



Able Opportunities, Inc.

Innovative, Person-Driven, Accommodation Tools

www.ableopps.com 206.406.9900

Innovative, Person Driven Low & High Accommodation Tools

Jennifer White, CEO

Able Opportunities, Inc.

jennifer@ableopps.com



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Self Care

I have a TBI and do not track time easily.

Who is willing to be our volunteer timekeeper?

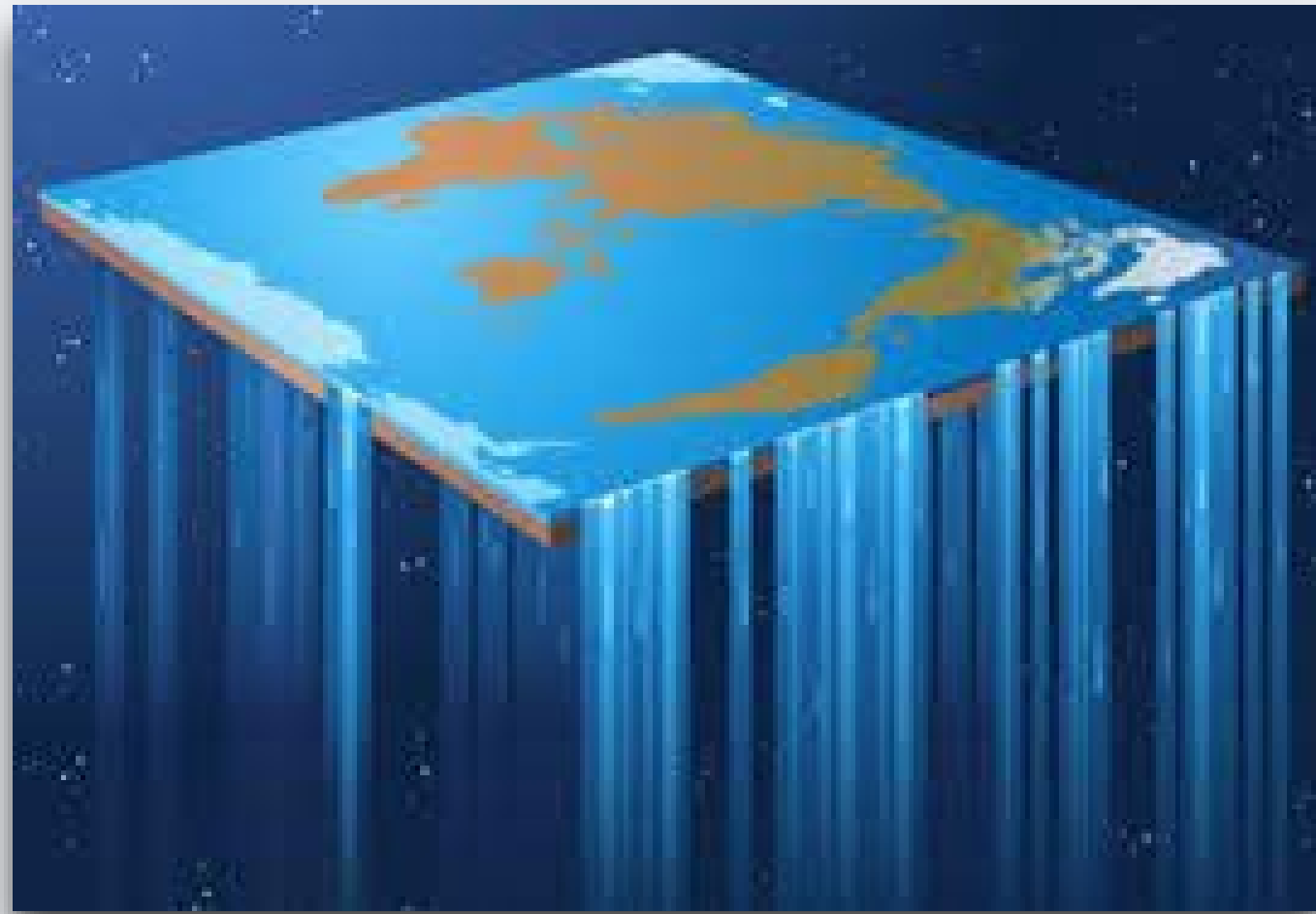
Please alert us to 3 Breaks:

- **morning 15'**
- **lunch 45'**
- **afternoon 15'**

Feel free to get up any time you need to for a bio break

Feel free any time ask questions and share experience

How do humans develop and shift beliefs?



The World is flat.

No, it's not.

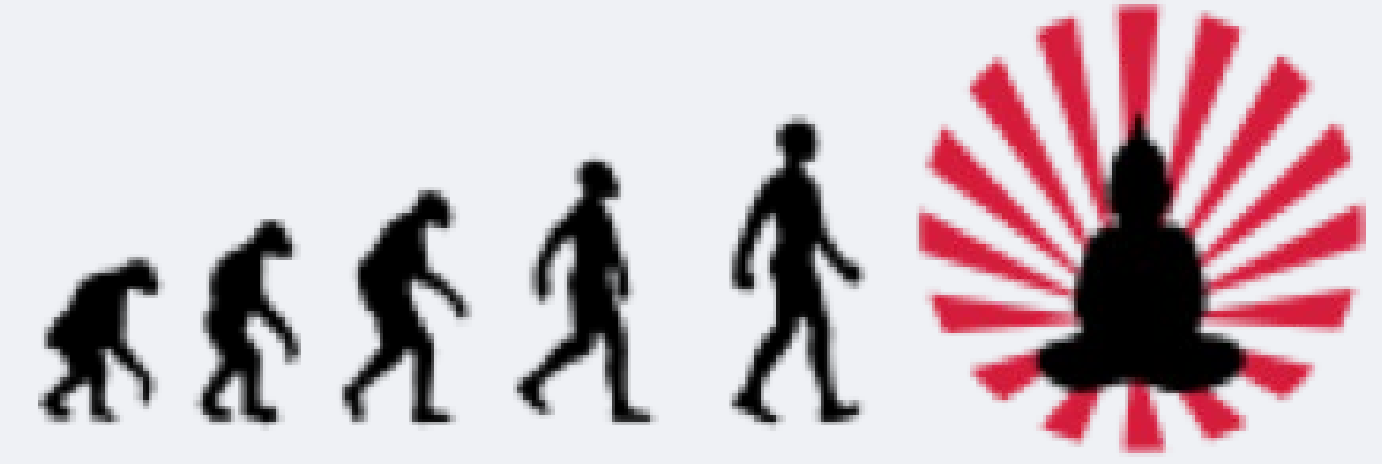


Ptolemy: The earth is the center of the universe.

Copernicus: No, it's not.



How Do We Gain Perspective and Grow?



- ◆ During the Age of Enlightenment humans regarded anthropomorphism, the projection of subjective properties onto nature, as the basis of myth.
- ◆ This perspective moved humans to look beyond the belief that the earth was the center of the universe.
- ◆ What does this have to do with our field?
- ◆ The projection of subjective properties onto the nature of others, perpetuates myth.

Junk DNA?!!



- **In 2003, the sequence of the human genome was fully assembled for the first time. We learned that less than 3 percent of the entire genome contains information that encodes for proteins. This posed a difficult problem for genome scientists - what is the other 97 percent doing? The role of the rest of the genome was largely a mystery and was thus referred to as "junk DNA."**
- **Over the years, it's become more and more clear that most junk DNA isn't junk — much of it is just doing jobs that are more difficult to understand. It turns out that this DNA — the preferred term now is non-coding DNA — is responsible for things like transcription and interaction with proteins.**

We know so much, we know so little....



- Which can help us pay attention!
- Deaf Blindness has taught me more about autism than any class I've taken. Why? It requires first understanding spatial organization, pictures in structured patterns. Then succinct physical tactile expression and fluency. It challenged my habits.
- Curiosity rather than conviction is needed. To find our challenges, we have to question our habits and beliefs. Do our habits project our own organizational needs onto others?
- As we close down the buildings where institutionalized models reside, we must examine the tools used as well. We don't want to drag the same problems forward using higher tech tools to reinforce compliance based strategies.

Stay Fascinated!!

Breaking the Downward Spiral

Benjamin Zander

“How to Give and A”



How many of you are Social Justice Workers?

It's in Our Job Description

We level the playing field for people with disabilities to have the same rights and opportunities as everyone else.

What is the definition of social justice?

Now, how many of you are social justice workers?

History of Oppression

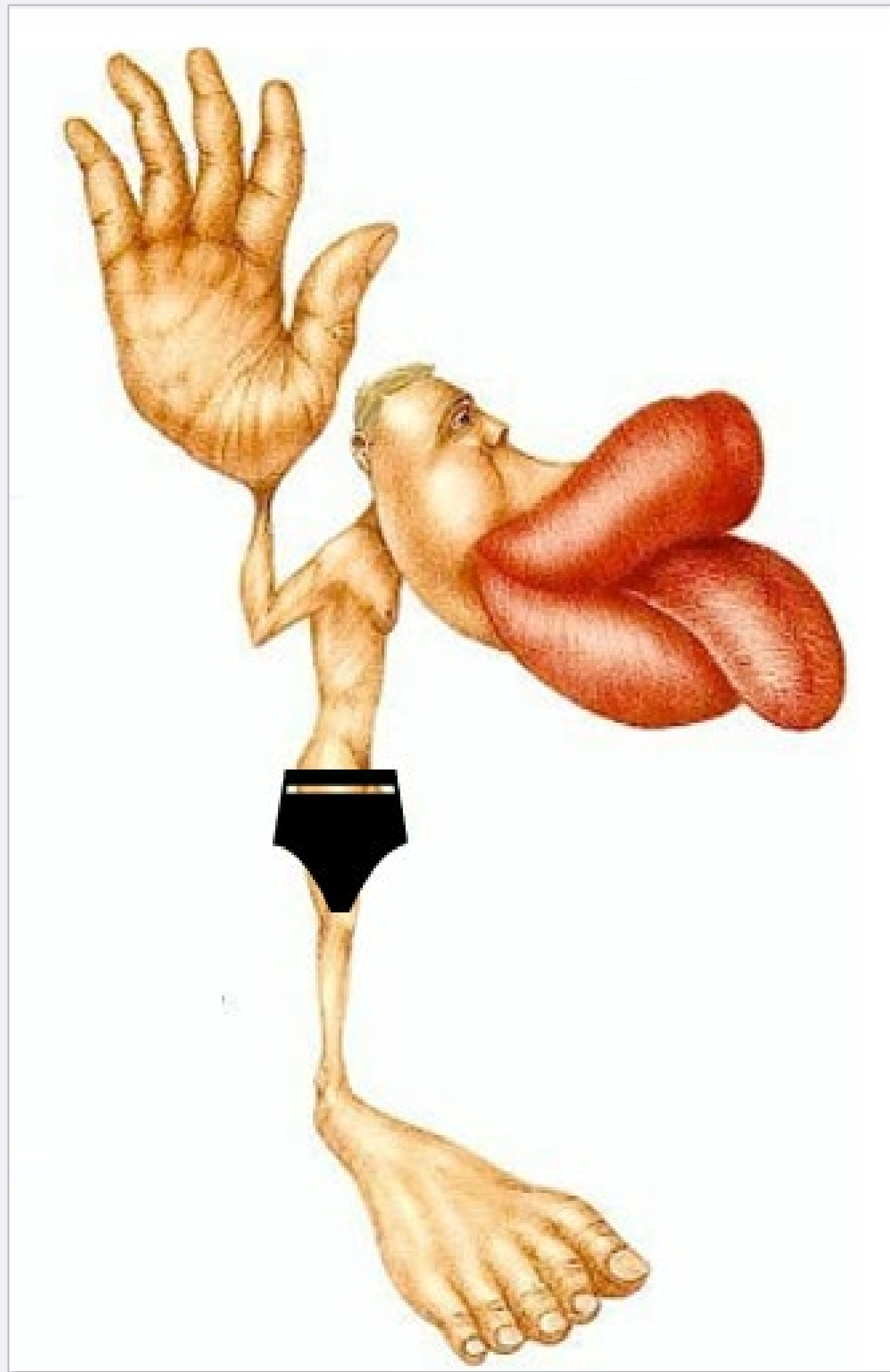
Target Groups, challenged to get equal access to rights and freedoms are defined by:

- Age
- Disability
- Religious Culture
- Ethnicity
- Sexuality
- Social Class
- Indigenous Background
- National Origin
- Gender

“Beyond Inclusion, Beyond Empowerment”

by Leticia Nieto

- **We work in a field of social justice. We need to consider how systemic oppression impedes efforts.**
- **We are still learning. We are relatively new at this: when I was in school, special education was a room down the hall. When my mom was in school, special education was in a different building. When my grandmother was in school, there was no special education.**
- **We are working together to set the bar in the right place. How do we keep going, to continue to create innovative accommodations and invest in the time it takes to set the bar higher?**
- **We don't want to drag the same problems forward using higher tech tools to reinforce compliance based strategies. How do we become allies to the people we support? How do we consider our second customer, the employer?**



Homunculus

- **Model shows sensory weight**
- **Enlarged areas hold more nerves and easily engage the startle reflex**
- **Pay attention to initiating interactions. Successful protocol includes: tap on shoulder, saying their name, holding object near your face when introducing it, giving time for orientation, using hand under hand demo, giving it over more and more as they come forward to explore**

**** We have to stop reaching in over the hand and shift to hand under hand teaching methods ****

Compliance to Alliance: creating strategies and tools where clients lead



- **We have to stop reaching in, putting our hand on top of another person's hand, manipulating their movements to train a skill set**
- **When I teach using Hand Under Hand, I can feel your intrinsic motivation for mastery, the moment you are curious, want to try it, reach for the object**
- **When my hand is on top of yours, I am teaching cue dependence, to wait for me to hand it over. It is hard to sense a persons interest or attempts at mastery**

*** Use nonlinguistic blindfold activities to teach this skill**

The Three Minute Rule

The Gottman Institute



- **John & Julie Gottman, at the Gottman Institute, can determine with over 90% accuracy newlywed couples who will be heading to divorce. John has researched communication between couples for over 40 years.**
- **Their research shows that when stress is present in the topic, the first 3 minutes of communication, can predict the outcome of that communication. In other words how you approach the interaction influences its success.**



**Naoki Higashida,
“The Reason I Jump”**



Question: “Why do you ignore us when we’re talking to you?”

Answer: “If someone is talking to me from somewhere far off, I don’t notice. You’re probably thinking, “same here”, yes? A major headache for me, however, is that even when someone is right here in front of me, I still don’t notice they’re talking to me.” ... “So it would help us a great deal if you would just use our names first to get our attention, before you start talking to us.”

FASCINATING !!!

Modality Loss / Processing Loss, Mind Deafness / Mind Blindness

- **The Mind as a File Cabinet: Category/Relatedness**
- **Most of what we know we learn incidentally, Risely & Hart = IT MUST BE MODELED**
- **Sugata Mitra, studies in MOTIVATION driven learning, environments rich in ACCESS**
- **Accessibility of a model, emphasizing visual, tactile / kinesthetic dimensions**
- **Universal Design, based on structures of the visual brain, the prelinguistic brain**



Picture Descriptions

- **Sit facing your partner, one person facing the screen, the other facing the back of the room**
- **Without using language, describe the following pictures to your partner**



*** Neither person can talk, sign, mouth words, etc.**

**“The single biggest
problem with
communication is the
illusion that it has taken
place.”**

George Bernard Shaw

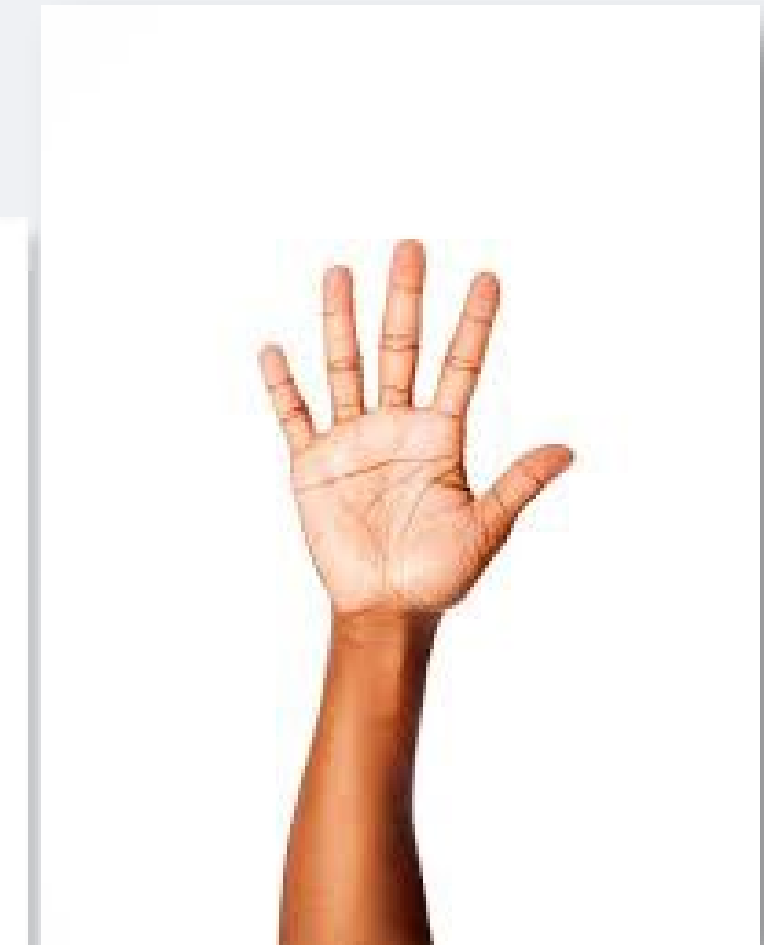


Learn the Rules of Visual Language

- Time, Topic, Comment
- Zoom Lens
- Classifiers

Why?

- To gain skill in visual organization
- To build new files in your file cabinet



“Simulation Activities” is a misnomer.

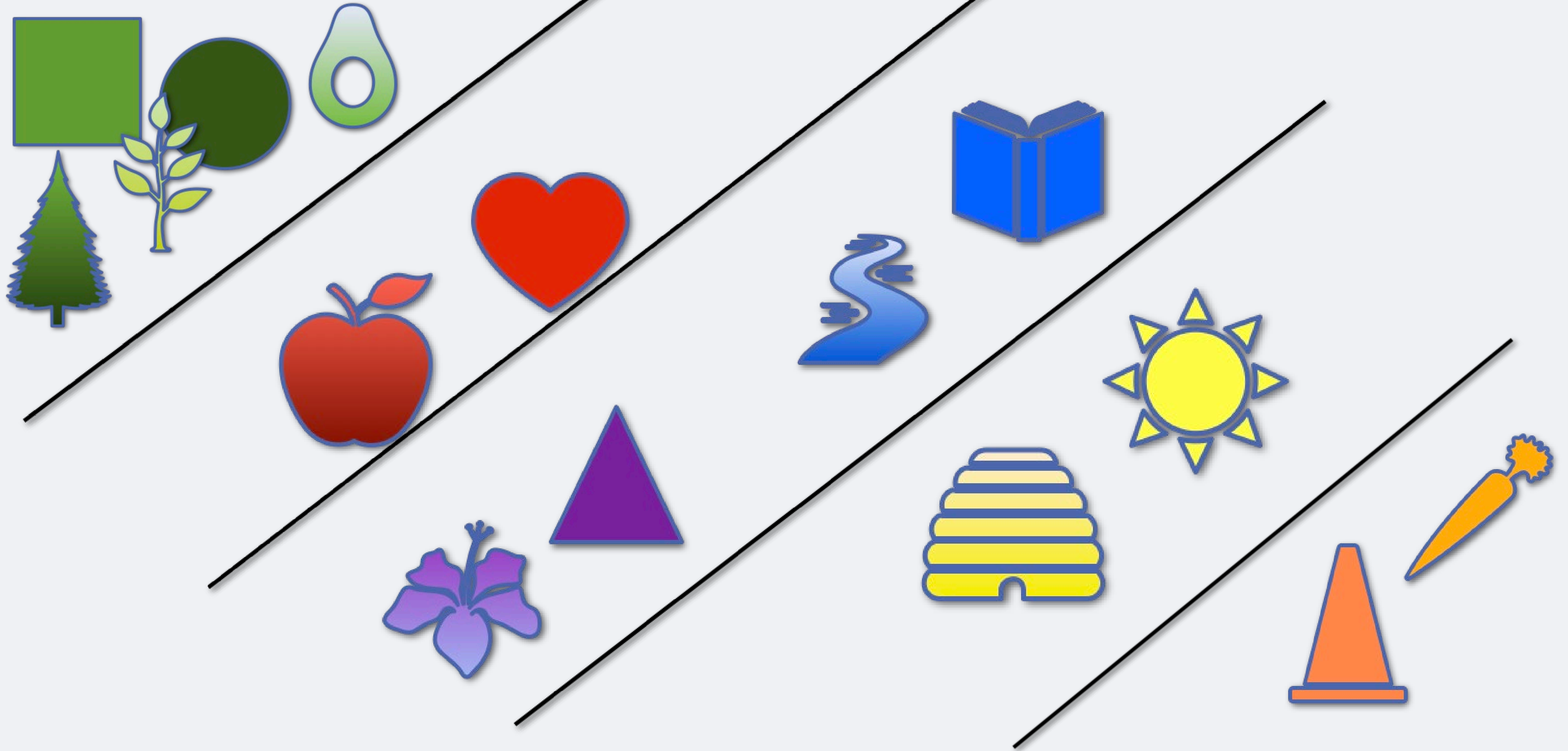
Toy Sculptures

- **Set the folder between you and your partner. You should not be able to see the space in front of them.**
- **Separate the toys into two identical sets between you, on each side of the folder.**
- **Take turns setting your toys into various positions and describe to your partner, **WITHOUT LANGUAGE**, how to replicate your toy layout.**
- **No one is allowed to talk, not the teacher, not the student nor the observer, until after the exercise (wait for my signal).**

Non Language Sentences

For this exercise neither you or your partner/s are allowed to use any formal language to ask or answer the questions. No writing in any formal language, no signing, no mouthing words, no pointing to the letters from objects around the room to spell out words, no agreed-upon symbols (nothing on a typewriter keyboard, symbol for male or female, etc.). Instead, rely on gestures, mime, drawing & the use of props. You can use any prop you find around the room.

Example



System Structures

Outside of tools used to teach and evaluate American Sign Language skill, every tool used measures mastery of language based on the structures of English.

EVERY. SINGLE. TOOL.

There are tools like the Carolina Picture Vocabulary Test (CPVT), normed on students with hearing loss, but the milestones are English.

If a student uses a wheelchair, do we measure their mobility based on performance when they are standing?



Strengthen Tactile Delivery

- Use non-language exercises. What is works changes when we stop talking?
- After strengthening your visual communication strategies, practice tactile methods. Wear blindfolds, build new files.
- Vision and hearing are our primary tools for organization, disrupt them to strengthen more succinct nonlinguistic communication strategies.



Exercise

- **Arrange your chairs so that one of you is the student and one the teacher. What is the best approach for modeling / offering information?**
- **Blindfold the partner playing the student and experiment offering information **HAND UNDER HAND**: use a pen, fold a paper airplane...talk to each other. Give feedback about what works.**



Try these without talking:

**Support your partner to
draw a star inside a circle.**



**Support your partner to
draw three stars in a row.**



Mystery Project

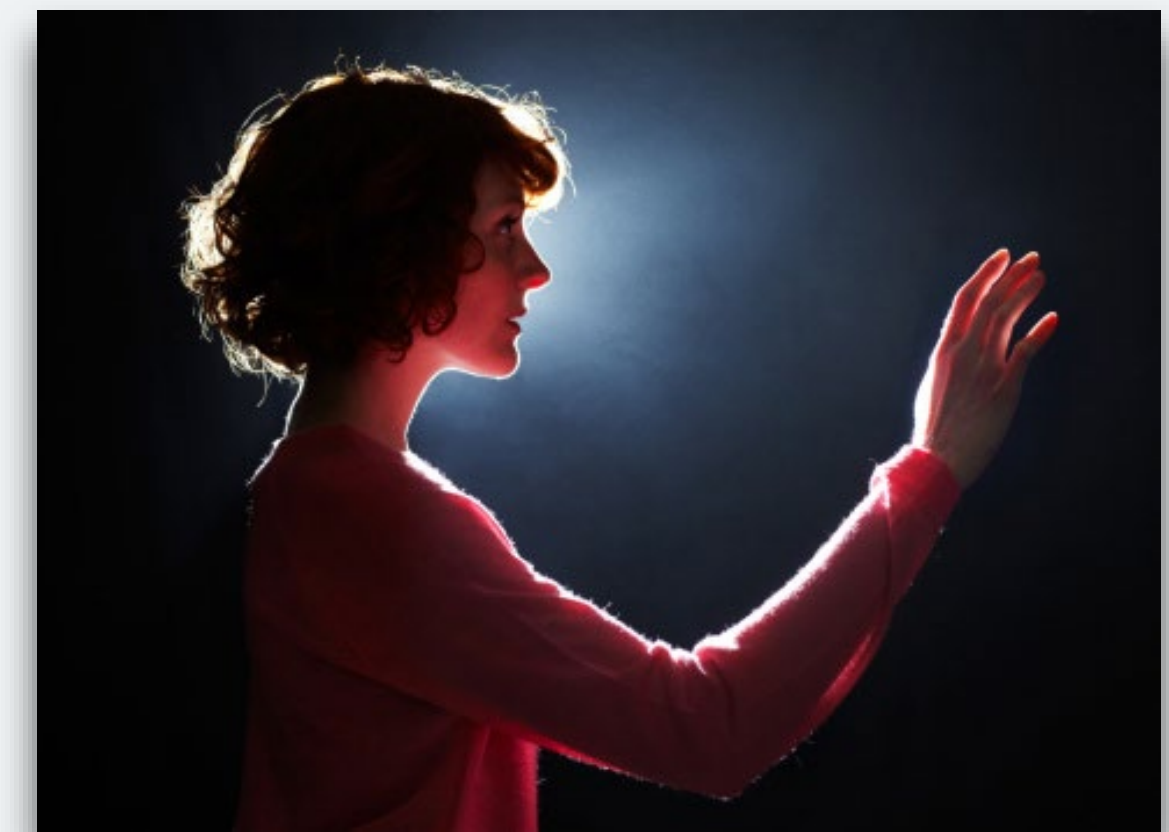


- **This next exercise is nonlinguistic. Once again, do not talk, whisper, print in palm, tap out Morse code, use tactile sign or ANY form of language.**
- **Decide which partner will wear the blindfold. I'll post the instructions for your guides to see once you are blindfolded.**

Intrinsic Motivation for Mastery

When disrupting a person's sense of mastery, what's the most common first reaction?

**After reteaching more detail that increases mastery of new skill, how did this change?
Were they likely to give you more attention the next time you interrupted?**



Classic Challenges

- **The Magic Wand**
- **The Feral Child**
- **Floundering**
- **Over Cueing**
- **Need to Connect the dots:
Storage, Set Up, Function,
Next Steps, Context**

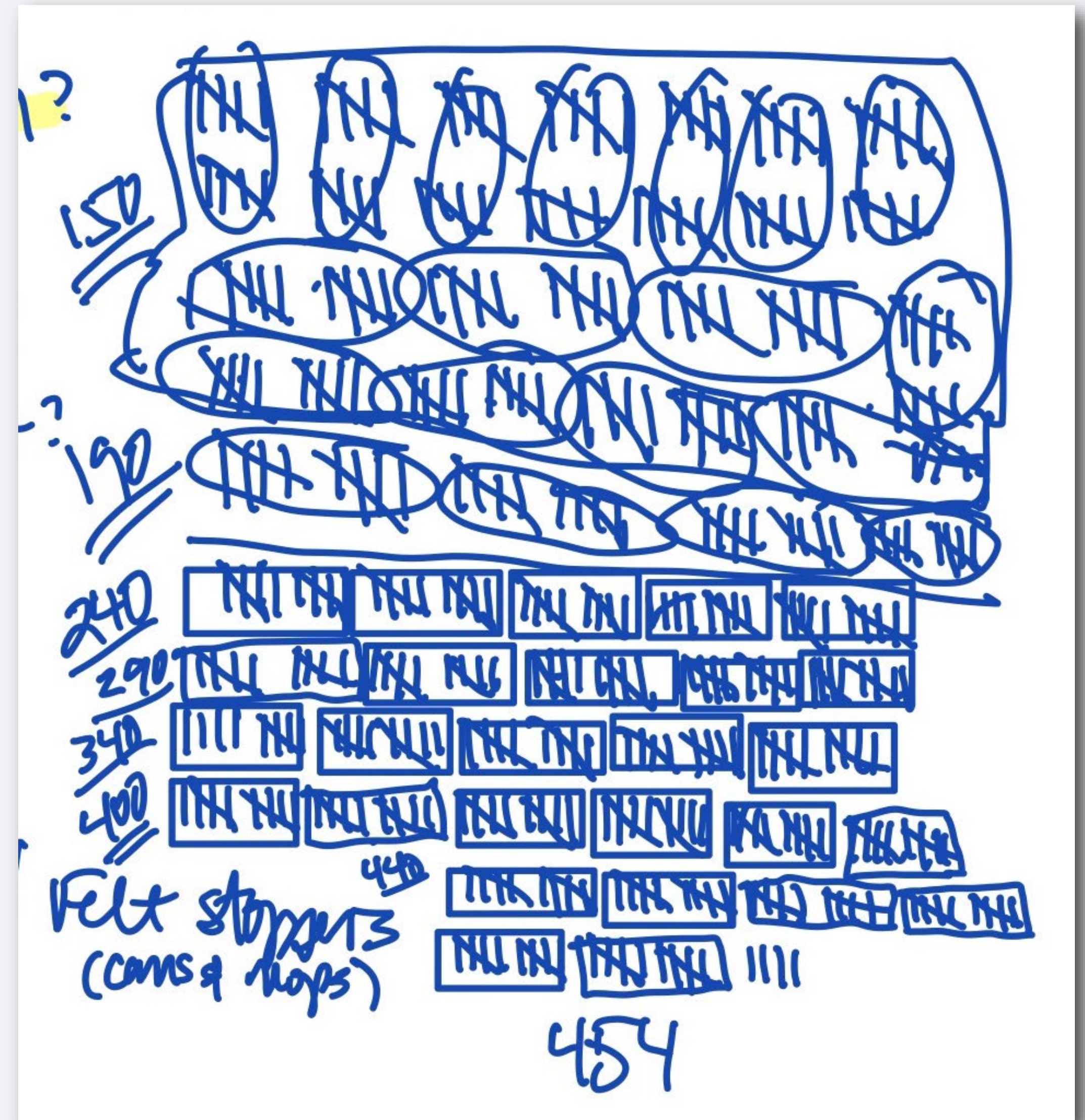


Cue Dependence

(1 of 2)

I observe a job coach supporting an employee completing the tasks of their job and track how often they use cues: physical blocks, physical prompts, hand over/hand under, taps, points, waves, voice instructions/reminders.

Afterward, I ask the coach how often they cued the person during the shift. In this case, she reported 7-10. She actually cued him 454 times. Over the past 10 years of observation we find that we are cueing 40 times more often that we realize. FORTY!



Cue Dependence

(2 of 2)

This led us to develop an official tool and include regular observations as a training tool.

We film the session and review it with the tally sheet afterward.

This is not to shame, we are all in this habit together!

VOICE CUE: Words, sounds, ASL, facial expressions.		HAND OVER HAND: anything directing their hand or arm.	PHYSICAL PROMPTS: every other physical touch, back...	GESTURE: point, wave, hand up...	BODY BLOCK: using your body position to direct them.	DOING IT FOR THEM
TEACHING: side by side modeling, 1st time you give the instruction, answering questions, praise for the end product.						

Plan for Training

*“A habit cannot be tossed out a window,
it must be coaxed down the stairs a step at a time.”*

Mark Twain

Your brain runs with its habits, reinforced by everyday use. We default to them, because for us, they are most efficient. You cannot think yourself into stronger visual and tactile strategies, this is not an issue of your intelligence. You need to build cellular memory, you must disrupt the habits in action.

Dig, dig, dig

If a house collapsed in on a child, all of us would come running with pitchforks and shovels. No one would stop digging until the child was found. That is our task here, to keep digging until we find the child.

~ Dr. J. Julian Chisholm, Talking to Annie Sullivan about Helen Keller

We apply this perspective to every one we work with. Our job is to level the playing field with innovative accommodations, using them like pitchforks to lift the rubble of institutionalized oppression. We can not stop digging until we find the person.

Small Group Break Out #1

Break into groups of 5

- **Name 3-5 ways you can examine your habits. How will you build in FASCINATING attention to learning new skills?**
- **3 of your ideas should be something you can do in your job, during the work day.**

Want to Reach Your Goals? Put Them in Writing

The research is conclusive. Dr. Gail Matthews, a psychology professor at Dominican University in California, did a study that found you are 42 percent more likely to achieve your goals just by writing them down.



Take a few minutes to write these goals down. Set an alarm in your calendar to review how you're doing at the end of each week. Set this alarm for 3 months.

The 21-day Myth

Dr Maltz, a plastic surgeon in the 1960s, noticed it took people about 21 days to acclimate to the changes in their face. He then observed that it took him a minimum of 3 weeks to develop any new habit. That's when he published all of his quotes as well as other thoughts with respect to change in behavior in a book named "Psycho-Cybernetics". Famous Self-Help gurus starting quoting this book, and the myth was cemented.



Research in 2009, from Phillippa Lally, a health psychology researcher at University College London, found on average, it takes more than 2 months before a new behavior becomes automatic — it took anywhere from 18 days to 254 days for people to form a new habit.

Tools Elevating Person Centered to Person Driven

- **Portable Camera/Printer**
 - **Attendance**
 - **Daily/Weekly/Monthly Schedule**
 - **Sequenced tasks- cooking, building**
 - **Book Making**
 - **Money Jig / Budgeting Chart / Financial Literacy**
 - **iPads / AppswA, workplace, cooking, exercise**
 - **iMovie: Self Advocacy Film, Video Resume, Customer File, Training**
 - **Safety, Communication, Travel, Planning, Organization, etc.**
 - **Employment- Job Development Notebooks, Employer SOP**
- 

Mobile, Person-Driven, Picture Systems



- Teach individuals to take pictures of people / activities / places / objects; allow them to be as involved as they are able and want to! Model and teach tools using hand under hand. Label all pictures with the same vocabulary, so they are interpreted & read the same by everyone.
- Remove the memory card and place into portable printer. Or use a newer “Selphie” printer where you can send pictures directly from your phone.
- Caption photos and use them to tell stories across environments successfully - communicating about a recent event. Ex. Go to work with a captioned photo of a hike you took on the weekend. This allows someone to build relationships with others.
- Model this strategy, offering without any requirement, until the person comes forward naturally. The 1st goal is for the team to model consistently and long-term.
- Use this system to capture food orders, modeled and used by everyone.
- Next explore choice making and sequencing.

Supporting Learning through Sharing Stories and Labeling

Sharing Stories

- Crossing Environments
- Authorship
- Current Cultural Models

Labeling

- Attendance
- Contents
- Activities Available

Berry Picking

berry (twist back & forth on pinky)

picking (just like picking)

by Leona Sandlin's Class
Joe Kokrine, Ronald Buster, Trevor Ayunerak,
Haley Moses, Christine Strongheart, Crystal
Moses, Shantel Leopold, Jordon Phillip, Martin
James, Fredrica Joseph, Calvin Kameroff



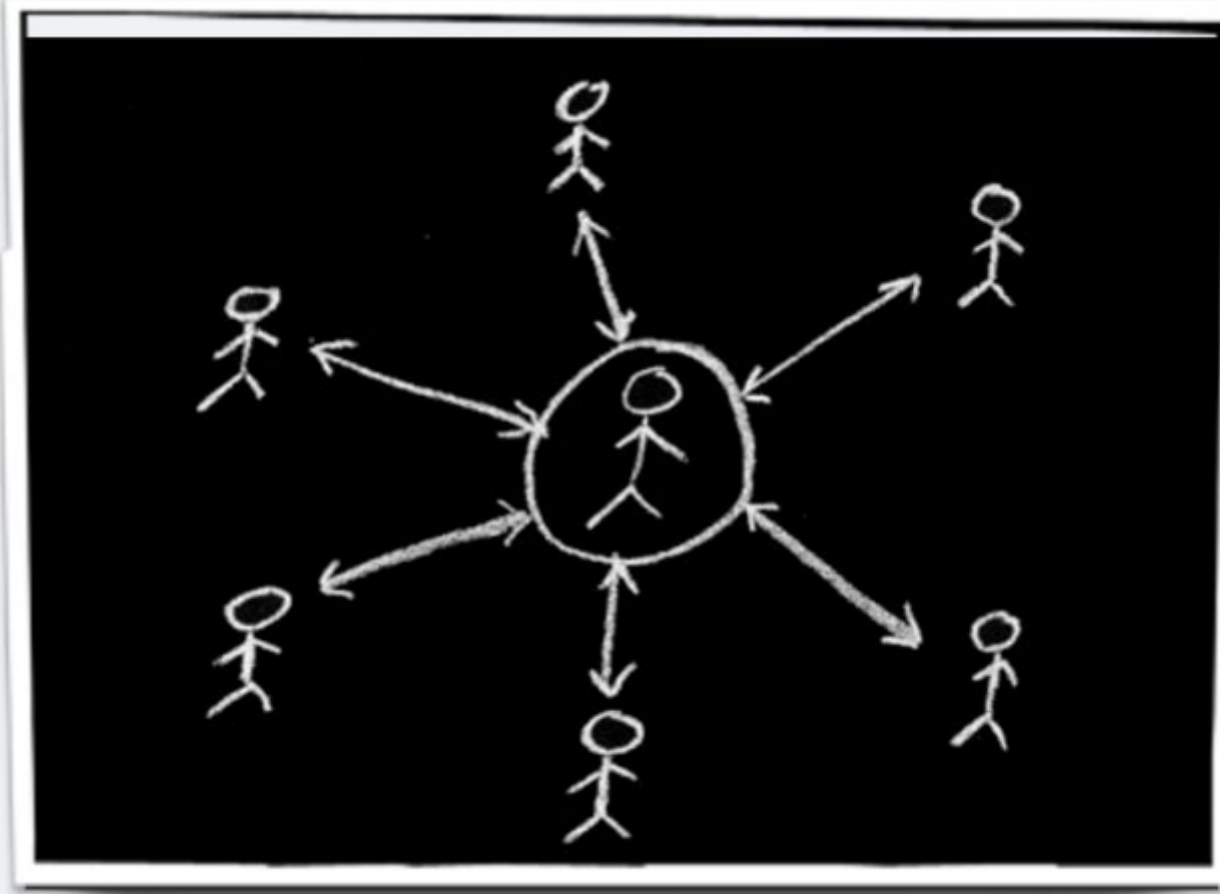
I rode horses everyday on my trip!



I'm a cowboy at heart!

Because pictures can tell a story that Reid's language can not...

Teaching Hand Under Hand, Authorship



Use of this equipment allows an increase of communication and self determination. These skills transfer well to the worksite for employees to capture and track the schedule of their job tasks.

- **Storytelling captures photos like those in a photo album, with people in the picture.**
- **A picture schedule for work is taken by the employee (supported as needed) following direct instruction from the employer. Photos are taken from the view from the employee; a picture of the task itself, not the employee completing the task.**

Picture Sequence



➔ Job tasks are captured, printed and set in sequence. Here, the left strip orders job tasks, the right shows completed tasks. Note: vertical or horizontal systems can work.

➔ Concretize times when abstract decision making is required. Ex) The clipboard shown here tracks tasks that need to be completed in 3 patient rooms. If 1 of the rooms is busy, or if supplies run out, it must be completed later. We took a picture of the clipboard and trained to move it down the task list thru the shift until all boxes for each of the 3 rooms was checked off.

Cooking is an excellent way to prep for tracking work tasks



It's not necessary to understand measurements in order to cook...

Note: Our Low Tech Training is included in shared resources.

Alex was thrilled to start using visual recipes



Alex took the pictures, printed them, and sequences them from the label.

We put Velcro on the hood of his stove to post them. He leaves me messages every time he makes baked eggs, his 1st cooking lesson with me.



Concrete Models of Money

- **Why do we work? What makes work different than other community activity and choices?**
- **How do we know we are contributing to the team? How do we measure or track our work tasks and performance? Where do we look to get measurements of progress and success? Who do we report to?**
- **How do we accommodate someone with a developmental disability to access this same information?**



A Money Jig can be made for any combination of coin. This one holds four quarters. We shop at the dollar store for items to purchase with earnings. We find a community sponsor to donate \$200/year to allow someone to connect production & earnings.





Connecting production to earnings & spending, allowed Trepp to begin working for himself



After using a camera/printer system, Trepp transitioned to an iPad. He now uses the Work Autonomy app & a money jig for concrete information about work expectations and earnings. He checks with his coach, saying and signing "Money" to confirm he will be earning.

Clear visual models of budgeting

SHOPPING LIST

Item	Name	Prep	Cost
	Banana	\$1.75	\$1.75
	Orange Juice	\$3.50	\$3.50
	Strawberries	\$4.00	\$3.50
	Blueberries	\$2.50	\$3.00

MY MONEY

\$15.00
\$13.25
\$9.75
\$6.25
\$3.25

\$ Cash Start/Remain



Small Group Break Out #2

Break into same group of 5

In your group, discuss and bullet point your thoughts on the difference between person centered and person driven low tech tools.

Where can you implement these low-tech tools to support people to build their own reference tools?

From Specialized Tech to Everyday Tools: The Power of the iPad

iPads are built for the visual brain

**From a \$4000 - \$6000 device that can do one thing,
to a device that can do thousands & thousands**

The same device that's in the hands of the masses!

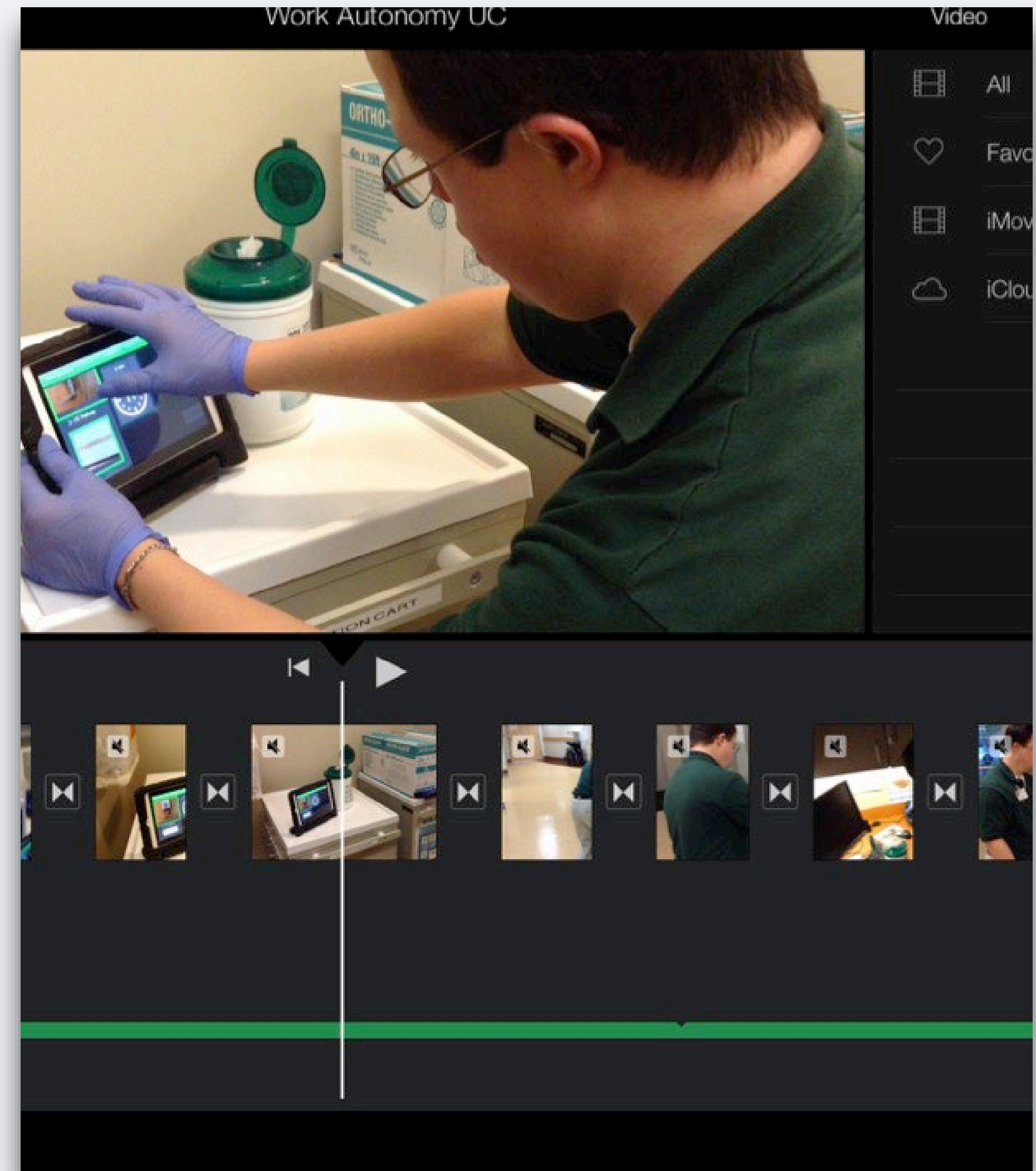
- **Contact - phone, FaceTime, other video calls**
- **Tracking- calendar, task lists, addresses**
- **Presentations- Keynote/PowerPoint**
- **Documents- Pages/Word, Numbers/Excel**
- **Mapping- maps, Keynote**
- **Entertainment- streaming, games**
- **Sharing- pictures, documents, screens...**



**High Tech- How do you
use your smart device?
Does the person you
support have access to
do the same?**

Photos & Film

- Capture and show a work site and co-workers in preparation for the first day at a new job
- Self Advocacy Film
- Video Resumes
- Video Brochures
- Customer Film Files
- During quarantine customers are capturing a photo/short clip to send their team while on furlough



Video Resumes

Video Resumes allow employers to see potential employees rather than barriers.



Universal Design in Training Tools

Find samples of accessible teaching tools:

<https://www.ableopps.com/free-materials>

<https://www.ableopps.com/video-resumes>

This slide is easy on the eyes...why?

Small Group Break Out #3

Break into same group of 5

- In your group, discuss and bullet point your thoughts on what kind of film could enhance services and person driven strategies?**
- How can you support people to build their own reference tools?**
- Write an annual goal specific to each idea. Include work, home, community and school settings.**

Note-taking Apps



ex. Notability and other note taking apps are ideal for creating BIO pages, title pages in film, video resumes, self advocacy film, etc...



Michael Rogers

In addition to my job at the State of Washington, I moonlight as a ticket-taker for the Mariners, Seahawks & Sounders!

A true Seattle sports fanatic!



Keep the Work
Autonomy App in
the menu bar for
easy access.



Work Autonomy App

A Person Centered
Accommodation Tool

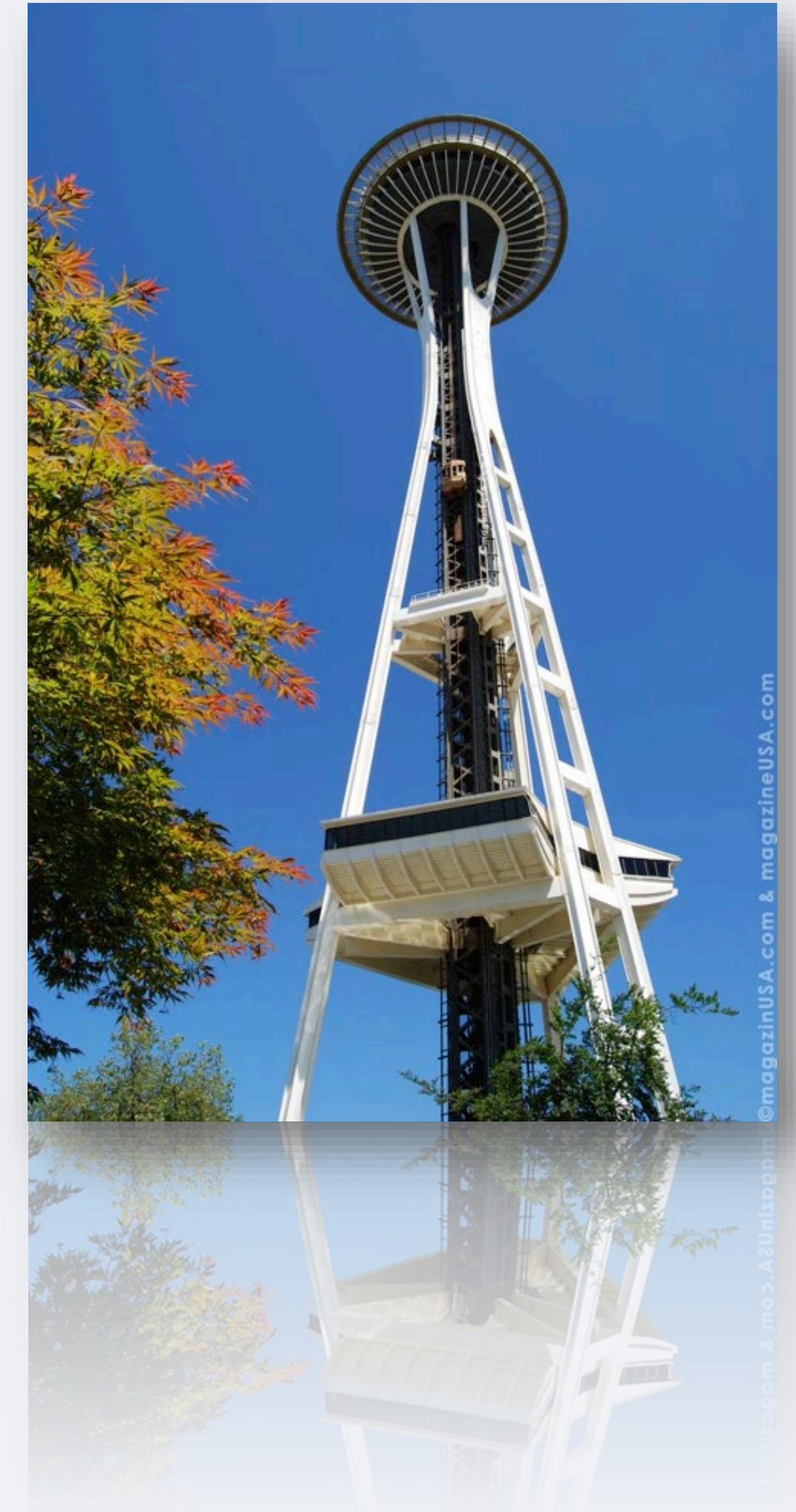
www.ableopps.com
NOW AVAILABLE ON iTUNES!

FaceTime & Video Calls

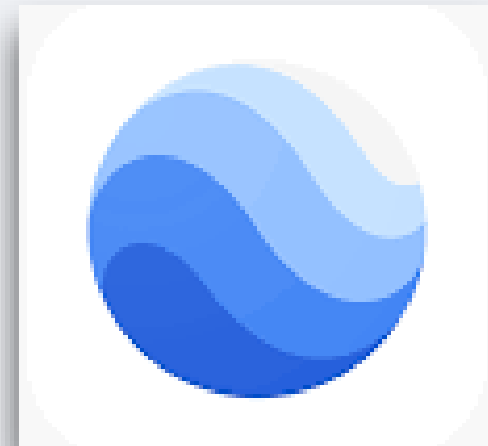
Before quarantine, we were training on video calls, to build foundational skill for safe travel.

Customers who struggle with language learn to call home showing visuals identifying where they are enroute, using cross streets signs and landmarks.

Now in virtual services we are training families, customers, students and school staff simple strategies for successful virtual interactions (see template).



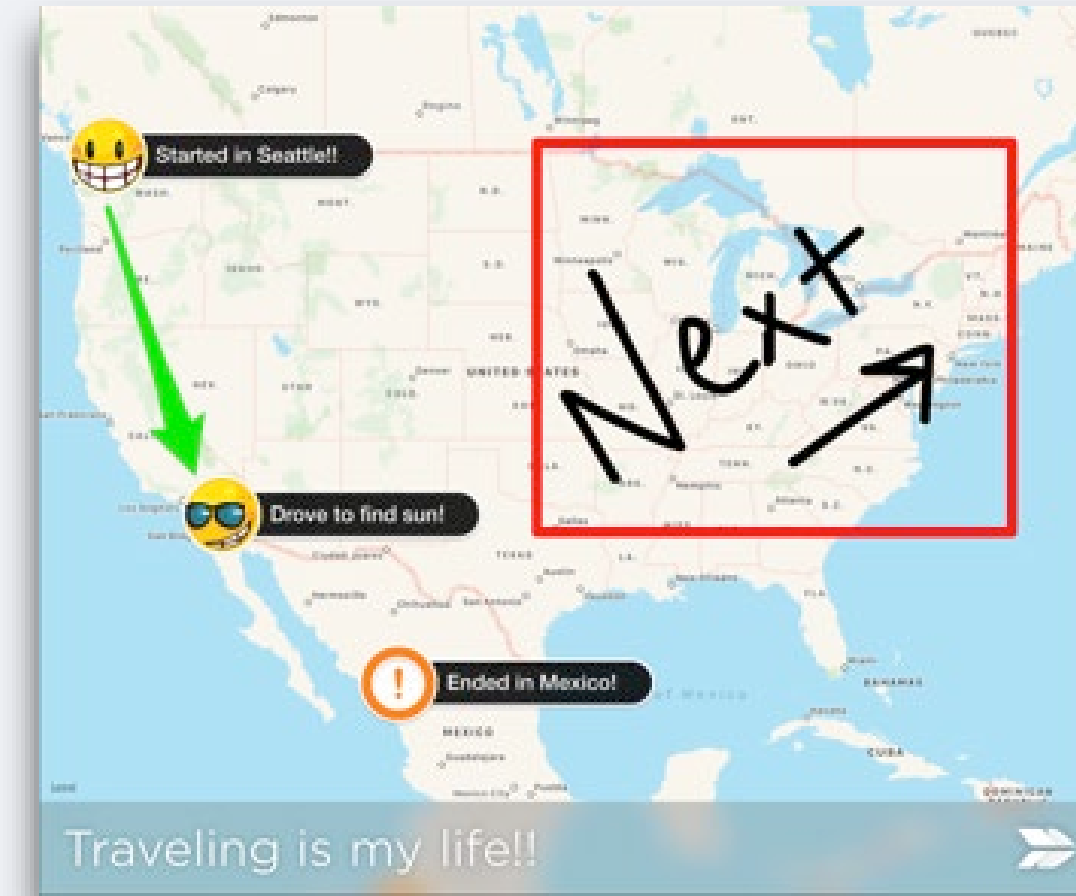
Mapping Apps



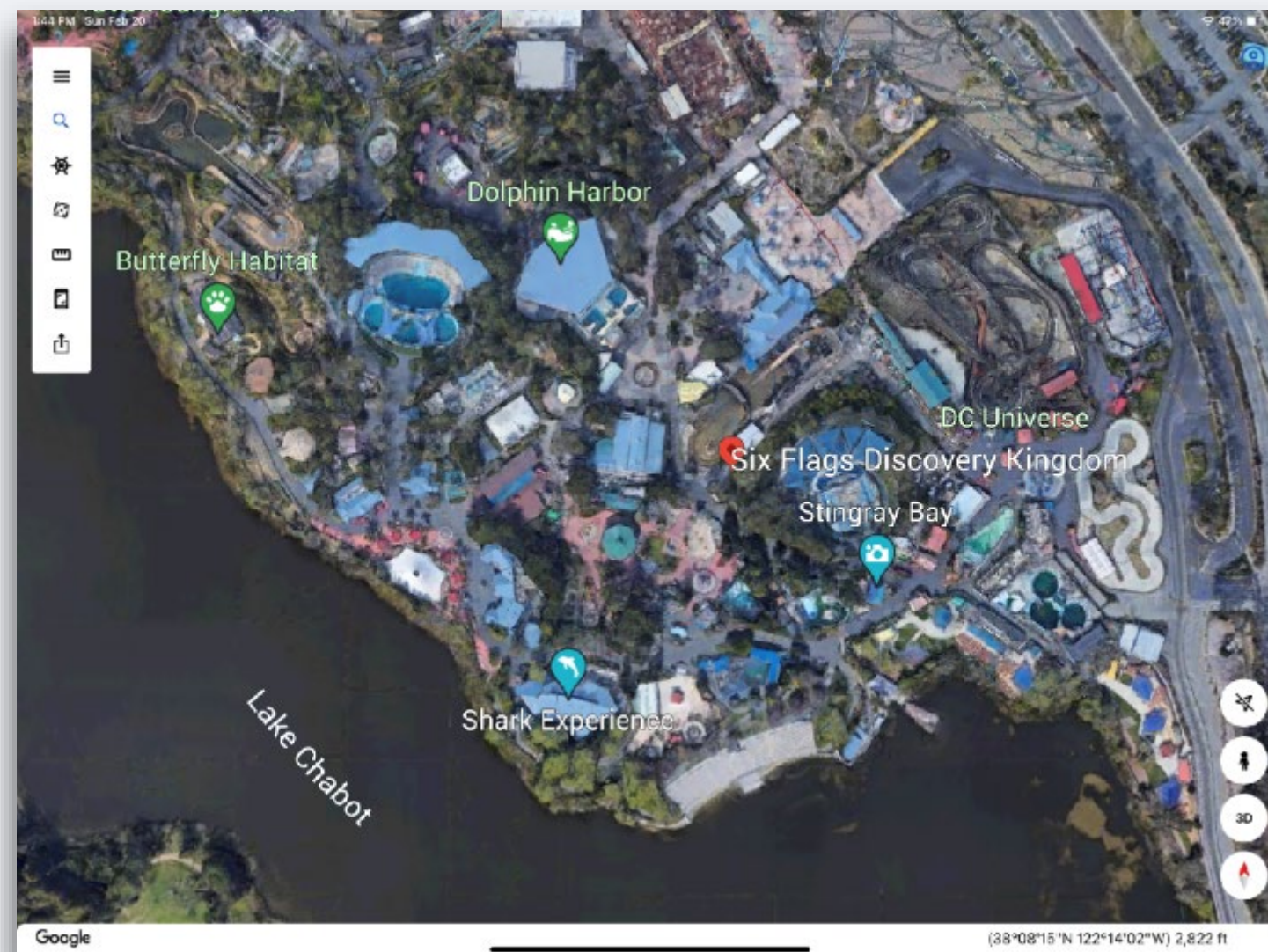
Google Earth



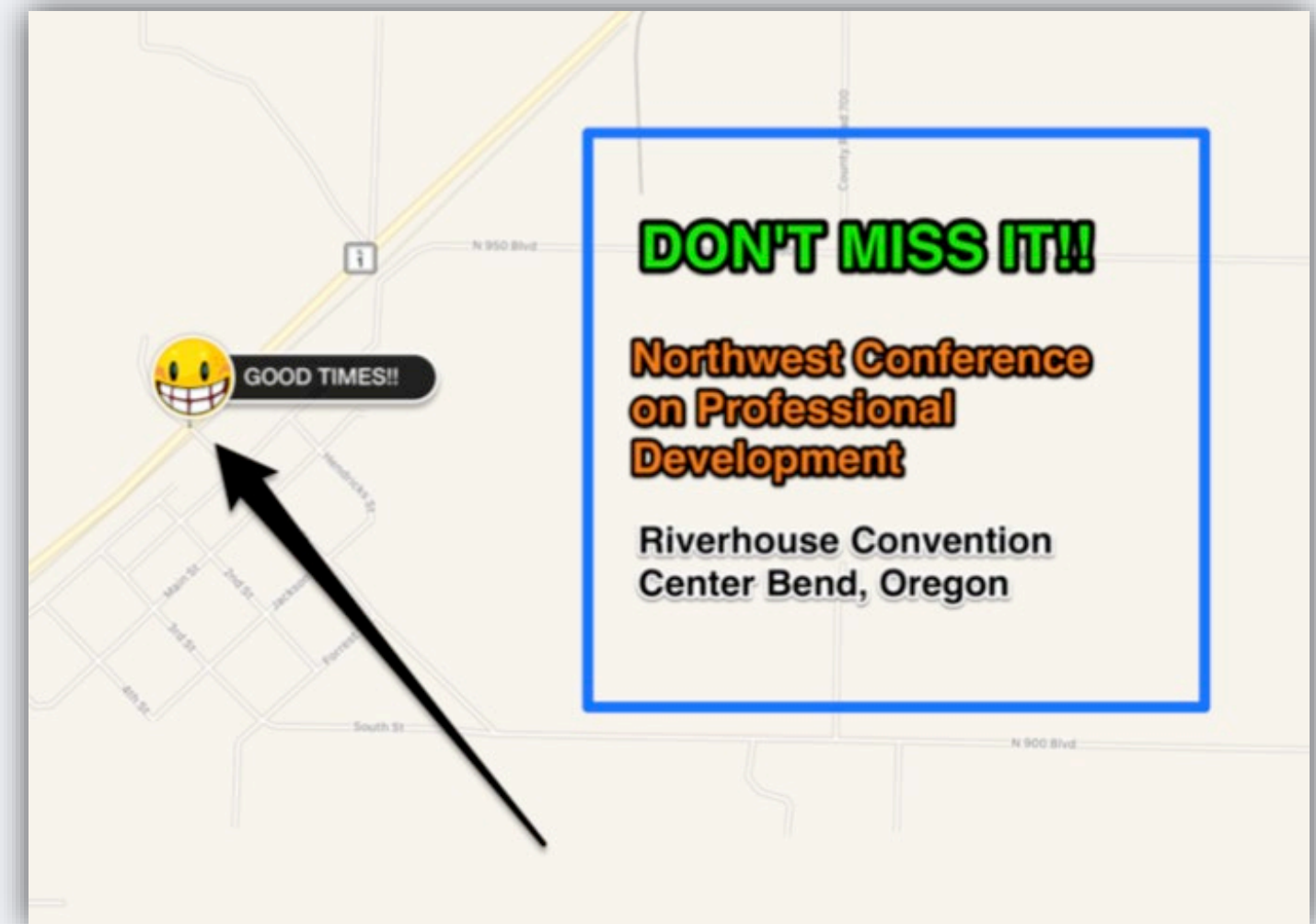
Skitch



Explore the earth, distances between places, zoom in



Draw directly on maps for travel route



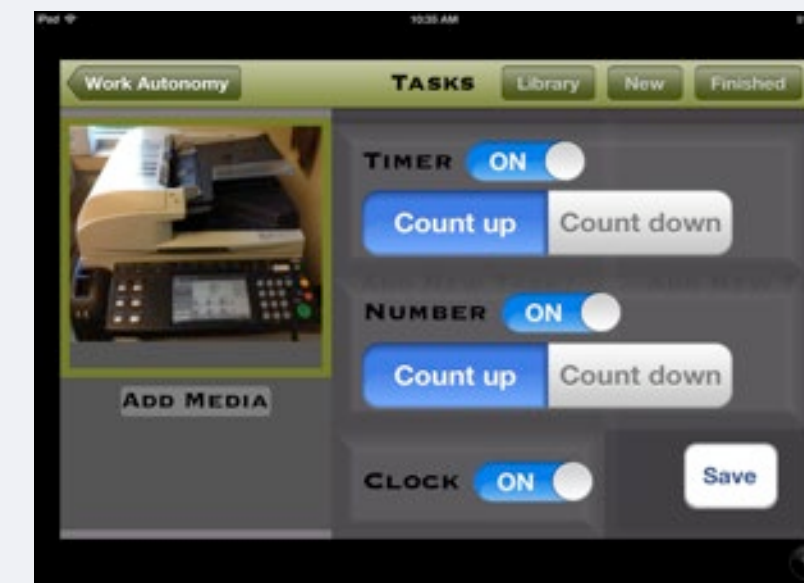
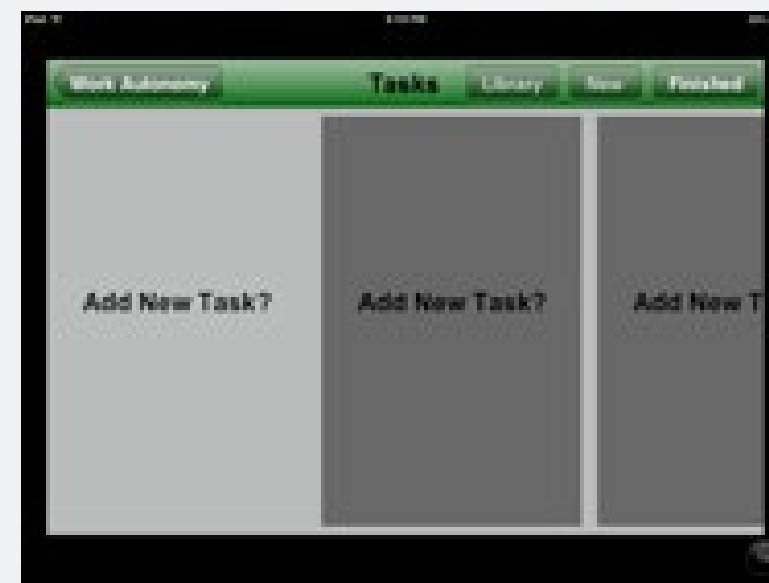
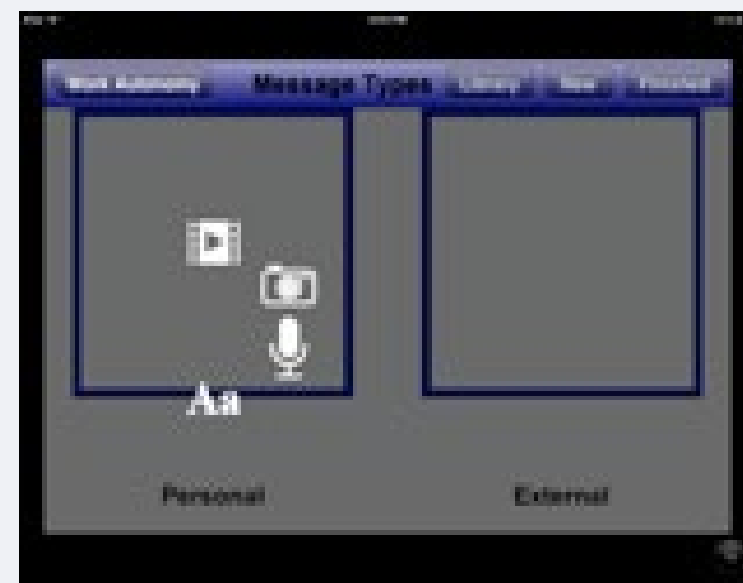


Work Autonomy

A Person-Driven Accommodation Tool

Available on iTunes

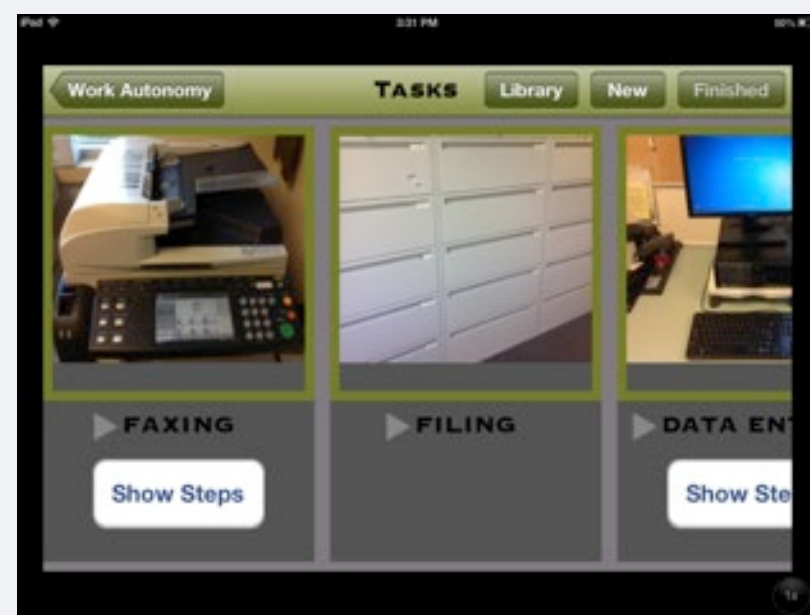
Work Autonomy allows accommodation to some of the greatest barriers in the work place: communication with customers, co-workers and supervisors, understanding and tracking task expectations, and connecting the relationship between production and earnings.



Set colors, font, sections to meet accommodation needs. Capture video, photo, text, and/or voice for messages and a work schedule. Set work expectations with your employer.



Play Messages



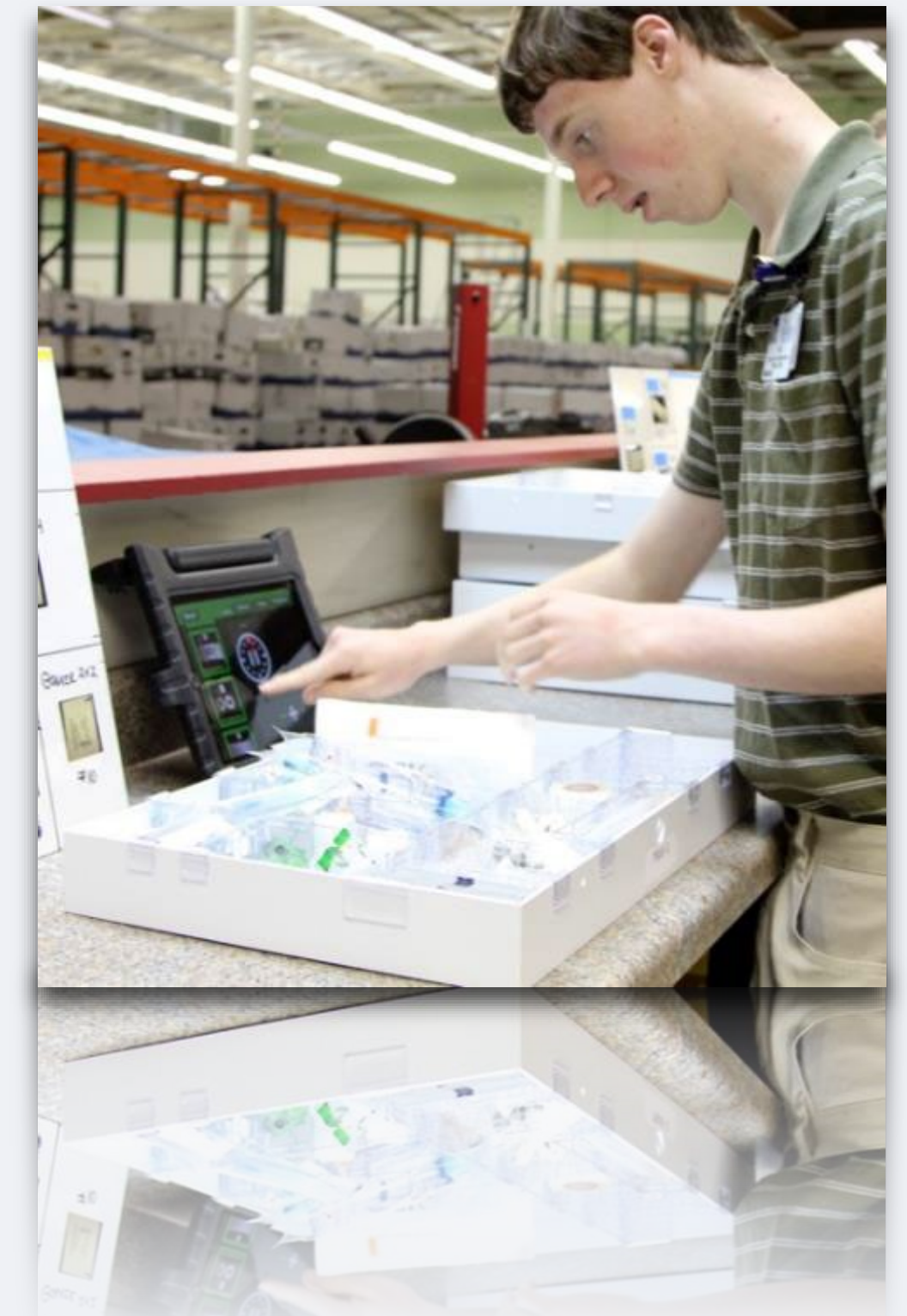
Track Schedule



Track Expectations



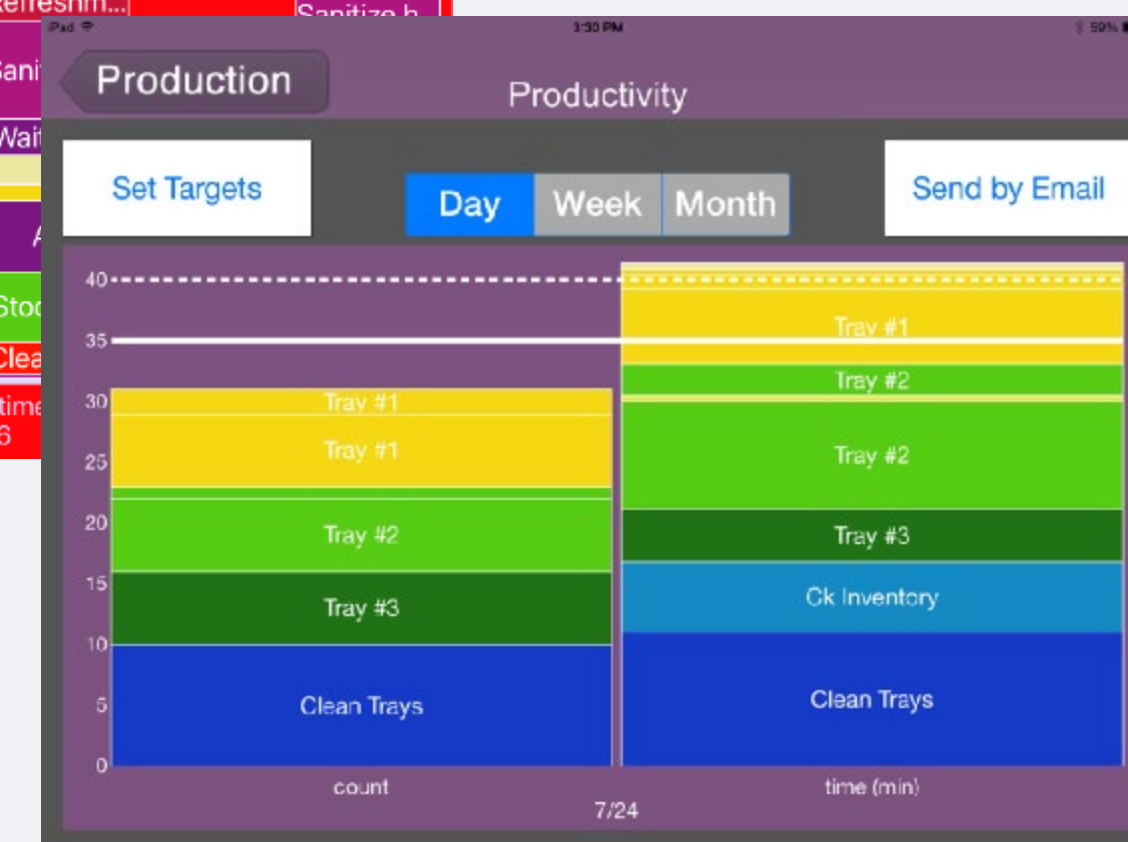
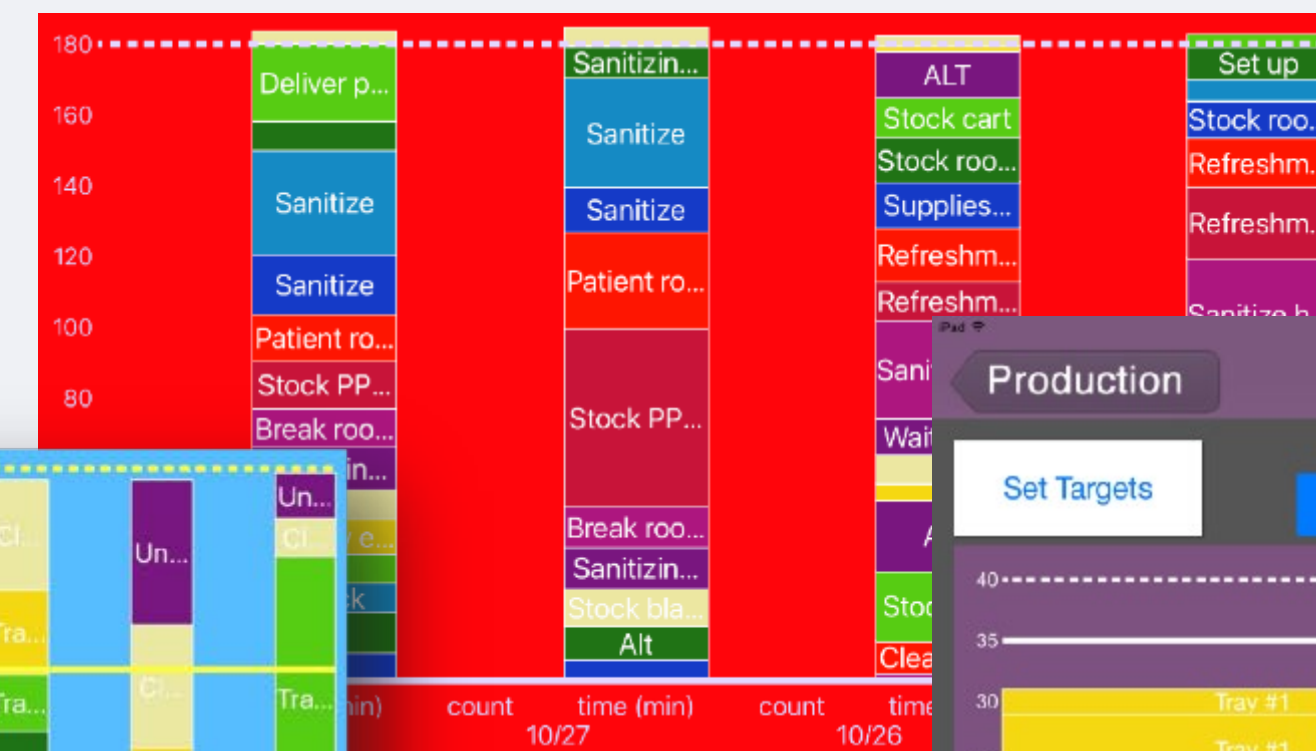
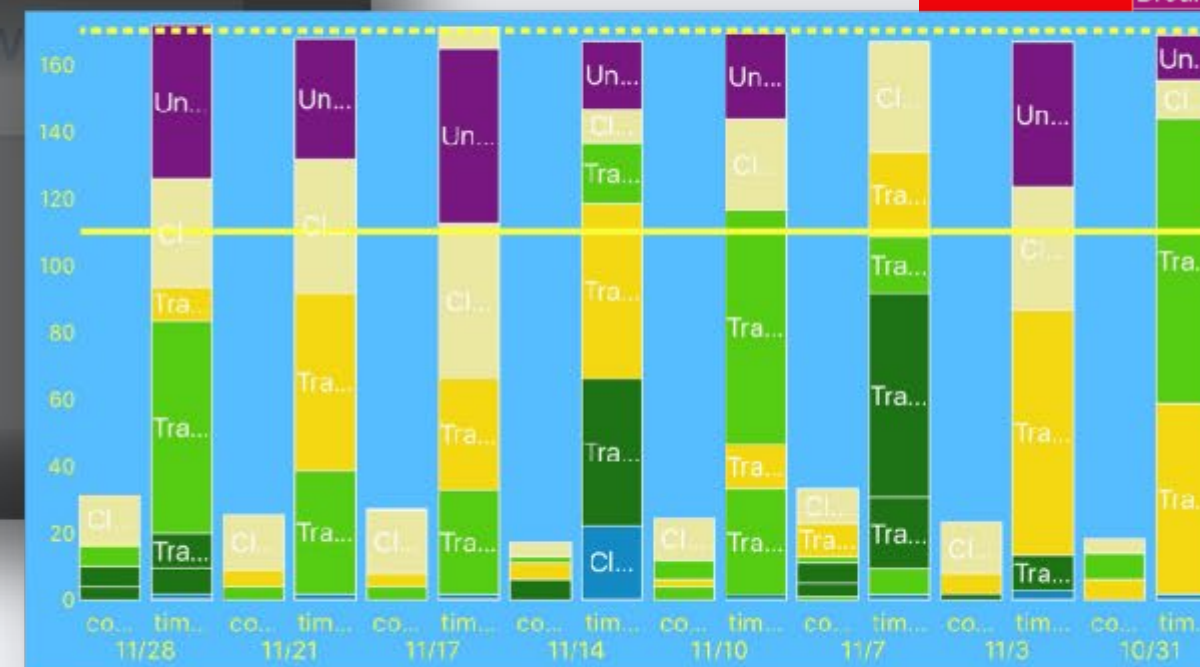
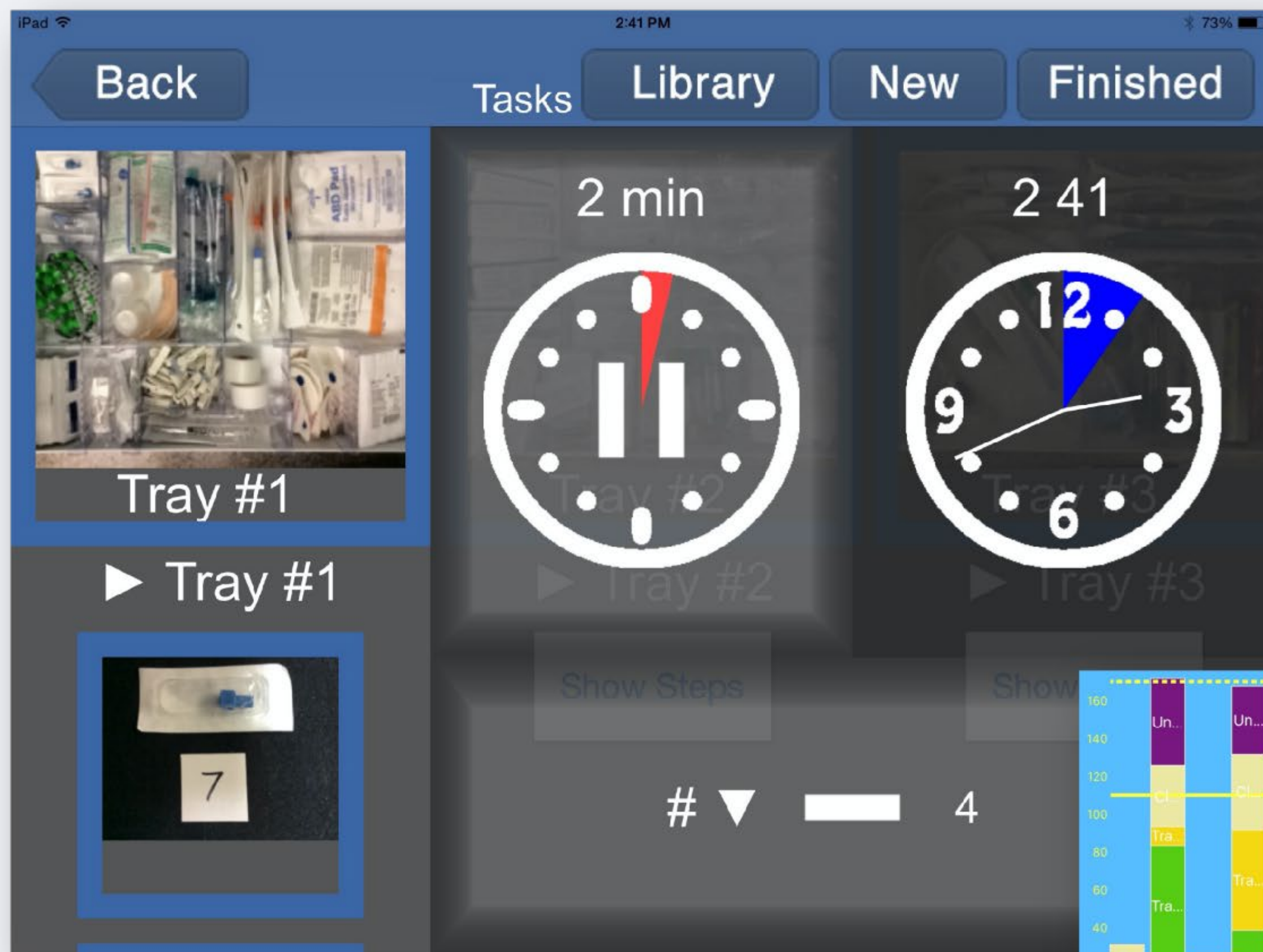
Track Production



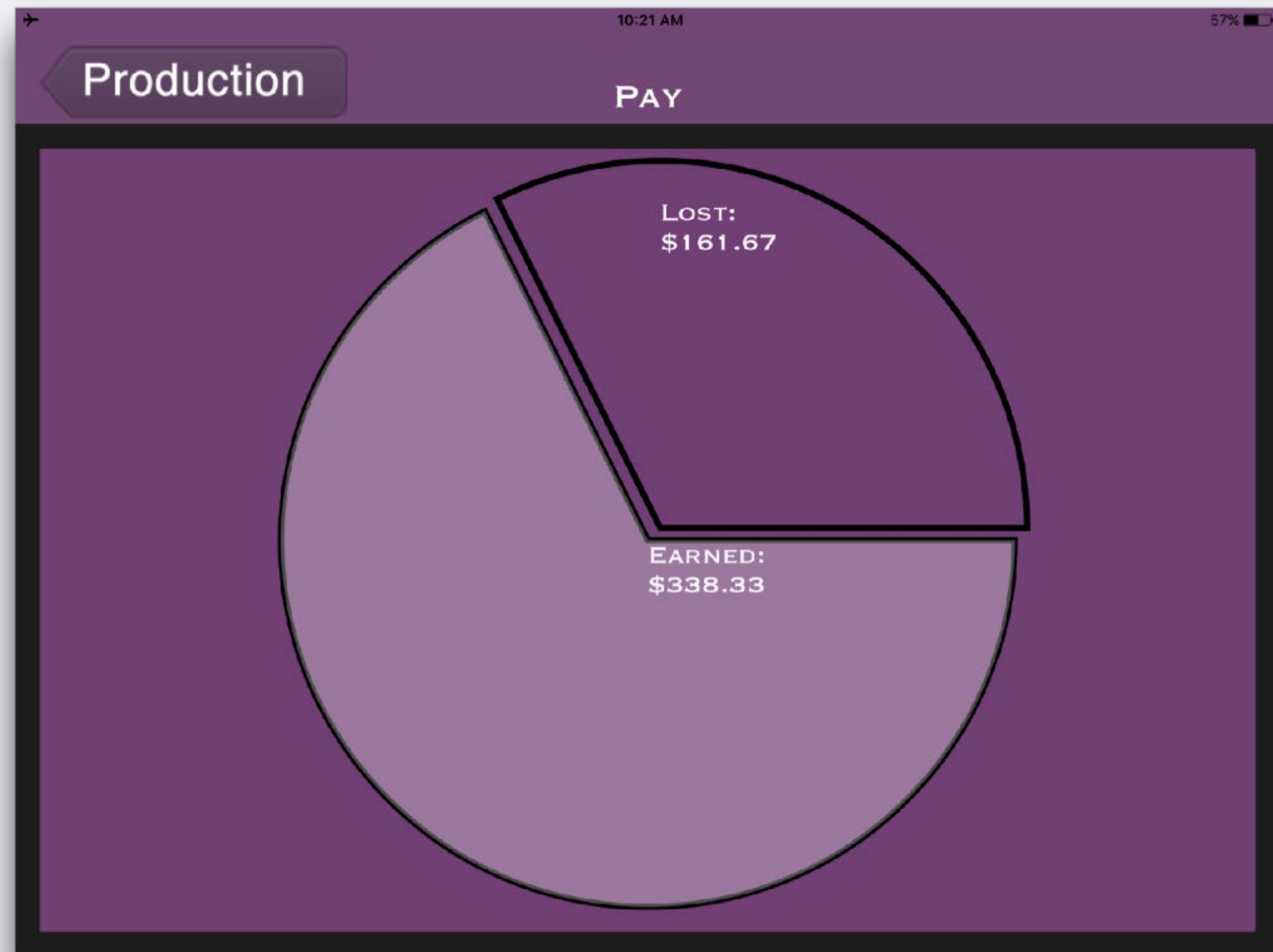
Tracking Job Performance with Work Autonomy

Employees capture the main tasks of their job using video, photo, text or voice. Under these they capture the steps needed to complete the tasks. Details come from their supervisor, with the coach reinforcing training, by referencing the app.

A timer, clock and counter are set to work expectations. These send data to a production chart while the employee works, then the chart is sent/shown directly to supervisors.

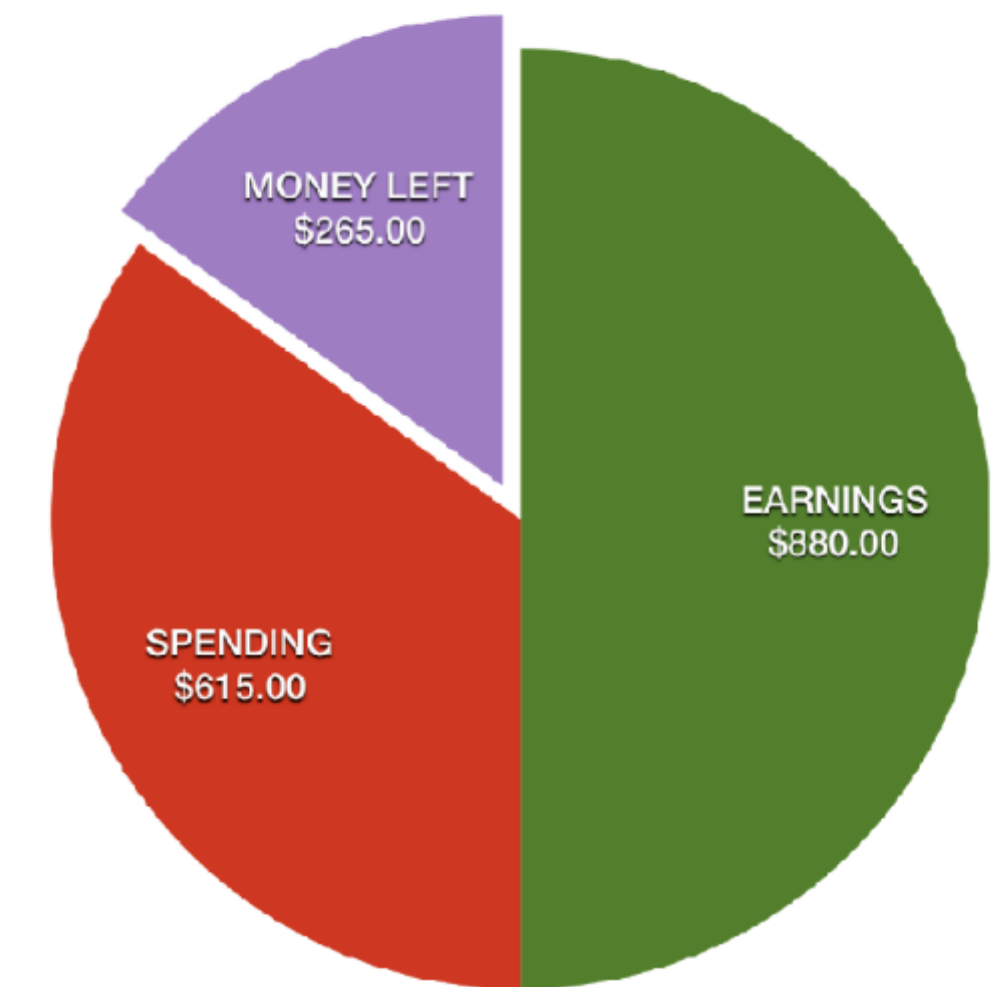


Earnings Chart



- ◆ Then track your spending choices to see how much you earn and how much you spend in a month.
- ◆ Fill in your earnings and spendings (blue text) and the chart will calculate it for you.

DATE	EARNINGS	SPENDING	ITEM	MONEY LEFT
3/1		\$350.00	Rent	-\$350.00
3/2	\$80.00	\$30.00	Utilities	-\$300.00
3/5		\$80.00	Phone	-\$380.00
3/6		\$25.00	Food	-\$405.00
3/7				-\$405.00
3/8				-\$405.00
3/9	\$200.00			-\$205.00
3/12		\$25.00	Food	-\$230.00
3/13		\$15.00	Dinner w/friend	-\$245.00
3/14				-\$245.00
3/15				-\$245.00
3/16	\$200.00			-\$45.00
3/19		\$25.00	Food	-\$70.00
3/20		\$40.00	Video Game	-\$110.00
3/21				-\$110.00
3/22				-\$110.00
3/23	\$200.00			\$90.00
3/26		\$25.00	Food	\$65.00
3/27				\$65.00
3/28				\$65.00
3/29				\$65.00
3/30	\$200.00			\$265.00
TOTAL	\$880.00	\$615.00		\$265.00



The other chart produced shows wages earned so far this week, allowing someone to see their earnings increase as they continue to work. The earnings from this chart can be used in the budgeting worksheet

Other Favorite Apps



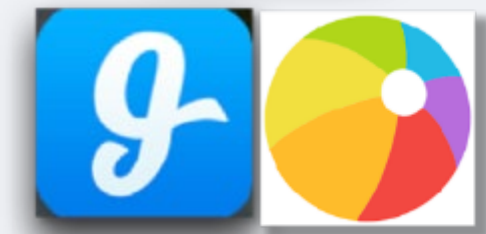
Seeing AI, a visual scanner with read out for environments & documents



Otter, a note taking recorder, that provides audio and text



Genius Scan, copies of reports, evaluations, receipts...



Apps like Glide & Marco Polo, allow you to leave video messages



Cognitopia, some ability to use video and pictures, but tracking is written



CanPlan, ability to capture and schedule Visual Tasks




**QR Codes & Scanning Apps, Create a free Quick Response codeEx)
www.QRStuff.com**




**Use one of the many QR Scanning Apps. Ex: Free QR Code, QR Scanner, Scanbot
Point your phone at the QR code and it will direct you to the link assigned.**

Safety Focused Apps

B Safe  **Safe travel with features to track location and engage emergency services**

Circle of 6  **Chosen group of tracking and response notifications**

First Aid, Red Cross  **Emergency response, video walk through**

Life 360  **Location sharing used by groups of people, emergency services**

Small Group Break Out #4

Break into same group of 5

- **In your group, discuss and bullet point your thoughts on the difference between person centered and person driven high tech tools.**
- **Where can you implement these strategies to support people to build their own reference tools?**

Progress, Slow & Sure

Programs supporting people with developmental disabilities have been most strongly influenced by those with a passion for social work and social justice. This has resulted in person-centered services, strong advocates and constant movement toward higher standards in the quality of life for those who experience developmental disabilities. We are relatively new at accommodations for our second customer.



Support Systems Poll

Students are challenged to find employment because:	1	2	3	4	5	6	7	8	9
Employer Attitudes / Lack of Awareness	X								
Lack of understanding earnings								X	
Lack of motivation to work		X							
Lack of collaboration between agencies during transition							X		
Lack of competitive employment skill					X				
Lack of support hours (teachers/employment vendors)						X			
Limitation in our own belief of employability.									X
Transportation				X					
Family beliefs and culture and expectations			X						

Source Able Opportunities, Inc. 2018

Employer Poll 2007-2018

	1	2	3	4	5	6	7	8	9
No Capacity (money/time)	X								
No Applicants				X					
Lack of Work Skills									X
Bad Experience w/Employee w/ DA							X		
Bad Experience w/Employment Agency		X							
Don't Understand Support System			X						
Parents (overbearing/on staff)						X			
Wouldn't Know How To Support Person					X				
Fear of Safety Issues								X	

Source Able Opportunities, Inc. 2018

Examining the System

What is the #1 reason a person with IDD loses their job? A change in supervisor. What does this teach us?

If an employer has had a bad experience with one of us, they are understandably reluctant to work with us again. The fact that we do not have standardized business minded practices hurts us.

We need to elevate the system from successful job developers to reliable structures using successful tools:

- **Video Resumes**
- **Concrete Interview Questions**
- **DA Training - company wide overview to floor staff**
- **Adapted Compliance training and evaluation tools**
- **Formal Fading Plans**
- **Direct production reporting (see Work Autonomy app)**

Normalize Relationships: My Parents, My Teacher, My Boss



Your first relationship with an employer taught you much of what you understand about work expectations and outcomes of performance. Many people with disabilities leave school and move into employment services with a job coach / employment specialist. If the person is trained and monitored by the coach, this most often emulates a parent or teacher relationship. To shift this, strengthen supports that connect employer and employee, developing the supervisors ability to train, evaluate and communicate with their employee, and the employees ability to represent themselves. Potential Tools: video resumes, advocacy film, apps that capture track and report production details.



We develop successful recruitment & retention business models for hiring people with disAbilities



**JOIN US
YOU'LL GET
WIN-WIN RESULTS**

Work Independence Network (WIN) Program

Our collaboration with Harrison Medical Center has allowed us to attend to our second customer, the employer.

In addition to understanding their mission and values, we have developed business minded practices.



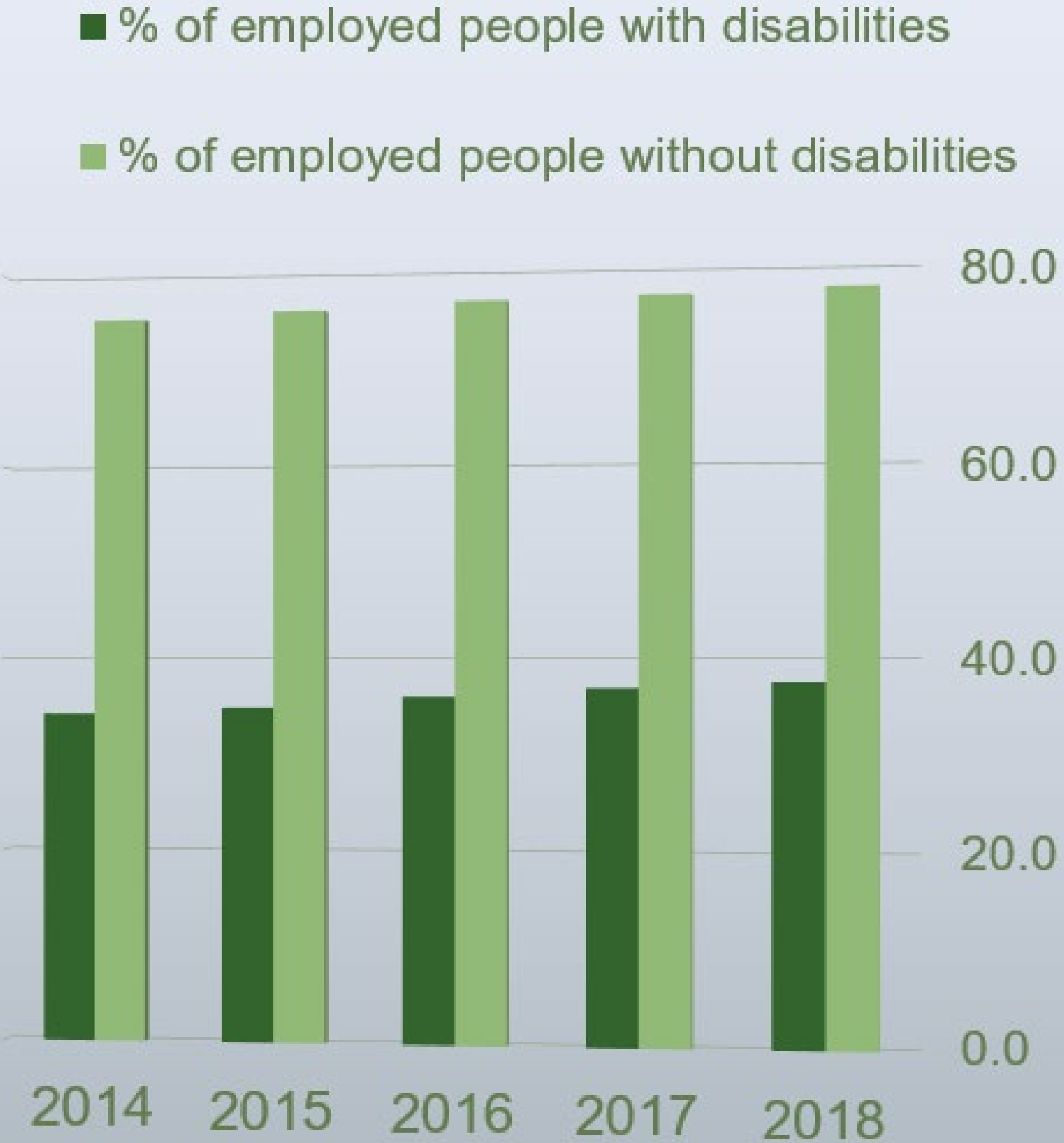
Teach to the Tool

- **How do we get out of the way? We need to ask this question regularly!**
- **Is an employee slow to pick up skill? Distracted? Lacking motivation?**
- **Is a parent perceived as "overly nervous" or "overbearing"?**
- **Is an employer close minded? Too busy? Giving you the brush off?**



These are the places we need to invent accommodations! What tool or accommodation will allow them to track or gain access to information more directly?

Why launch this initiative?



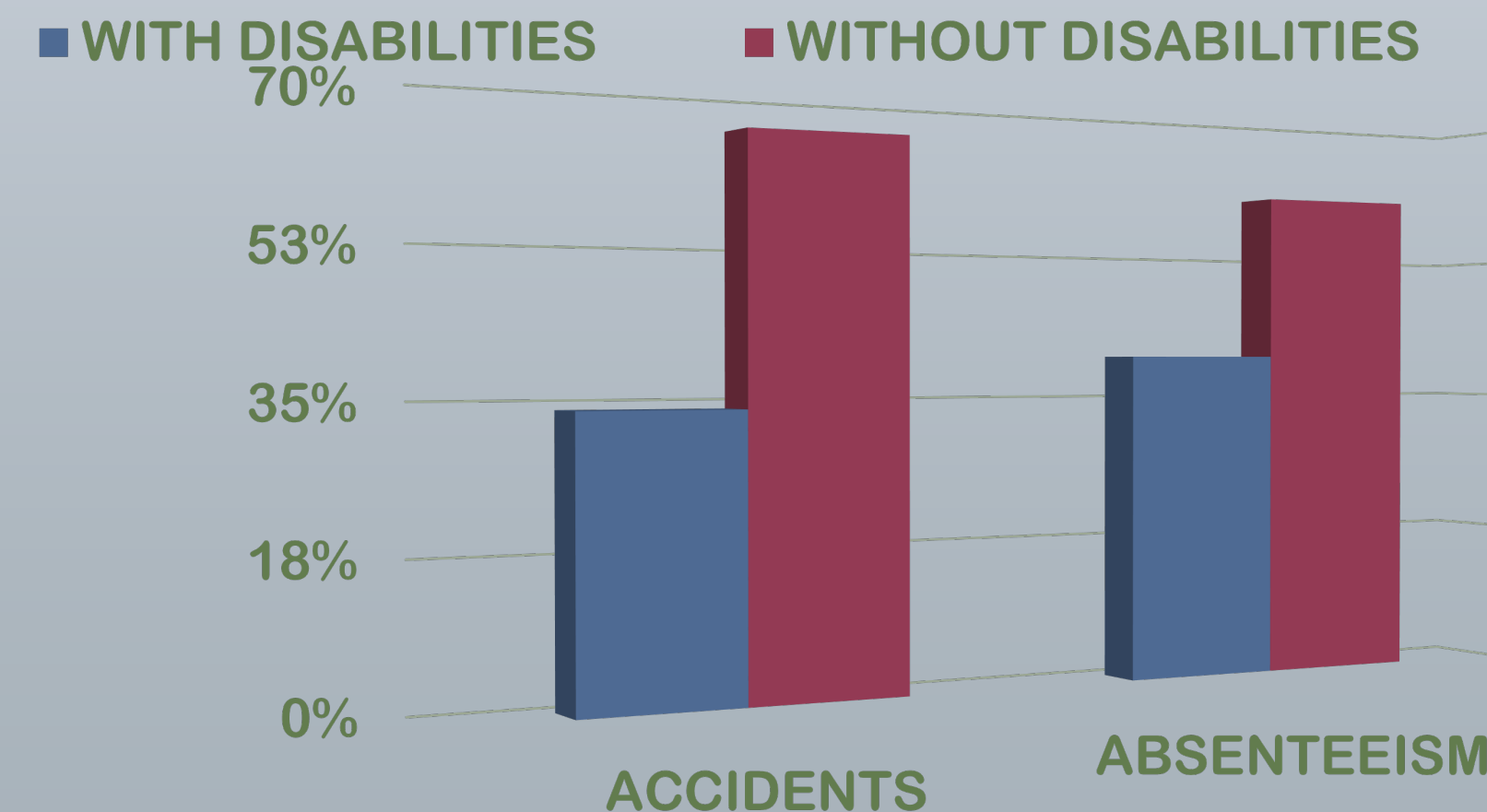
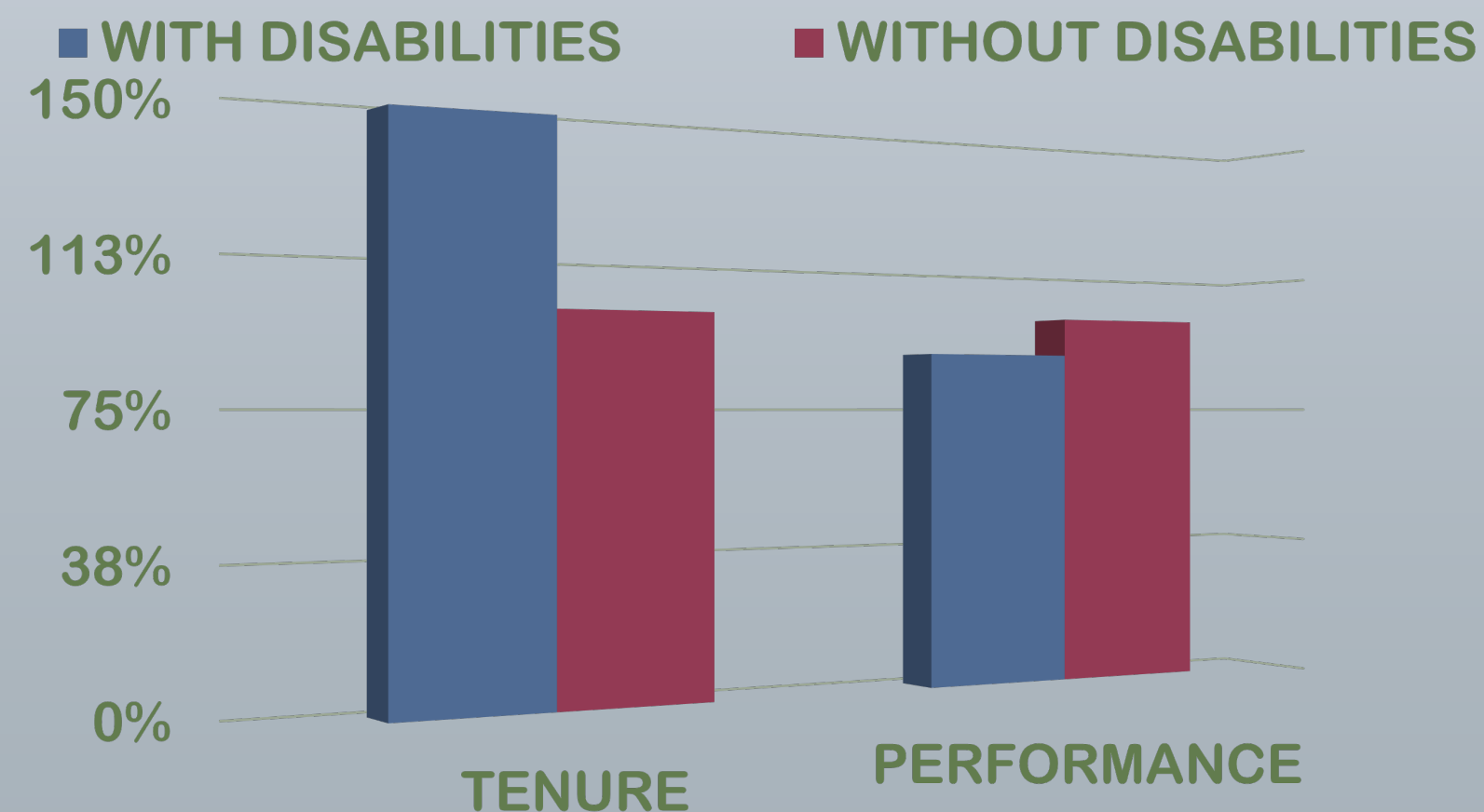
- **There are almost 21 million working age adults with disabilities.**
- **Unemployment rates are more than twice as high for people with disabilities.**
- **You will continue to access an untapped pool of talented employees.**
- **An initiative sets you apart as a community leader and provides a national employment model that breaks down myth & system barriers.**

Source: Institute on Disability/UCED, 2019 Annual Report

Employers Consistently Report Benefits

Walgreens & similar affirmative action initiatives give us current reliable statistics. Employees with disabilities:

- 48% greater tenure; decreasing recruiting/training costs
- 34% fewer safety incidents
- 90% perform equal to or better than those without disabilities
- Absenteeism is 40% less



Source: James Emmett & Company 2018

ACME

Leading the way, it's what you do

Building Community



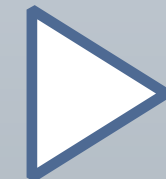
Vision of Employee Base
Reflecting Communities,
19% with Disabilities

Embracing Differences



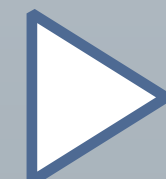
Hiring From the Group Most
Impacted by Poverty, Breaking
the Myths of Employability

Innovative Access Tools



Adding Cutting Edge Low and
High Tech Accommodations to
the Accessibility Plan

Diverse Perspectives



People with Disabilities
Leading a Dynamic Action
Plan, Fostering Growth



Able Opportunities, Inc.

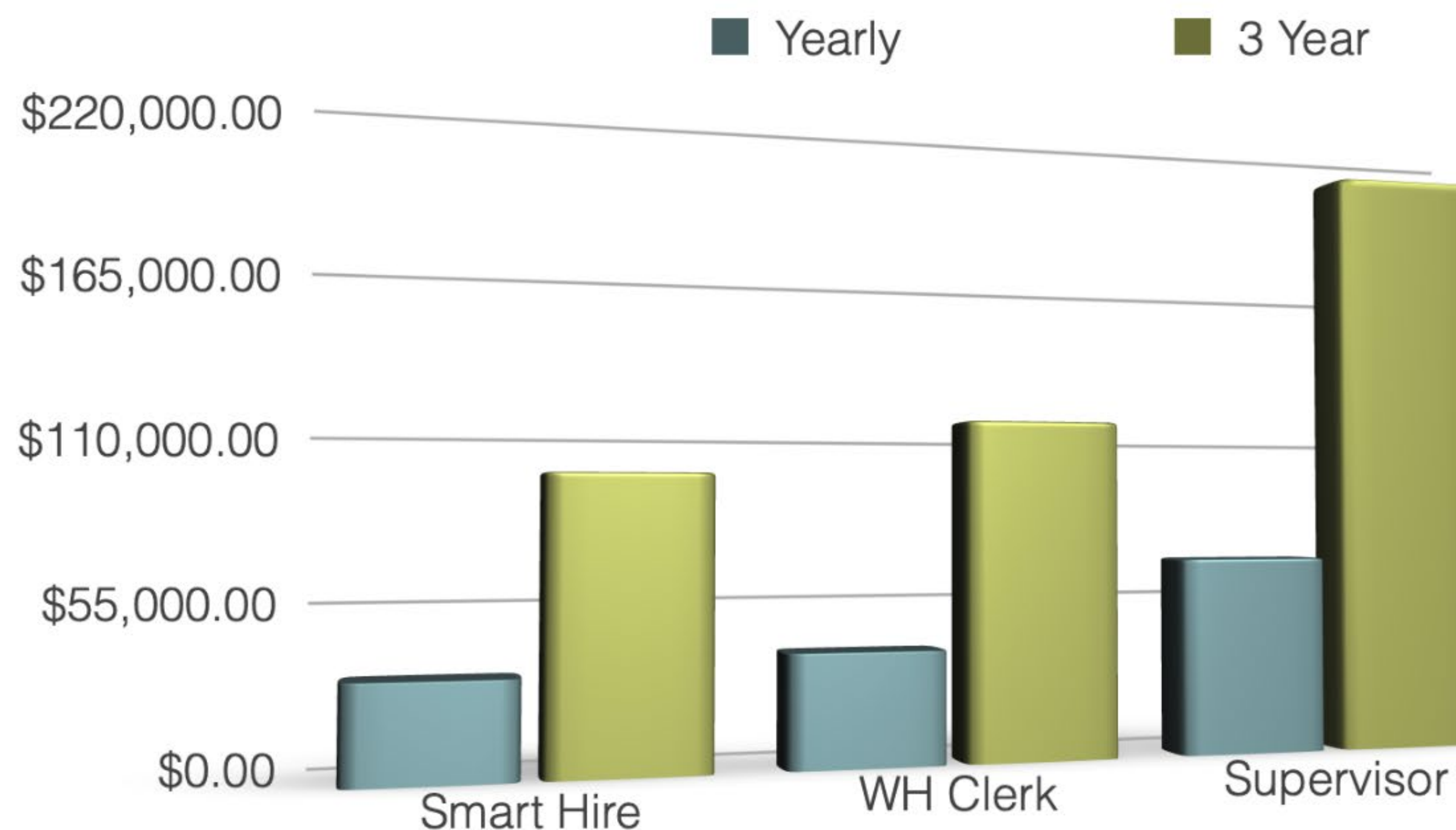
Innovative Accommodation Tools, Business Efficiency Specialists

www.ableopps.com

Cost Analysis:

Using Math to Break the Myth

WH Assistant	Hrs/Wk	Hourly	Weekly	Yearly	3 Year	Cost Differential
Smart Hire	40	\$15.75	\$630.00	\$32,760.00	\$98,280.00	
WH Clerk	40	\$18.65	\$746.00	\$38,792.00	\$116,376.00	\$18,096.00
Supervisor	40	\$33.03	\$1,321.20	\$68,702.40	\$206,107.20	\$107,827.20



Matching tasks to the gifts and strengths of your employees makes good business sense. Based on a 40 hour position a Smart Hire could defer between \$18,096.00 - \$107,827.20 of revenue over a three year period! Funds generated could be earmarked for the cost of the FTE. Customized positions also recoup revenue from higher paid, cross-trained staff, now freed up to increase attention to additional revenue from direct customer service and / or production.

Standard Operating Procedures, Accommodating Employers

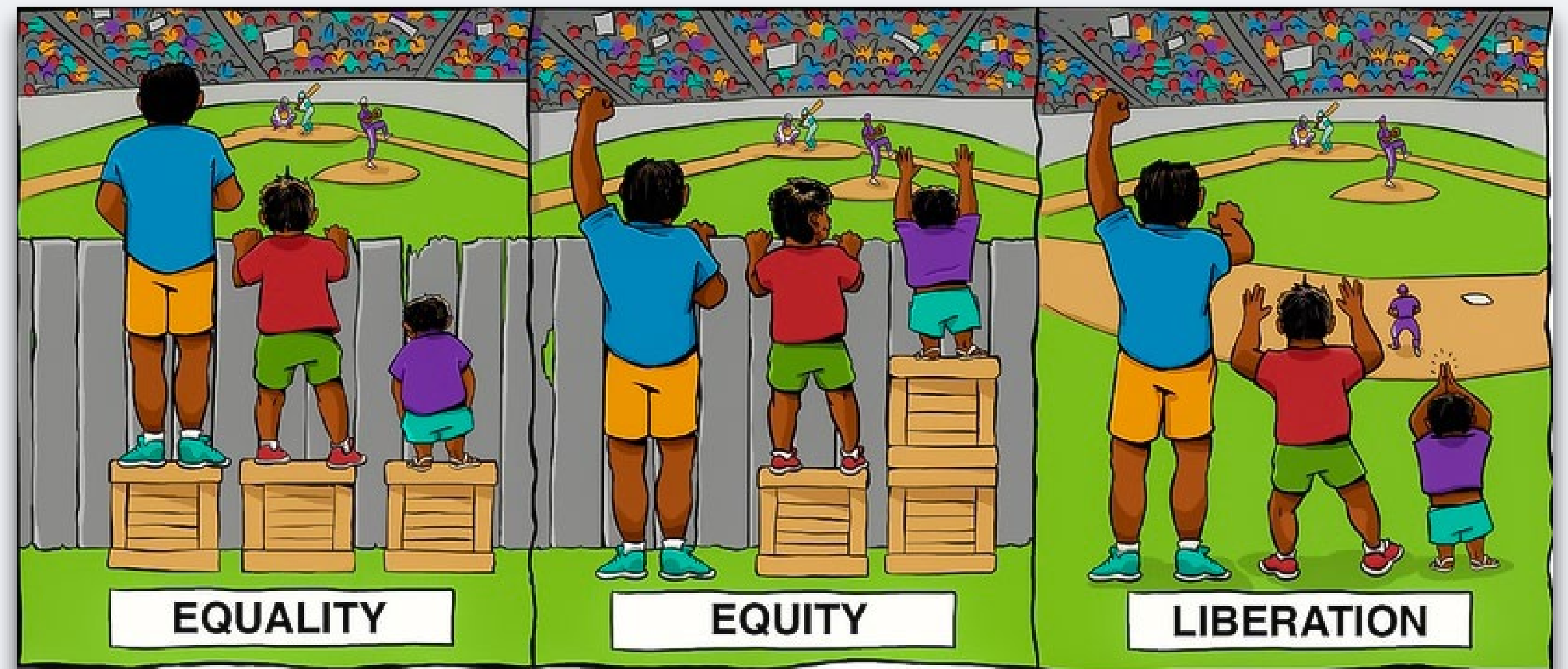
+	PROCESS	PARTNER OUTREACH	JOB DEVELOPMENT	COST ANALYSIS / ROI	WORKSITE ANALYSIS	JOB ANALYSIS	OFCCP	EEOC
 ABLE OPPORTUNITIES, INC. BUILDING SUCCESSFUL CORPORATE HIRING & RETENTION PRACTICES JENNIFER WHITE, CEO 206.406.9900 CELL WWW.ABLEOPPS.COM JENNIFER@ABLEOPPS.COM								
Process Suggestions for Hiring and Retention of Employees with Intellectual / Developmental Disabilities (I/DD)								
<p>There are several successful models for hiring people with disabilities (Google "Workplace Initiative: Disability and Inclusion Guide", and go to the Employer Assistance Resource Network at http://www.dol.gov/odep/resources/EARN.htm for resources) Yet people with intellectual disabilities (I/DD), who may require long-term support to maintain performance expectations, are often the last employment opportunity. One of the reasons for this, is a lack of standardized performance from a necessary long term partnership with community agencies who provide job coaches to support employees in your workplace. This tool is to help you set and maintain a standard, as the employer, allowing true integration into your workplace.</p>								
Key Initiative	Action Item	Steps	Associated Tools					
Preparation	Identification of Community Partners	Google these terms and contact your area representatives: Developmental Disabilities, The ARC, Association for People Supporting EmploymentFirst (APSE) president for your state, Parent to Parent and PAVE, Special Education Transition (School to Work, STW) Programs, Vocational Rehabilitation (VR), Special Olympics, Community Rehab Programs (CRPs), Disability Rights Organization, Project Search, etc. Notify these group about the upcoming local hiring initiative. Applicants will come from many referrals group. Use the tab "Partner Outreach" to capture a contact list.	https://apse.org/about/state-chapter https://www.thearc.org http://www.askearn.org/state-vocational-rehabilitation-agencies/ http://www.ndrn.org/en/public-policy-employment.html https://www.projectsearch.us https://www.specialolympics.org https://www.parentcenterhub.org/parentgroups/					
	Interview of CRPs	For one point of contact model (where one agency is chosen as your partner and all coaching will be provided by them, the design at the WIN Program at Harrison Medical Center (contact Jennifer White jennier@ableopps.com) interview local CRPs and identify your project partner. If/When you can establish an in house position for a project director it will still be important to set a meeting with all local CRPs to educate them about your hiring plan and partnering process. Although in-house experts may be hiring and training new hires into positions, your local partners will still be contracted by the state to provide services (work skill building, job search prep, independent living, etc.) with this population of people. They will be partners in developing your pipeline of qualified applicants.						
Planning	Job Analysis	Walk thru of work floors, observation of staff, meeting with supervisors and frontline staff to identify areas of high attrition and where LEAN concepts of production may make process more cost effective and efficient. Give attention to areas where the company is paying higher trained staff to complete tasks that do not require cross training. Complete a Cost Analysis/Cost Differential with the team. Complete a Worksite Analysis/Job Analysis.	See tabs: JOB DEVELOPMENT COST ANALYSIS WORKSITE ANALYSIS / JOB ANALYSIS					
	Job Descriptions	Reconfirm the scope of tasks identified during Job Analysis. Write job descriptions, include enough detail for outside partners to understand necessary skills for the job. Establish FTE need, & get approval for new positions.						
	Timelines	Identify timelines for process- Governance, Posting & Screening Applicants, Interviews, Offers, and Start Date.						
	Partner Roles Agreement	Outline clear roles in an agreement with your chosen local CRP partner. CRPs are often habituated to run the hiring/placement process and remain the expert on training, reporting, and evaluating your new hires. To standardize this process and ensure you get the same minimum quality of work across sites, it will be important to identify exactly what is expected of your partners, defining ways they will accommodate supervisors to maintain direct communication and feedback with their employee, develop and report accommodated compliance training and evaluations, etc.	See doc: Partnership Doc					

Shifting Culture

Long-Term Dynamic Plans are Necessary to Address Institutional Systems of Oppression

Remember Culture Trumps Strategy

- New work feels more like work
- 3 year rule of thumb
- Grieve the change
- Break into steps
- Measure success



Original concept image by Craig Froehle, adapted by Angus Maguire

Plans for Change

- To influence an agency or company ethos, you need top down, bottom up training and teaming - with clear pathways built for communication flow, and clear models of transparency and lessons learned
- Develop a culture of learners, stay FASCINATED!
- Long- term dynamic planning points, we're in this for the long haul
- Clearly identified measurements of progress
- Celebration as fuel, every staff meeting, every report out, community PR
- To invigorate champions, once trained, offered position/duties as internal trainers w/ financial compensation
- Involvement of your customers, once trained, offered position/duties as internal trainers and co-trainers w/ financial compensation
- Strategic planning & KPIs reflecting concrete goals and timelines



Start with Questions

Able Opportunities, Inc. PLANNING CHANGE DOC

ISSUE	EXAMPLES
Funding	Identify current sources, possible sources and black holes where there is no identified funding. Explore braided funding, barter with collaborators, involve customers who benefit from content you are building and learning how to build content, ex. learning to make film while capturing footage for training tools.
Thought Change	We work in social justice. Set the bar of potential in the right place. How do we keep going, continue to create innovative accommodations, invest in the time it takes to set the bar higher? How do we get out of the way?
Accommodations	The right tool can change everything. Evaluate communication tools. Do PWDs have direct interactions with coworkers and employers? Does the PWD understand their earnings, that production = earnings, can they report directly to their supervisor about their work?
Staffing	Hours needed and funded to complete goals and collaborate with partners. How much can we work into current rhythms of service and reporting? Who is invested in this change? Find your champions, train them.
Education	Ongoing training provided to utilize tools and strategies. Ability to build new tools/strategies/revenue streams/partners through research, education and project pitch.
Strategic Planning	Identify company goals that include priority of tools and strategies. Ex. Within the next quarter, ACME Placement Services will support 5 customers to develop video resumes.
Collaborative Partners	How can we leverage the mission and values of potential partners and find trades beneficial to both parties? Ex) HS students have senior project requirements. Is there a student or students interested in promoting positive images and stories of PWD through a social media campaign? Ex) One Stops are tasked with becoming more accessible to PWDs. Trade an office space where you meet with customers exposing them to accommodations, act as information and referral. Or co-teach a community class with a PWD on making Video Resumes.

Strategic Plan Examples

- **Between Jan-June 2022, each department will target barriers with a new tool, asking the question, “How do we shift from Compliance to Alliance?, how do we get out of the way?”**
- **Measure how often cues occur for a specific task. Write goals for person-driven reference tools to replace coach cues, identify employer involvement, motivation and other barriers.**
- **Set calendar to include weekly video meetings with lead (or consultant), monthly meetings for department report out and reviews.**
- **Pick a new “How To” doc/film of focus each month: low tech visual/tactile systems, video resumes, cost analysis & production charts, employer pitch and successful service tools.**



Key Performance Indicators will Guide the Change

Goal	Goal Date	Based on Report:	Outcome Impact	Completed
Tech Evaluations integrated into intake and onboarding tool.	June 2022	Review of Staff Evaluations & Customer Plans		
Customer Tech Implementation Plan from Able Opportunities, Inc. revised to agency needs	January 2023	Document reviewed by leadership		
Staff Tech Implementation Plan from Able Opportunities, Inc. revised to agency needs	January 2023	Document reviewed by leadership		
Trial of Customer and Tech Plans Complete	June 2023	Answers of Standardized Interview Questions reviewed by Leadership Team		

Staff Orientation & Training

Training & Tool Implementation Tracker

Tool Trained		Implementation Plan		Demonstrated Skill		Developed Product/s		How-To Doc/Film		Egnyte Upload		Outcomes/Impact	
Person Driven Lens	Date		Date		Date		Date		Date		Date		Date
Overview Training													
Low Tech Systems	Date		Date		Date		Date		Date		Date		Date
Camera/Printer													
Stories Cross Environments													
Choice Making													
Labeling													
Sequencing													
Accessible Environments	Date		Date		Date		Date		Date		Date		Date
Staff Schedule													
Ordering (Community)													
Daily Schedule													
Week, Month, Year Schedules													
Labeling by Activity/Space													
Sequence Cooking													
Sequence Task													
iPads & Apps	Date		Date		Date		Date		Date		Date		Date
How To iPad Training/Eval													
Privacy, Safety, Confidentiality													
Tech Policies													
iMovie													
Silly Film													
Self Advocacy Film													
Video Resume													
Camera/Photo Apps													
Notability													
Work Autonomy (wA) App													
Favorite Apps													
Financial Literacy	Date		Date		Date		Date		Date		Date		Date
Money Jigs													
Local Sponsors													
Identified Motivators													
Budgeting Worksheet													
Tracking Production	Date		Date		Date		Date		Date		Date		Date
Pic/Object Sequence													
Work Autonomy App													

Define skills for each staff/department

Track:

- **training**
- **implementation**
- **demonstrated skill**
- **product developed**
- **training created**
- **storage site**
- **impact / outcomes**

Individual Development Plans

- integrate into annual evaluations
- involve staff in designing their path forward
- require all staff to create models of the tools used with customers



INDIVIDUAL DEVELOPMENT PLAN, IDP

NAME POSITION TITLE DATE

- ~ In conjunction with your annual evaluation, we analyze your career goals, objectives and training needs.
- ~ You will have 2 weeks to research resources for your professional development plan, write them into this plan in attainable steps, and return to supervisor.
- ~ Your supervisor, will review your learning activities and timelines.
- ~ Together we will work toward timely outcomes on these goals.

Please describe the skills you bring to this program.

Discuss areas of growth you have seen in yourself over the past year.

What is the Mission of Able Opportunities, Inc.? Where do your goals align with our mission?

What are your goals for acquiring skills with low/high tech accommodation tools & strategies? (See Staff Person Driven Tech Training Plan)

Please discuss areas where you would like to increase skills/knowledge this year.

Based on your interest and goals, develop concrete areas of education/training that will help you reach these goals, and reasonable timelines for each activity. Much of this training will occur as independent study during your weekly hour of education time. Additionally, research online trainings, local trainings and national conferences that continue education in our field: APSE, TASH, ODEP, IIDL, Griffin Hammis, WISE, CESP, etc

GOAL:

Learning Activity	Progress / Where are you using this skill?	Goal Date	End Date

GOAL:

Learning Activity	Progress / Where are you using this skill?	Goal Date	End Date

Customer Intake and Evaluations

- Identify tech access and skill for all customers served
- Embed questions in intake process and annual planning

Intake Technology Access

Device: Desktop, Laptop, Tablet, Phone	Platform: Mac, MS, Android	Camera on Device	Internet Access	In Home	In Community	Skill	Eval / Training Needs
						None <input type="checkbox"/> Some <input type="checkbox"/> Skilled <input type="checkbox"/>	
						None <input type="checkbox"/> Some <input type="checkbox"/> Skilled <input type="checkbox"/>	
						None <input type="checkbox"/> Some <input type="checkbox"/> Skilled <input type="checkbox"/>	
						None <input type="checkbox"/> Some <input type="checkbox"/> Skilled <input type="checkbox"/>	
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						None <input type="checkbox"/> Some <input type="checkbox"/> Skilled <input type="checkbox"/>	
NOTE		If seeking purchase of a smart screen device (iPad, etc) see Justification letter https://www.ableopps.com/free-materials					

Evaluate Tech Use

Intake Technology Use

Area	Favorite Sites / Apps	Eval / Training Needs
Email		
Text		
Video Messaging		
Streaming TV /Movies		
YouTube / Vimeo		
Social Media		
Chat Rooms		
Games		
Shopping		
PayPal / Venmo		
Banking		
Calendar		
Contacts		
Lists		
Maps / Mapping		
Travel		
Research / Education		
Taking Photos		
Making Movies		
Drawing / Art		
Presentations		
Documents		
Video Meetings		
Accommodation		

- **Think about all the ways you use technology and expand this list**
- **Ask customers how they use their technology**
- **Allow motivation to drive skill development plans**
- **Remember the challenge we all experience when learning new tech tools, motivating activity gets people over the hump of frustration**

Integrate Technology Use

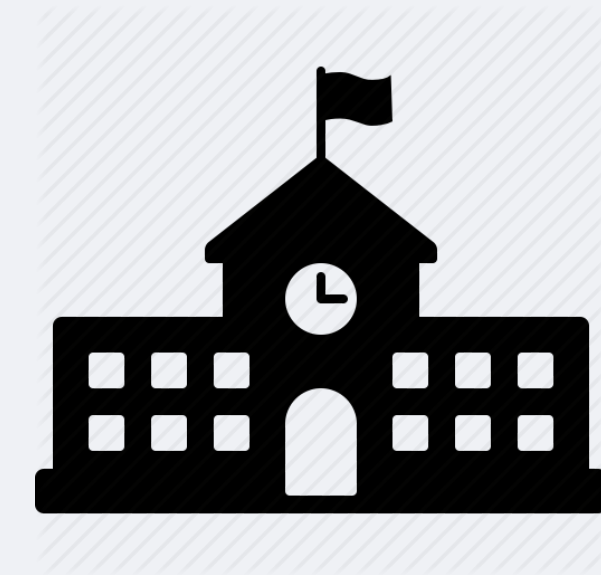
DISCOVERY -Who are you?	ANSWERS / GOALS / TECH RECS
What motivates you? What do you like? (Observe in motivating activity)	
Skills demonstrated in personal life: chores, routines, entertainment.	
Do you have a Person Centered Plan?	
Interview with the family: best support, needs, goals, personality, favorite people, favorite things, favorite foods, favorite activities?	
Job interests? Awareness/exposure?	
PREPARATION- What are the underlying skills demonstrated or needed?	
How do you track steps and expectations (time, quantity)?	
Can you write a list and/or take pictures & develop a tracking system?	
What accommodations are needed to do this?	
Camera/printer? iPad? Alert system? Time timer? Written checklist?	
Do you use communication accommodations? Strategies?	
How do you organize yourself, your tasks, your life?	
How do you order your own food?	
Do you like to shop? Can you do it on your own?	
In your day-to-day life-what increases independence to do these things?	
What do you focus on & what motivates you?	
Projects that teach these skills:	
Cooking!	
Access to real money, allowance, paid work.	
iPad games, iPad puzzle apps, iMovie	
ASSESS / TRAIN - in real work settings, earning for your production	
What are your skills?	
How do you organization / sequence tasks?	
How do you track steps?	
How do you connect money? Production = earnings = spending	
Have you used a money jigs?	
Have you used the Work Autonomy App?	
* Always demon these tools, use real money-then use the money to purchase immediately upon completion. Next offer choice to save for larger purchases.	
Financial literacy - understanding earning/spending/saving & benefits planning	
Soft skills in a worksite- use the IL Eval & CBA eval to assess skills / needs	
JOB DEVELOPMENT	
Video resume/paper resume	
Interview practice	
Job development notebook for tracking-everyone should be responsible to track using the JD Notebook, regardless of their cognitive skills, even if they just know where the book is and watch or hang out while you demo	
Accommodate everyone to understand job development-where is the notebook? How do I track and follow the information?	
Informational Interviews, Labor Market Surveys	
WorkSource as a Resource	

Customer

Start	Done	Initial	DISCOVERY ACTIVITES	SUPPORTING TECH	PROGRESS	ANNUAL PLAN TECH GOALS
			Person Centered Plan			
			Home visit - Observation and Interviews			
			Determine motivators - what do they love that they can not access alone? Define Relational Motivating Activities			
			Technology Exploration- puzzles, silly movies (https://www.ableopps.com/free-materials) drawing			
			Support needed to stabilize arm, to touch w/correct pressure? Fat Stylus? Other accommodations?			
			Visit Tech Center, eval & exposure to tools and options			
Start	Done	Initial	PREP		PROGRESS	
			Travel training. Apps: Google Earth, Maps, Skitch, Community Sites Identification, Route Planning			
			DVR/DDA: benefits planning. Develop clear visual strategies for understanding earning/spending/saving (see Able Opportunities, Inc. budgeting worksheet)			
			Communication support: picture systems, story telling (see Able Opportunities, Inc. Communication System Parts & Building Plans)			
			Self Advocacy Film (See Able Opportunities, Inc. SA Film training, worksheet and samples)			
			Choice making (see Able Opportunities, Inc. Communication Systems training)			
			Customer file: film for training purposes (see Able Opportunities, Inc. iMovie training, Customer Film File training and sample)			
Start	Done	Initial	ASSESS / TRAIN		PROGRESS	
			Financial literacy: money jig, production charts (Work Autonomy), Budgeting Worksheet			
			Sequencing: low tech (camera/printer and sequence box), high tech (Work Autonomy App, Choice Works, StoryKit, etc.)			
			Community Based Assessment (attach earnings for eval, see Able Opportunities, Inc. \$ request letter)			
			Specific job skill training, cooking can be helpful here, to assess best accommodation supports needed to track steps independently - see Able Opportunities, Inc. Building Low Tech Tools Training)			
			Capture footage for Video Resume, include transferable skills			
Start	Done	Initial	JOB DEVELOPMENT		PROGRESS	
			Video Resume https://www.ableopps.com/video-resumes			
			Job development notebook, tracking leads			
			Mock interview practice, edit video resume per advice			
			Informational interviews of local businesses			
			Connect with WorkSource (local One Stop)			

Leverage Community Resources!

- Hit up your local Apple and Microsoft Stores to set up a class for your customers and / or your staff
- Create collaborative projects with your local Library, High School and College Campus where technology skill is rich!
- Present your plans and progress to your Self Advocate Organization, Parent Organization, Chamber of Commerce, City Government officials, and other stakeholders



We are all one enormous community of practice, finding our way, learning together, inventing and discovering. Share your wisdom, call each other in, raise the bar!

Small Group Break Out #5

Break into groups by company and or by role in your agency

- In your group, discuss and bullet point your thoughts on starting places for implementation**
- Write a strategic plan goal, KPI, agency eval and training goal, or customer / staff goal to support implementation**

**“In matters of truth and justice,
there is not difference between
large and small problems, for
issues concerning the treatment
of people are all the same.”**

Albert Einstein

