. A curriculum develops around what to expect when folks are connecting to the community, and then what happens in the program building and outside of it align. “Outcomes” start to develop organically from what people are exploring.

**Vocational Habilitation**

Andrea considers her Vocational Habilitation program her job. She has been attending the Voc Hab, Inc. program for over 11 years, since she graduated high school, and has had access to a variety of facility-based work experiences, including packaging and assembly-line work. She goes to Voc Hab, Inc. three days a week, and an Adult Day program 2 days a week. She tells everyone that she loves working at Voc Hab, Inc. That is her job. She likes getting a biweekly paycheck and she likes the routine, she says. When asked if she would like to look into some other kinds of experiences outside of Voc Hab, Inc., she says definitely no.

Voc Hab, Inc. DSPs and management are looking into trying to figure out how to transform the way they provide supports so they can be more community-based, and also to help individuals understand the difference between “training” and “having a job.” They have never had this discussion before with people who attend Voc Hab, Inc., and initially when they discuss this with Andrea she tells them “No way, this is where I work.” Her family, as well, say the same thing: this is Andrea’s job. Andrea’s program manager honors their feelings, but also brainstorms with DSPs and Andrea’s SSA ways they might be able to help Andrea learn about possibilities beyond Voc Hab, Inc. – with Voc Hab, Inc.’s help.

First they begin evaluating the kind of contracts and projects they are bringing into their facility, and start engaging with businesses around possible partnerships at business sites, not within their building. They also develop a curriculum that targets what it takes to understand the difference between “training” and “having a job,” including both in-facility and out-of-facility supports around social skills, discovering interests and talents beyond what the in-house jobs have been able to reveal, transportation opportunities, and developing resumes based on each person’s experiences.

They also have developed in-house classes around what intimidates people about getting a job – including worries about not seeing their friends at the program any more, not getting the help they need to be successful, benefits managements, etc. As they are building this new curriculum and way of doing business, Voc Hab, Inc management and staff maintain the older ways of doing business, but they are more conscious of the meaning of “piece-work” and “downtime,” and they develop capacities to meet the people they support where they are, through some one-on-one Group Employment and Career Planning supports that will help individuals access experiences so they can make more informed choices around actual jobs.

Andrea is one of the people they are starting with. While she still is pretty adamant about “staying,” she said she would like to look into a Career Discovery support outside of Voc Hab, Inc.’s program hours. A DSP from Voc Hab, Inc. has been trained in how to do Career Discovery, and she and Andrea work together to develop a Career Profile that includes interests, talents, preferences, and skills based on Andrea’s life, not just her Voc Hab, Inc. history. Through this process, Andrea and her support person start to discover unique interest and opportunities that can provide a next step in her career outside of Voc Hab, Inc.’s Vocational Habilitation program. They present Andrea’s Career Profile with next steps, including job possibilities beyond piece-work and assembly-line work. It turns out that Andrea has a lot of computer skills, as well as a deep interest in scrapbooking, cars and racing, and she even quilts with her mom. She has a pretty good reading ability too. When the Career Profile is presented, it really allows everyone a chance to reimagine possibilities outside of the facility, because the focus is no longer on “what’s there,” but “what can be.”

Andrea and her team decide to do Career Exploration at one of the business mentioned in the profile, a local craft-store.

Other job possibilities in Andrea’s Career Profile that can be explored: library assistant, stocker at an auto parts place or office-supply store, auto-parts assembly, museum docent, and a quilting instructor at a local at Heavenly Stiches, a clothing/hobby/sewing shop in town.

Andrea will still maintain her connection with Voc Hab, Inc., still attending the program there, but the new curriculum and focus will help her have a better understanding of the difference between training and having an actual job, and the support staff both at the facility and in the community have a stronger understanding now of how to support individuals through a continuum of vocational supports focusing on a job in the community.