

## Hindsight is a wonderful thing!



### What is Segregated Education?

Disabled learners being placed in separate education institutions and on separate courses

This tends to force disabled people to lead a separate life.



## Our Disability Employment System



## DES

- Despite work trials in the early 70's in Australia, Marc Gold's work in the USA with Try Another Way and the development of Discovery, all of which proved employment is possible for everyone.
- Disability Service Act in 1980's, then DEN and now 30 years later nothing has really changed for the better in terms of employment and expectation.

## ADE's

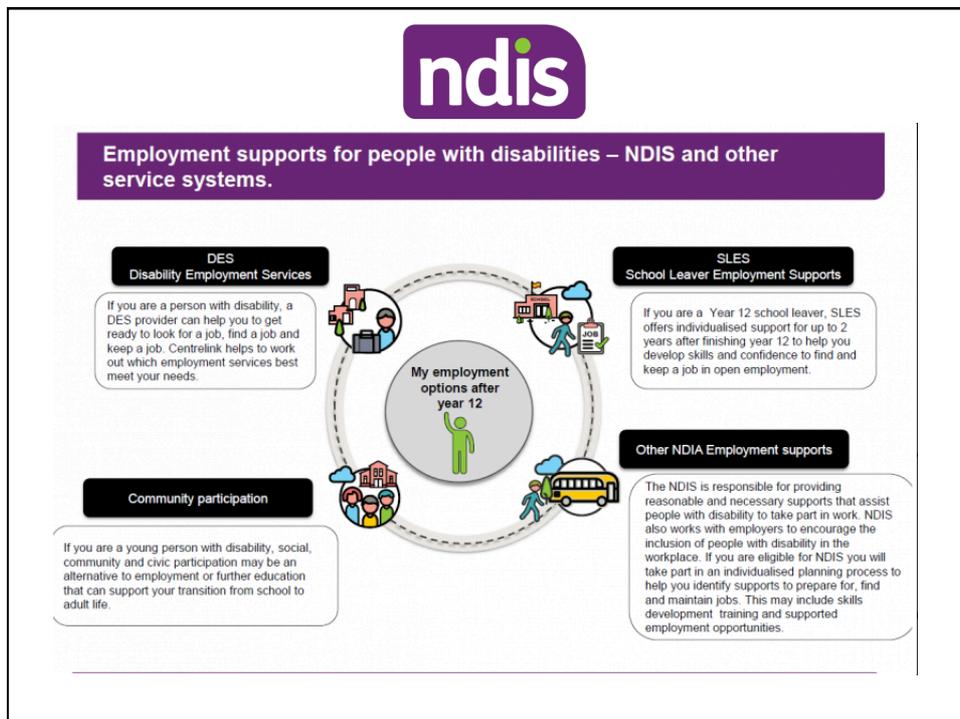
- Once we were sheltered workshops, now we're Australian Disability Enterprises (ADE's).
- Now some are calling themselves Social Enterprises, but unless it has a career path, a training pathway, pays a full award wage, promotes self determination and has a mix of able bodied employees, well it's just a ADE.
- Rebadging an organisation, even with the best intentions fails if it doesn't represent the best type of open employment setting.

## The Five Essential Features of a Social Enterprise

- A business activity that is commercially viable (addressing an identified market niche), generating sufficient income to meet all the usual obligations of a business entity, including the payment of a *living wage* to all its employees.
- The primary purpose of the business activity is to address an identified social need, such as the social and economic inclusion of people who experience marginalisation in the community.

- Staffing arrangements, where marginalised persons are both the focus of the mission and actively engaged (i.e., employed) in the business, commonly reflect near equal proportions of those persons whose needs are the focus of the businesses' mission, and others from the mainstream of the community.
- All workers are 'employees', with all the rights, privileges and responsibilities associated with this socially valued role, not 'clients' or 'service recipients'

- Work allocations (together with potential career and promotional pathways) overall do not necessarily distinguish between employees, in terms of if they are a member of a focus population, or from the mainstream of the community, with wage structures reflecting this relative equality in the distribution of responsibility.



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- **School Leaver Employment Supports (SLES)** is an early intervention approach to employment for Year 12 school leavers with disability. The aim is to provide eligible NDIS participants with a supported pathway from school and into open employment.
  - Starts with a functional assessment carried out by teachers.
  - Service delivered by a mix of providers

## What's in it?

- **Section 1: Background Information**  
In this part of the assessment information is recorded including the student's name, age, gender, country of birth, address, school and disability type.
- **Section 2: Functional Assessment**  
This section looks at key areas in the students life where they require assistance and the level of the support required. The Functional Assessment section is divided into four parts:
  - **Functional Overview (Section 2, Part 1)**  
This part of the assessment is made up of 9 multiple choice questions and is designed to provide a snapshot of how the student is managing at the moment. Questions focus on activities that all people need to complete as part of their daily lives. For example, one question asks if the student can go shopping for groceries or clothing without help, with some help, or whether the student cannot go shopping for groceries or clothing at all.
  - **Domestic Activities of Daily Living (Section 2, Part 2)**  
There are 8 multiple choice questions in this part of the assessment. Questions ask what a student can do at home and how much support they need to move around. These questions are similar to those asked in part 1 but provide a more detailed picture of what the student can do. This part includes questions about whether the student can use the telephone, or can take responsibility for their own medications.
  - **Self Care Assessment (Section 2, Part 3)**  
This part includes 10 multiple choice questions about personal care and indoor mobility. Questions focus on whether the student can do things such as showering, dressing and eating.
  - **Behavioural Functioning Assessment (Section 2, Part 4)**  
These questions provide information about the student's behaviour support needs. There are 5 multiple choice questions. In addition, a space is provided where additional information about the level and nature of support required for students with significant behaviour and/or mental health issues can be added.
- **Section 3: Additional Information**  
The abilities of each student and the supports required for the student to achieve their potential are individual, complex and often difficult to capture in a single assessment. A separate space is available for other information to assist understanding the student's support needs, including information from families and carers. If there is any information that the student or their parent/guardian feels has not been adequately addressed, it should be included in this section. Examples include details of the student's personal care needs, or if they have had work experience or training, and whether this has been successful.

## What's it designed to do?



### What type of supports?



SLES supports will be tailored to meet individual employment goals. This may include:

- Pre-employment supports
- Work towards job in open labour market
- Work experience, job site training, travel training
- Individually designed
- Link to ongoing support – DES or other



Work experience in open employment



Job site training



Travel training

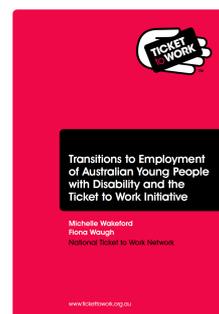
## Transition Programs

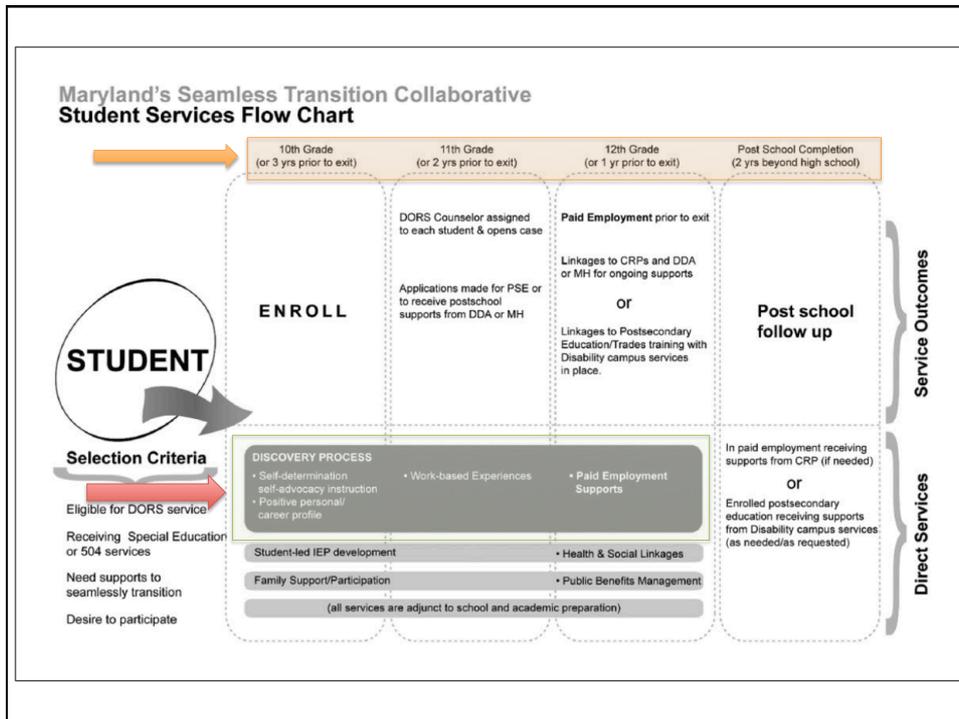
- Transition Programs in a number of developed countries start at the age of 14.
- In Australia we haven't really got our head around the notion of transition in any uniform way.
- Statistics about the success of the various transition programs are hard to come by, so we don't really have any real concrete evidence as to their impact.

## What Works?

Not a bad starting point, certainly to my knowledge the only one that starts at the right point.

“Consensus among researchers and professionals has emerged about factors that contribute to post school success of youth with disabilities. Prominent among these factors are targeted academic preparation, family involvement, youth empowerment, and service collaboration and linkages. Work experience and paid employment have been identified as being highly associated with positive post school employment outcomes.”  
(Luecking & Luecking, 2015)





## Customised Employment

- The Customised Employment process is a flexible blend of strategies, services, and supports designed to increase employment options for job seekers with complex needs through the voluntary negotiation of the employment relationship with an employer.
- The Customised Employment process begins with an exploration phase that lays the foundation for employment planning. Planning results in a blueprint for the job search, during which an employment relationship is negotiated to meet the needs of both the job seeker and the employer.

## Why?

- In relation to the benefits to the individual, the US National Center on Workforce and Disability stated:
  - *“Customized Employment produces high-quality employment with increased wages, benefits, and integration into the community for people with disabilities who were previously considered unemployable by some systems.*
  - *Customized Employment can reduce reliance on public benefits.*
  - *Using Customized Employment strategies can result in employment for other groups of people considered “hard to serve” by the workforce system.*

## Discovery

- Discovery is an established, evidence-based approach to the assessment and determination of an individual’s interests, capacities, support needs and potentials.
- The outcomes of the Discovery process could inform social, avocational, and vocational programs designed to promote the wellbeing, social and economic participation of people with disability.

## Discovery Outcomes

- Open Employment



- Self Employment
- **YIKES!** is a Chicago area beverage vending and delivery business, owned and operated by Matthew, who has a developmental disability. Matthew's friends and family helped him build this micro-business. Assisted by a job coach, Matthew is daily doing real work of real value in the community.

### The Centre for Disability Employment Research and Practice

The Centre has been established to provide a singular focus on improving the evidence base for disability employment practice within Australia. We believe that in order for employment outcomes to improve, there must be a shift to a whole of life approach for people with a disability. Current disability employment practice centred on economic philosophy fails to recognise employment as one part of a larger picture.

## Research

### **Personalised Inclusive Employment - Outcome Measure. (PIE-OM)**

Grounded in Social Quality Theory, we are developing an evidence based employment outcome measure that focuses on the client. Consistent with the Person Centred paradigm that is stated to underpin disability employment practice, this outcome measure uses a multi domain approach to measuring the success of employment outcomes. Current measures used in disability employment such as the Star Rating System focus solely on economic measures such as speed to placement and weeks in employment, failing to account for the client in any meaningful person centred manner.

### **Personalised Inclusive Employment - Practice. (PIE-P)**

Based on person centred principles and self determined career planning, this evidence based process will build on the strong evidence base that exists for customised disability employment. Consistent with PIE-OM, we seek to integrate the principles of Social Quality Theory into practice to produce a paradigm shift in existing practice that is consistent with the UNCRPD and the shift created by the NDIS in client expectations.

**Social Enterprise: An ethical & commercially responsible way for supporting the social and economic inclusion of people with a disability**

Workplace participation for people with ID is a major policy issue, with both economic and social imperatives. This project was established to investigate how a Social Enterprise Framework could be used as a mechanism to transition disability focused enterprises (Australian Disability Enterprises) into open employment settings that secure meaningful, rewarding, and sustainable employment for people with ID.

**Customised Employment As a Pathway to Open employment and Self Employment (Micro-Enterprise).**

We provide training and support utilising Customised Employment methods to assist individuals and organisations pursue employment options for people with a disability or other significant barrier to achieving employment. Utilising our world wide network and our own research, we can assist you to develop evidence based practices for yourself within the NDIS framework, DES setting or for any organisation that wishes to utilise the evidence based practices of customised employment to assist your clients achieve open or self employment outcomes.

## **The Best Head for the Hills: Evidence Based Disability Employment Leadership Retreat 2016.**

- **Purpose:** *Foster innovative approaches to solving the future course of Disability Employment.*
- **This Year's Theme:** *Exploring the process of employment in different disability employment settings - finding a common ground.*
- **When:** 24 - 27th October, 2016
- **Where:** Oscars on the Yarra.
- **Over three days you will have an opportunity to candidly share successes and challenges among your peers in an open and honest environment. We'll explore the disability employment processes that take place in different disability settings from ADE's, open employment, social enterprises, worker owned co-ops and micro-enterprises. With the NDIS being rolled out and the current DES environment set for change, never was there a better time to come together and chart the future of disability employment in what will be a challenging new world, in an environment that allows for designing an alternative future.**