Evidence-Based Practice in Supported Employment

Supervisor's Toolbox

University of Kansas
School of Social Welfare
Office of Mental Health Research & Training
Twente Hall
1545 Lilac Lane
Lawrence, KS 66044

Supported Employment
Supervisor's Toolkit
Supervisory Practices Supporting SE Implementation
Table of Contents

Introduction

The Supported Employment Supervisor's Toolkit is designed have practical information and tools for supervisors who run employment programs to successfully implement Evidence-Based Practice Supported Employment.

Four major areas of supervisory practice have been identified as having a significant impact on the successful implementation of evidence-based practices. Those areas of supervisory practice include:

1. Group Supervision
2. Building and Enhancing Staff's Skills
3. Managing Information: Implementation and Outcomes
4. Enhancing the Quality of Service Components

This toolkit is organized by the above areas and tools are provided for each area to support the supported employment supervisor in the supervisory practice.

The following pages describe the supervisory practices that are important for the successful implementation of supported employment.

Linda Carlson, LMSW
Galen Smith, LMSW
University of Kansas
School of Social Welfare
Office of Mental Health, Research & Training

Supervisory Practices Supporting the Implementation of Evidence-Based Practices

January 2006

**University of Kansas
School of Social Welfare
Office of Mental Health Research & Training**

Group Supervision

1. Demonstrates understanding of EBP principles as evidenced by demonstration of skills, consultation given in case presentations and theory of the model.

2. Ensures review of client situations remains a focused, task-oriented process that produces specific plan or menu of options appropriate for EBP model. Supervisor prepares staff for presenting good case presentations

3. Supervisor documents discussions and provides follow-up on ideas and suggestions from previous meetings and ensures implementation occurred where feasible.

4. Requires completion and distribution of EBP relevant material (Strengths, contextual analysis, vocational profile, etc) prior to staffing.

5. Ensures that all team members display behavior and language and the focus of the interventions and brainstorming is consistent with EBP philosophy elements (respect for client choice, attention to strengths, hopeful, recovery-oriented).

6. Supervisor minimizes extraneous information and distractions (i.e. phone calls) and creates an environment where all participants are encouraged to both give and receive feedback from peers in a positive manner as evidenced by group participation and attention.

7. Supervision is held weekly and follows an organized structure that includes case reviews, celebrations and brainstorming.

8. The supervisor assists team in generalizing specific client situations reviewed in team meeting, ideas generated and lessons learned from those specific situations to staff's caseload

9. The supervisor knows and enforces rules for good brainstorming to create a climate within team meeting where good brainstorming can occur.

Staff Skill Building and Enhancement

The Supervisor specifically provides feedback to staff on EBP skills and their ability to operationalize the philosophy and principles of the EBP.

1. The supervisor provides staff with quality feedback that meets the following criteria :

   - Identifies strengths of the practitioner
   - Engages staff member, "we're in this together"
   - Is able to clearly identify the behavior or practice needing attention
   - Is specific and clear
   - Is able to clearly articulate what behavior or actions they want to see
   - Is able to identify with the practitioners a plan of corrective action
   - Is able to identify how the supervisor can help with the corrective plan of action.
   - Follows up on corrective action plan.

2. The supervisor has staff role play skills in an array of settings (individual supervision, group supervision) as a tool to provide feedback on those skills.

3. The supervisor spends at least 10% of their supervisory time each month doing field mentoring. Field mentoring consists of the supervisor:
   - Spending time out in the field with staff
   - Observing the skills of the EBP
   - Modeling the skills of the EBP
   - Giving feedback on skills of the EBP
   - Creating a learning plan with staff

4. The supervisor provides feedback on the skills of the EBP
   - during group supervision
   - during individual supervision

5. The supervisor provides rewards and recognition for incremental steps staff take toward improvement in skills/implementation of the EBP.

6. The supervisor has a structured way of providing new staff training on the evidence-based practice.

7. The supervisor interacts with clients on a regular basis to learn about individual client situations so they can give feedback to staff and help staff to impact change. The supervisor has had personal contact with 80% of the team's clients.

Monitoring EBP Fidelity Implementation

1. The supervisor is able to clearly set expectations for the implementation of the EBP
    *   Expectations are in writing
    *   Expectations are directly tied to EBP fidelity items.
    *   Expectations are measurable (example, 50% time in community, twice weekly outreach attempts if missed appointments, number of job contacts expected per week).
    *   Expectations are tied to performance evaluations.

2. Supervisor monitors progress on each EBP fidelity item by participating in the agency's Quality Assurance team meetings that occur at least every six months.

3. Supervisor obtains, uses, and provides appropriate EBP specific process data to upper agency management needed to make changes or sustain EBP practices.

4. For any fidelity item showing less than "5" the supervisor, in conjunction with the agency's Quality Assurance team, develops a plan, including steps and time line, for improvement towards achieving a higher level of congruence with EBP specific fidelity scale item.

5. Supervisor provides feedback to staff on EBP fidelity scores (every six months) and additional process measures (at least monthly) e.g. percentage of time in the community, number of job development contacts, etc.

6. Supervisor implements and monitors the plan for improving congruence with fidelity as developed by the agency's Quality Assurance team.

7. The supervisor reviews EBP specific documentation (i.e., treatment plans, personal plans, individual employment plans, etc.) and assessments (i.e., strengths assessments, vocational profiles, etc.) at least one hour weekly to ensure standards of quality are met and maintained, e.g., detailed, thorough, complete, and individualized.

8. Supervisor sets expectations in writing for staff performance in each of the practice elements of the EBP and reviews progress at least quarterly with individual staff.

9. Supervisor interacts with clients on a daily basis to obtain feedback on services and needs of clients. The supervisor makes changes in the program based on the feedback and needs of clients served by the program.

10. The supervisor holds periodic focus groups or other means to obtain feedback from clients or develops and implements a systematic plan to obtain feedback from consumers and makes changes to the program based on the feedback.

11. The supervisor obtains from staff barriers to implementation and takes those barriers to the center's leadership and/or implements strategies to remove barriers.

Monitoring EBP Outcomes

1. Supervisor shows proficiency in using their information management system or other EBP specific data management programs, (i.e., Supported Employment Database Program). If data is needed for EBP that is not available on the above data system (e.g., stage of treatment in IDDT), data is gathered by other means.

2. Supervisor understands how to interpret data/data reports and is able to make judgments on performance based on the data.

3. Supervisor reports relevant EBP specific outcome data obtained from their information management programs to staff on at least a quarterly basis.

4. Supervisor identifies target areas of strength and improvement based on the data and rewards and makes changes in program or staff behavior accordingly.

5. Supervisor establishes, implements, and monitors team/individual goals related to EBP specific outcomes; and reviews individual and team progress at least quarterly.

6. In areas of poor outcomes, specific and measurable plans for the team/individual are established, implemented and monitored by the supervisor on at least a quarterly basis.

7. Supervisor shares EBP specific outcome data with agency management and uses the data to recommend policy changes needed to implement improvement plans.

Group Supervison

Supervisory Practices for Group Supervision

1. Demonstrates understanding of EBP principles as evidenced by demonstration of skills, consultation given in case presentations and theory of the model.

2. Ensures review of client situations remains a focused, task-oriented process that produces specific plan or menu of options appropriate for EBP model. Supervisor prepares staff for presenting good case presentations

3. Supervisor documents discussions and provides follow-up on ideas and suggestions from previous meetings and ensures implementation occurred where feasible.

4. Requires completion and distribution of EBP relevant material (Strengths, contextual analysis, vocational profile, etc) prior to staffing.

5. Ensures that all team members display behavior and language and the focus of the interventions and brainstorming is consistent with EBP philosophy elements (respect for client choice, attention to strengths, hopeful, recovery-oriented).

6. Supervisor minimizes extraneous information and distractions (i.e. phone calls) and creates an environment where all participants are encouraged to both give and receive feedback from peers in a positive manner as evidenced by group participation and attention.

7. Supervision is held weekly and follows an organized structure that includes case reviews, celebrations and brainstorming.

8. The supervisor assists team in generalizing specific client situations reviewed in team meeting, ideas generated and lessons learned from those specific situations to staff's caseload

9. The supervisor knows and enforces rules for good brainstorming to create a climate within team meeting where good brainstorming can occur.

Group Supervision Guiding Principles

The following are areas for supervisors to pay attention to during group supervision. The supervisor should address any areas where there is deviation from the areas of evidence-based practice.

1. **Zero Exclusion**: Any indication that staff are excluding clients from services due to not being "job ready".

2. **Client Preferences:** Are staff paying attention to client preference when doing their work? Does staff have a good, thorough grasp on what the client wants and needs in terms of their job search?

3. **Rapid Job Search:** Are staff moving toward job search rapidly? You want staff to get to know the client and his/her preferences before job search, but you don't want them to wait too long or unnecessarily before beginning job search.

4. **Community-Based Services:** Are staff doing their work in the community?

5. **Client's Pace:** Are staff moving too fast or too slow for where the client is at? Are there indications e.g. resistance or frustration at the pace?

6. **Integration:** Is the ES connecting with the case manager, team, mental health providers (Psychiatrist, therapist)? Is there information that can be obtained from the mental health providers that can help? Is the team informed of the situation?

7. **Job Search Driven by Client Preference:** Are the jobs being sought only those on the open job market or available now or are employers being contacted or other networking contacts made that are directed to client preference?

8. **Job Matching:** Is the ES trying to "fit" a client into a job or is consideration given to trying to find a job match where seemingly "deficits" become strengths or the job or its environment compensates for limitations?

9. **Follow-up Supports:** Are follow-along supports intensive enough? Too intensive? Provided to the employer? Time-unlimited?

10. **Learning:** What is the ES and Client learning from the job experience or job loss? Is this considered when starting the next job search?

Group Supervision: Process Description

Group supervision is the fuel that keeps an EBP practice alive and strong on a team level. The structure is designed to keep the team focused on generating creative strategies, rather than digressing into venting or rehashing of problems. Group supervision consists of seven steps; each is distinct and critical to the success of the process. Each discussion of a client should take between 20-30 minutes so that four to five clients can be covered during a typical two hour supervision.

Step 1: Hand out Assessments related to Specific EBP, (i.e. Vocational Profile) – The presenting staff person makes copies of the assessments for every team member and hands them out. The process with NOT work unless each team member has his or her own copy of the assessments for the person being presented.

Step 2: What do I need? – The presenting staff person states very precisely what he or she needs from the team (i.e. I need ideas on how to engage with Mary; I need help on how to assist Joe to reach his goal, etc.). This keeps the provider and team focused on what is to be accomplished in this meeting.

Step 3: Thumbnail sketch – The presenting staff person gives a one to two minute description of the situation and what has already been tried.

Step 4: Questions only – For five to ten minutes the team asks questions of the staff person to further clarify things written on the assessment or about the situation. No advice can be given during this time. The focus of the questions should be based on the material in the assessment presented.

Step 5: Brainstorming – For five to ten minutes the team brainstorms ideas. The presenting staff person MUST write down every idea without speaking (i.e. no evaluation of the ideas or "yes, buts"). The list should include 20 to 40 ideas.

Step 6: Review list of ideas - The presenting staff person reviews the ideas and identifies the three that are the most useful and asks for clarification on any ideas if necessary. Depending on the nature of the goal being reviewed, the provider may present the list to the client (at their next meeting) as possible strategies to help him or her reach the goal, or may choose two or three strategies he or she will employ in order to make progress toward the goal.

Step 7: Supervisor follow-up – At the next meeting the supervisor/team leader needs to follow up on implementation of ideas and get feedback on the progress. If it's working, wonderful; if not, schedule another staffing.

Case Consultation Presentation Form

Group Supervision Date: _____

Client/Consumer I need to talk about:

Copies Distributed to Team Members of:

- ❐ Vocational Profile
- ❐ Employment Plan
- ❐ Job Matching/Development Worksheet
- ❐ Follow-along Support Plan

Synopsis of Situation:

What I need help with:

- ❐ Engaging with a client
- ❐ Identifying client's strengths, preferences, work goal
- ❐ Ideas for helping client to identify goals or tasks toward their work goal
- ❐ Ideas for helping client achieve their goals or tasks
- ❐ Ideas Generated/Strategies for Job Development
- ❐ Identifying and/or obtaining resources
- ❐ Review follow-along support plan and generate ideas for increased support
- ❐ Other _____

Ideas Generated:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

Group Supervision/Team Meeting Checklist

1. Did the employment specialists receive help/ideas with the areas they identified e.g. were at least three ideas or strategies generated for each client situation?   **YES**   **NO**

2. Was the atmosphere optimistic and positive (i.e., focused on what can be done rather than what cannot be done)?   **YES**   **NO**

3. Did each client situation discussed end with a specific plan for the employment specialist to do?   **YES**   **NO**

4. Were client preferences the centerpiece to each client discussion?   **YES**   **NO**

5. Were supported employment tools handed out and used in the client discussion (e.g. vocational profile, employment plan, job matching/job development worksheet, follow-along support plan)?   **YES**   **NO**

6. Was there focused time on job development – sharing job leads, brainstorming ideas and strategies?   **YES**   **NO**

7. Did the climate within the team meeting allow for good brainstorming to occur and did the supervisor enforce the rules for good brainstorming?   **YES**   **NO**

8. Were successes celebrated, both jobs obtained and smaller steps toward getting or keeping a job?   **YES**   **NO**

9. Did the supervisor and other team members give positive and constructive feedback to team members?   **YES**   **NO**

10. Were patterns and similarities between client situations identified by the supervisor to enhance learning?   **YES**   **NO**

11. Were ideas generated from previous group supervisions/team meetings brought up for follow-up?   **YES**   **NO**

Staff Skill Building and Enhancement

Supervisory Practices for Staff Skill Building and Enhancement

The Supervisor specifically provides feedback to staff on EBP skills and their ability to operationalize the philosophy and principles of the EBP.

8. The supervisor provides staff with quality feedback that meets the following criteria :

   - Identifies strengths of the practitioner
   - Engages staff member, "we're in this together"
   - Is able to clearly identify the behavior or practice needing attention
   - Is specific and clear
   - Is able to clearly articulate what behavior or actions they want to see
   - Is able to identify with the practitioners a plan of corrective action
   - Is able to identify how the supervisor can help with the corrective plan of action.
   - Follows up on corrective action plan.

9. The supervisor has staff role play skills in an array of settings (individual supervision, group supervision) as a tool to provide feedback on those skills.

10. The supervisor spends at least 10% of their supervisory time each month doing field mentoring. Field mentoring consists of the supervisor:
    - Spending time out in the field with staff
    - Observing the skills of the EBP
    - Modeling the skills of the EBP
    - Giving feedback on skills of the EBP
    - Creating a learning plan with staff

11. The supervisor provides feedback on the skills of the EBP
    - during group supervision
    - during individual supervision

12. The supervisor provides rewards and recognition for incremental steps staff take toward improvement in skills/implementation of the EBP.

13. The supervisor has a structured way of providing new staff training on the evidence-based practice.

14. The supervisor interacts with clients on a regular basis to learn about individual client situations so they can give feedback to staff and help staff to impact change. The supervisor has had personal contact with 80% of the team's clients.

Providing Feedback

Providing feedback is central for helping staff to build and enhance their skills in engagement, assessment, employment planning, job development and follow-along support.

Providing verbal and written feedback on skills in an ongoing and consistent way will help to insure quality supported employment services. In order to be successful with delivering feedback, the following are six minimum conditions that need to exist:

Minimum Conditions for Successful Feedback

1. Make standards for the work clear.

2. Create a learning environment.

3. Believe your staff can learn, grow, and change.

4. Know and recognize the strengths of your staff.

5. Recognize and view feedback as a helpful tool rather than a punitive action.

6. Be specific when giving feedback.

Giving Feedback
Assessing the Situation

Identify a specific staff member whom you have had a challenge supervising in the past. Fill out the following information related to a SPECIFIC ISSUE that has presented a problem.

1) What is happening that presents a problem?

_____
_____
_____
_____
_____
_____

2) What do you want? What are your expectations?

_____
_____
_____
_____
_____

3) What are the person's strengths? What are they doing well? Be specific.

_____
_____
_____
_____
_____

4) What are some things that you might be able to do to help?

_____
_____
_____
_____
_____

Process of Giving Feedback

Using the same staff you identified earlier, write out a "script" of how you might give feedback to him/her using the following five steps.

1. Identify the person's strengths
    (e.g., rather than starting off by identifying the problem (step 2), you might say… "I wanted to meet with you to give you some feedback. Fist of all, you are doing a great job of discovering new resources like the food band and new job leads for the team… etc.)

    _____
    _____
    _____

2. State the situation in behavioral terms
    (e.g., Rather than, "You are not getting your paper work done", you might say "I was reviewing charts the other day and I found that three of your clients did not have assessments completed.")

    _____
    _____
    _____

3. Set the tone for the discovery process
    (e.g., Rather than, "I would like you to get these completed by next week", you might say… "I am wondering if you could help me better understand what is happening that the assessments are not being completed".)

    _____
    _____
    _____

4. Brainstorm alternative strategies
    (e.g., Rather than, "I am going to…", you might say… "I would like you to give me some suggestions as to what I could do to help you get your assessments done in a timely manner.")

    _____
    _____
    _____

5. Set a time frame and next steps
    (e.g., Rather than, "OK, we'll see how it goes", you might say…"I would like to schedule a time to meet with you in a week to see how it is going. How about the 15th?")

    _____
    _____
    _____
    _____

Field Mentoring

Field mentoring is when the supervisor goes out into the field with their staff for the purpose of observing, providing feedback, modeling, and prompting skills in order to assist staff in improving their skills or helping staff with situations in which they feel "stuck". Field mentoring is the most effective way to build and enhance skills.

The benefits of field mentoring are that supervisors can reinforce the strengths of staff, enhance transfer of training, build skills and confidence, and to better assist staff in areas in which they identify struggles.

Format of Field Mentoring:

1. State the purpose of the particular field mentoring session

(e.g. "we will be going out with you today because you have identified difficulty in engaging employers effectively. I will take the lead the first visit and model the skill, then, on the next visit, I will observe you engaging an employer. If you get stuck, I will prompt or model the skill again. We will then discuss the interactions.

2. Point out specifics strengths of the employment specialist observed during the field mentoring session.

3. Point out specific words, behaviors or actions that might have been obstacles to the employment specialist reaching his or her desired outcomes.

4. Make a plan for follow-up.

Field Mentoring Interventions

There are six activities of field mentoring: Observing, modeling, providing feedback, discussing the interaction, prompting skills, and role play. When field mentoring, there are various ways to sequence these activities of depending on the situation and learning style of the person. Below are various sequencing interventions for field mentoring.

Intervention #1

Observe

↓

Provide Feedback

↓

Role Play

Intervention #2

Model

↓

Discuss

↓

Observe

↓

Provide Feedback

Intervention #3

Observe

↓

Prompt Skills

↓

Modeling of Skills

↓

Feedback

Intervention #4

Role Play

↓

Feedback

↓

Observe

↓
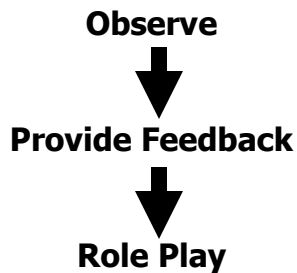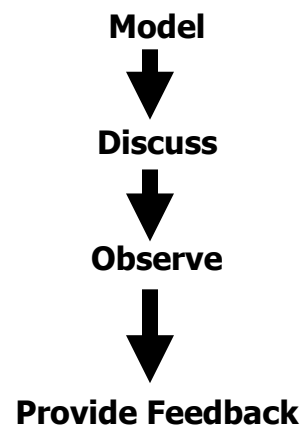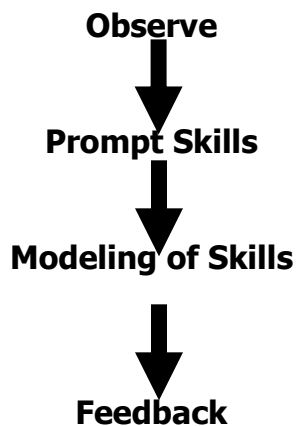
Feedback

Field Mentoring Checklist

1. **Goal:** _____

2. **Identify skill/area of focus**: _____

3. **Reason for Field Mentoring** (could include combination):

❒ Observe	❒ Provide Feedback on Skills
❒ Model Skills	❒ Prompting of Skills

4. **Feedback:**

   ❒ What Were the Strengths Observed During Field Mentoring?

   ❒ What Were the Effective Interventions/Approaches Used?

   ❒ What Were the Obstacles Encountered?

   ❒ What Alternative Interventions/Approaches Could Have Been Used?

   ❒ Role Play Alternatives

5. **Plan for Follow-up**

❒
❒
❒

Information Management

Information management is crucial for a supervisor to be able to monitor how well the program is doing and make adjustments to improve program performance. There are two areas for supervisors to pay attention to:

      1) Fidelity Implementation
      2) Outcomes

The following pages consist of tools that will help the supported employment supervisor track fidelity implementation and outcomes.

Supervisory Practices for Monitoring EBP Fidelity Implementation

12. The supervisor is able to clearly set expectations for the implementation of the EBP
    - Expectations are in writing
    - Expectations are directly tied to EBP fidelity items.
    - Expectations are measurable (example, 50% time in community, twice weekly outreach attempts if missed appointments, number of job contacts expected per week).
    - Expectations are tied to performance evaluations.

13. Supervisor monitors progress on each EBP fidelity item by participating in the agency's Quality Assurance team meetings that occur at least every six months.

14. Supervisor obtains, uses, and provides appropriate EBP specific process data to upper agency management needed to make changes or sustain EBP practices.

15. For any fidelity item showing less than "5" the supervisor, in conjunction with the agency's Quality Assurance team, develops a plan, including steps and time line, for improvement towards achieving a higher level of congruence with EBP specific fidelity scale item.

16. Supervisor provides feedback to staff on EBP fidelity scores (every six months) and additional process measures (at least monthly) e.g. percentage of time in the community, number of job development contacts, etc.

17. Supervisor implements and monitors the plan for improving congruence with fidelity as developed by the agency's Quality Assurance team.

18. The supervisor reviews EBP specific documentation (i.e., treatment plans, personal plans, individual employment plans, etc.) and assessments (i.e., strengths assessments, vocational profiles, etc.) at least one hour weekly to ensure standards of quality are met and maintained, e.g., detailed, thorough, complete, and individualized.

19. Supervisor sets expectations in writing for staff performance in each of the practice elements of the EBP and reviews progress at least quarterly with individual staff.

20. Supervisor interacts with clients on a daily basis to obtain feedback on services and needs of clients. The supervisor makes changes in the program based on the feedback and needs of clients served by the program.

21. The supervisor holds periodic focus groups or other means to obtain feedback from clients or develops and implements a systematic plan to obtain feedback from consumers and makes changes to the program based on the feedback.

22. The supervisor obtains from staff barriers to implementation and takes those barriers to the center's leadership and/or implements strategies to remove barriers.

Supervisory Practices for Monitoring EBP Outcomes

8. Supervisor shows proficiency in using their information management system or other EBP specific data management programs, (i.e., Supported Employment Database Program). If data is needed for EBP that is not available on the above data system (e.g., stage of treatment in IDDT), data is gathered by other means.

9. Supervisor understands how to interpret data/data reports and is able to make judgments on performance based on the data.

10. Supervisor reports relevant EBP specific outcome data obtained from their information management programs to staff on at least a quarterly basis.

11. Supervisor identifies target areas of strength and improvement based on the data and rewards and makes changes in program or staff behavior accordingly.

12. Supervisor establishes, implements, and monitors team/individual goals related to EBP specific outcomes; and reviews individual and team progress at least quarterly.

13. In areas of poor outcomes, specific and measurable plans for the team/individual are established, implemented and monitored by the supervisor on at least a quarterly basis.

14. Supervisor shares EBP specific outcome data with agency management and uses the data to recommend policy changes needed to implement improvement plans.

Monitoring EBP Supported Employment Fidelity Implementation Tools

Data Collection and Tracking List

Employment Specialist Feedback Form

Implementation Process & Outcome Reports

Case Manager Employment Survey & Results

Example of Data System

Sample Referral Form

Sample Employment Start Form

Sample Employment End Form

Client Data Collection and Tracking Elements

The following are data elements that are important for supervisors to collect in order to monitor and improve both outcomes and processes of evidence-based supported employment. Most of these elements can be tracked through a simple data base.

- ✓ Referral Date
- ✓ First SE Contact Date
- ✓ 1st Contact With Employer Date
- ✓ Status (Employed, School, Intake, Job Search)
- ✓ Date of Employment
- ✓ Name of Employer
- ✓ Position Held
- ✓ Number of Hours per Week Employed
- ✓ Salary
- ✓ Length of Time in Employment (Start and Stop Dates for Jobs)
- ✓ Case Manager Name
- ✓ SE Worker Assigned
- ✓ % of SE time in community
- ✓ Job Contacts
- ✓ Date consumer leaves the program and reason

Employment Specialist Feedback
Fidelity to Evidence-Based Practice
Supported Employment
SAMPLE

Employment Specialist _____John Amberson_____

Date/Time Period _____January_____

Client Outcome

Item	Current	Standard
Percent of Caseload Employed	25%	40%

EBP Standards

Item	Current	Standard
% Time in Community	40%	65%
Employer Contacts Per Month	23	20
% Time in Job Development	20%	30%
Caseload	22	<26
% Caseload on Case Management Team	45%	95%
% Caseload with First Contact with Employer within One Month After Program Entry	75%	95%

Employment Specialist Feedback
Fidelity to Evidence-Based Practice
Supported Employment

Employment Specialist _____

Date/Time Period _____

Client Outcome

Item	Current	Standard
Percent of Caseload Employed		

EBP Standards

Item	Current	Standard
% Time in Community		
Employer Contacts Per Month		
% Time in Job Development		
Caseload		
% Caseload on Case Management Team		
% Caseload with First Contact with Employer within One Month After Program Entry		

Center Leadership Team
Supported Employment Services
<u>Outcome Data Sample</u>

	Quarter Jan – March 2004	Quarter April – June 2004	Quarter July – Sept 2004	Quarter Oct – Dec 2004
Total Number Served	100	104	102	104
Total Number (%) Employed	20 (20%)	25 (24%)	26 (26%)	30 (29%)

Year 2004

	Getting Jobs	Losing Jobs
January	1	0
February	6	2
March	8	2
April	0	1
May	4	3
June	6	2
July	4	1
August	7	2
September	10	4
October	8	5
November		
December		
TOTAL	54	22

Fidelity Process Outcomes Sample

Caseload

	ES 1	ES 2	ES 3	ES 4	ES 5
Q -1 Jan-March	48	36	44	--	--
Q – 2 Apr - June	30	28	29	15	12
Q – 3 July – Sept	26	25	27	18	20
Q – 4 Oct - Dec					

Time In Community

	ES 1	ES 2	ES 3	ES 4	ES 5	**Average All**
January	32%	58%	22%	66%	41%	**44%**
February						
March						
April						
May						
June						
July						
August						
September						
October						
November						
December						

Job Development Contacts*
By Employment Specialist

Goal for Contact Per Month Per Employment Specialist: 20

	ES 1	ES 2	ES 3	ES 4	ES 5
January	12	6	10	5	3
February	9	1	15	1	4
March	10	2	12	2	6
April	8	2	12	3	5
May	5	8	18	2	8
June	3	4	10	3	10
July	6	3	8	4	12
August	2	7	15	9	10
September	4	3	12	7	9
October	8	4	16	8	13
November					
December					
Total	67	40	128	44	80

*Contact where employment specialist has significant contact with employer (not just going with the consumer to hand in application)

Average Time Between Initial ES Contact and First Employer Contact

	ES 1	ES 2	ES 3	ES 4	Total Avg. # Days
January					113
February					127
March					114
April					38
May					31
June					24
July					17
August					10
September					18
October					11
November					
December					

Center Leadership Team
Supported Employment Services
<u>Outcome Data</u>

	Quarter Jan – March 2004	Quarter April – June 2004	Quarter July – Sept 2004	Quarter Oct – Dec 2004
Total Number Served				
Total Number (%) Employed				

Year 2004

	Getting Jobs	Losing Jobs
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		
TOTAL		

Fidelity Process Outcomes

Caseload

	ES 1	ES 2	ES 3	ES 4	ES 5
Q -1 Jan-March					
Q – 2 Apr - June					
Q – 3 July – Sept					
Q – 4 Oct - Dec					

Time In Community

	ES 1	ES 2	ES 3	ES 4	ES 5	**Average All**
January						
February						
March						
April						
May						
June						
July						
August						
September						
October						
November						
December						

Job Development Contacts*
By Employment Specialist

Goal for Contact Per Month Per Employment Specialist: 20

	ES 1	ES 2	ES 3	ES 4	ES 5
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					
Total					

*Contact where employment specialist has significant contact with employer (not just going with the consumer to hand in application)

Average Time Between Initial ES Contact and First Employer Contact

	ES 1	ES 2	ES 3	ES 4	Total Avg. # Days
January					
February					
March					
April					
May					
June					
July					
August					
September					
October					
November					
December					

[Community Mental Health Center Name]
Referral Form For: Supported Employment Services

Referral Date: _____

Referral Made By: _____

Case Manager: _____

Consumer Name: _____ Case #: _____ DOB: _____

Address: _____ City: _____ Phone: _____

Sex: ☐ M ☐ F   Social Security No. _____/_____/_____   SPMI ☐ Yes ☐ No

Current Diagnosis: Axis I: _____ _____

Axis II: _____ _____

Highest Education Level: _____   Marital Status: ☐ Married ☐ Single ☐ Divorced

Own Transportation? ☐ Yes ☐ No   Income: SSI: _____ SSDI: _____ Other: _____

Pertinent Information: (Check all that apply and give specifics – use back if necessary)

☐	Substance Abuse/Addiction	
☐	Special Needs	
☐	Hx of Violence	
☐	Probation/Parole	
☐	Other Information	

Discontinue SE Services: Date: _____
Reason(s) for discontinuing service:

_____

FOR SUPPORTED EMPLOYMENT STAFF USE ONLY

REFERRAL ASSIGNED TO: _____ DATE: _____

DATE CONTACT WAS ATTEMPED: _____ SUCCESSFUL? ☐ YES ☐ NO

DATE SE SERVICES WERE INITIATED: _____ 1ST EMP. CONTACT DATE: _____

Employment Start Form

Consumer Name: _____   **CRS#** _____
Employed by: _____
Employer Relationship w/Voc. Consultant? _____ Yes _____ No
Contact Person: _____   Phone: _____

Start Date: _____ PT or FT _____   Salary: $ _____ per
                                                hour/week/month   (circle one)

Employment Benefits: (check all that apply)

_____ medical insurance   _____ dental insurance   _____ life insurance
_____ vacation leave   _____ sick leave   _____ personal leave
_____ psychiatric care   _____ child care   _____ pension/retirement plan
_____ bonus   _____ other leave (specify) _____

Job Description/duties:

_____
_____
_____
_____
_____
_____
_____
_____
_____

Is this job temporary?   _____ Yes   _____ No   If yes, please describe:

How was the job obtained: _____ received no assistance   _____ other
employment service   _____ informal contacts   _____ job developed for consumer

Has consumer chosen to disclose his/her psychiatric disability: _____ Yes _____ No

Describe any job accommodations made on behalf of consumer by employer:

_____
_____
_____
_____

Vocational Consultant: _____

Employment End Form

Consumer Name: _____ **CRS#** _____

Name of Employing Organization: _____

Employed for how long? _____ Employment End Date: _____

Active Vocational Follow along supports? _____ Yes   _____ No

Employer Contact made to save job?   _____ Yes   _____ No

Decision to end this job was made by: ☐ Client   ☐ Employer   ☐ Other (specify)

Which of the following best describes the status of the job ending? (check one):

☐ Fired   ☐ Client Quit Without Arranging New
Position

☐ Lay Off   ☐ Client Terminated to Assume Different
Position

☐ Temporary Position   ☐ Other (specify)_____

☐ Employer Ended Relationship   _____

Why did the job end? Place a "**P**" next to the *primary reason* job ended (**ONE** "P" **Only**). Next, place a "**X**" next to all of the *other* reasons that you/client believe are related to the job ending.

Client Related
___Joined Armed Forces
___Client Left Agency or Program
___Concern Over Loss of Entitlements
___Stress/Pressures
___General Medical Problems
___School/Training Conflicts
___Client Moved

Job Related
___ Problems with Physical Job Environment
___ Dissatisfaction with Job Duties
___ Problems with Supervisor(s)
___ Problem(s) with Co-Workers
___ Company Downsized
___ Position Discontinued
___ Dissatisfaction with Salary
___ Dissatisfaction with Schedule
___ Dissatisfaction with Benefits

Psychiatric Disability Related
___Psychiatric Symptoms Interfered
___Medication Side Effects & Adjustment
___Medication Non-Compliance
___Hospitalization

Performance Related
___ Poor Attendance
___ Inability to Perform Job Tasks
___ Advancement to a Better Position
___ Substance Use

Access Related
___Job Accomodations Not Provided
___Transportation Issues
___Child Care Problems
___Inadequate Clothing/Tools/Supplies
___Perceived Discrimination

Other:(specify) _____
_____
_____
_____
_____

Employer Debriefing after job loss? _____ Yes   _____ No

Vocational Consultant: _____   Today's Date: _____

Case Manager Supported Employment Survey

Case Manager: _____

Team Name: _____

Instructions: Each case manager lists their case management caseload indicating whether or not the client is 1) working, bust not in the supported employment program, 2) work and enrolled in the supported employment program, and 3) not working and in the supported employment program.

Cl Name (First, Last Initial)	Working & Not In SE (y/n)	Working & In SE (y/n)	Not Working & In SE (y/n)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			
20.			
21.			
22.			
23.			
24.			
25.			

Monitoring Supported Employment Client Outcomes

In addition to monitoring the implementation of evidence-based practice in supported employment, supported employment supervisors need to be measuring, monitoring and making program changes based on the employment outcomes.

Typically, client employment outcomes for evidence-based supported employment sites reach between 40% and 60% after a couple of years of implementation.

Supervisors, employment staff, and agency managers should be reporting and reviewing client employment outcomes quarter, through time to see progress and make program adjustments, as needed.

Johnson & Johnson – Dartmouth
Community Mental Health Program

The Johnson & Johnson – Dartmouth Partnership funds and guides the development of Evidence-Based Practice in Supported Employment nationally. Kansas is one of the States that is involved in this national project.

Quarterly, all states and their respective supported employment sites send in client outcome information to Johnson & Johnson – Dartmouth. The information collected and reported back to each of the implementation states includes:

❒ Number of people who have participated in employment services during the quarter (number on employment specialist's caseload.

❒ Number of people working in integrated/competitive employment during the quarter.

❒ Number of people participating in educational programs or credit bearing programs such as a technical school, college or GED program.

❒ List of the types of integrated jobs held by consumers participating in supported employment.

J and J Pilot Sites
Outcomes

Quarterly Report

Report Period (check one):   **Jan-March 2006** _____
                                         April-June 2006 _____
                                         July-Sept 2006 _____
                                         Oct-Dec 2006 _____

Pilot Site: _____

Outcome	Number
Total Number of People on Caseload of Supported Employment Workers Include total number of consumers that are on the assigned caseload of the supported employment workers anytime during the reporting quarter.	
Number of People Working (in Integrated/Competitive Employment) Integrated community employment is defined as a community-based job that pays at least minimum wage, is available to any person, and belongs to the worker and not the rehabilitation agency.	
Number of People Participating in Education Program* "Education" is defined as a "credit-bearing educational program"--- such as a technical school, college, GED program—for which the person will receive documentation upon completion.	

Please list the types of integrated jobs held by IPS consumers:

Person Completing Form: _____

Phone: _(__)_____

Date completed: _____

Name of Mental Health Center
Supported Employment Services
Outcome Data

	Quarter Jan – March 2003	Quarter April – June 2003	Quarter July - Sept 2003	Quarter Oct – Dec 2003
Total Number Served	65	76	94	96
Total Number (%) Employed	20 (31%)	19 (25%)	33 (35%)	38 (40%)

	Quarter Jan – March 2004	Quarter April – June 2004	Quarter July - Sept 2004	Quarter Oct – Dec 2004
Total Number Served	85	91	101	99
Total Number (%) Employed	30 (35%)	25 (27%)	43 (43%)	41 (41%)

	Quarter Jan – March 2005	Quarter April – June 2005	Quarter July - Sept 2005	Quarter Oct – Dec 2005
Total Number Served	110	102	114	109
Total Number (%) Employed	43 (39%)	40 (39%)	41 (36%)	40 (37%)

	Quarter Jan – March 2006	Quarter April – June 2006	Quarter July - Sept 2006	Quarter Oct – Dec 2006
Total Number Served	118			
Total Number (%) Employed	48 (41%)			

Quality Enhancement

These are tools that are designed to improve the quality of Supported Employment Services. The following are areas for supervisors to target for quality enhancement:

Supervisory Practices in Monitoring Fidelity

Job Expectations and Job Performance

Integration of SE and Mental Health

Zero Exclusion Criteria

Engagement & Outreach

Assessment

Job Search & Job Development

Follow-Along Supports

Supervisory Practices for Monitoring EBP Fidelity Implementation

23. The supervisor is able to clearly set expectations for the implementation of the EBP
    - Expectations are in writing
    - Expectations are directly tied to EBP fidelity items.
    - Expectations are measurable (example, 50% time in community, twice weekly outreach attempts if missed appointments, number of job contacts expected per week).
    - Expectations are tied to performance evaluations.

24. Supervisor monitors progress on each EBP fidelity item by participating in the agency's Quality Assurance team meetings that occur at least every six months.

25. Supervisor obtains, uses, and provides appropriate EBP specific process data to upper agency management needed to make changes or sustain EBP practices.

26. For any fidelity item showing less than "5" the supervisor, in conjunction with the agency's Quality Assurance team, develops a plan, including steps and time line, for improvement towards achieving a higher level of congruence with EBP specific fidelity scale item.

27. Supervisor provides feedback to staff on EBP fidelity scores (every six months) and additional process measures (at least monthly) e.g. percentage of time in the community, number of job development contacts, etc.

28. Supervisor implements and monitors the plan for improving congruence with fidelity as developed by the agency's Quality Assurance team.

29. The supervisor reviews EBP specific documentation (i.e., treatment plans, personal plans, individual employment plans, etc.) and assessments (i.e., strengths assessments, vocational profiles, etc.) at least one hour weekly to ensure standards of quality are met and maintained, e.g., detailed, thorough, complete, and individualized.

30. Supervisor sets expectations in writing for staff performance in each of the practice elements of the EBP and reviews progress at least quarterly with individual staff.

31. Supervisor interacts with clients on a daily basis to obtain feedback on services and needs of clients. The supervisor makes changes in the program based on the feedback and needs of clients served by the program.

32. The supervisor holds periodic focus groups or other means to obtain feedback from clients or develops and implements a systematic plan to obtain feedback from consumers and makes changes to the program based on the feedback.

33. The supervisor obtains from staff barriers to implementation and takes those barriers to the center's leadership and/or implements strategies to remove barriers.

Supervisor's Fidelity Checklist

Caseload Size

___25 or less per employment specialist

Monitoring Mechanism:

1. Review monthly caseload size.

2. If an employment specialist begins to get at the high end, help the employment specialist negotiate with the team who to prioritize.

3. If the employment specialist does not have enough consumers to work with, work with case managers and case management team leaders to explore work with consumers and find ways to promote work within the organizational culture.

Provide Only Vocational Service

___100% time of employment specialists is devoted to supported employment services.

- ✓ Does not provide case management services
- ✓ Does not provide psychosocial program services

Monitoring Mechanism:

1. Help employment staff to work with case managers to have them do the non-vocational work.

2. Work with case management team leaders to set expectations that case managers take on non-vocational work.

3. Re-assign any non-employment group work to psychosocial program staff.

4. Use case management team meetings to assign work (vocational and non-vocational) to the appropriate staff for a specific consumer.

5. Frequently ask supported employment staff how much non-vocational work they are doing.

Vocational Generalist

___Each employment specialist carries out all phases of employment services.

- ✓ Engagement
- ✓ Assessment
- ✓ Job development/placement
- ✓ Job Coaching
- ✓ Follow-along supports

Monitoring Mechanism:

1. Monitor supported employment caseload by looking at which of these phases each of the person's clients are in.

2. If the employment specialist is stuck with a particular client in one of the phases (e.g. engagement or job development) either ask the employment specialist to staff in team meeting or assist the employment specialist in individual supervision.

3. Track job development through a job development log.

4. In group supervision or team meeting, listen for employment specialists' discussion on each of the phases. Encourage clarity of their work in each of the phases.

Integration

Referral

___Case Manager or client completes a brief referral form that includes the person's name, contact information and description of the person's interest in work.

___ Case manager or client refers directly to the employment specialist.

___The consumer is paired with the employment specialist as soon as the consumer expresses interest.

___A copy of the referral goes to the supervisor for tracking purposes.

___The employment specialist meets with the consumer within one week of the referral to begin the assessment. Meeting with the case manager and the consumer initially can often be beneficial.

- ⇒ If client is afraid or leery, do not steer to prevocational, volunteer, etc…
- ⇒ If client does not work or does volunteer work or other prevocational activity, SE worker does not keep them as a client. SE team only works with clients who express interest in working.
- ⇒ Educate case managers regarding referral, the case manager stays involved and there is flexibility within the team.

Case Manager's Role
- ⇒ Case manager helps people think about work and can help them obtain documents e.g. Identification card such as driver's license, state ID card Social Security card or Birth certificate – green card, passport or worker permit for non-US residents.
- ⇒ If there is a wait list, case managers spend the waiting time encouraging clients to think about the types of work they want to do, possibly visiting work sites and observing workers in different types of jobs. These activities help to keep people focused on work.
- ⇒ For new clients, the case manager addresses work right from the start, focusing on health and normal adult roles rather than on disability and a patient role. The case manager encourages clients by focusing on talents, abilities and preference.

Monitoring Mechanism:

1. Monitor referrals to make sure employment specialists are getting referrals from the team in which they are assigned.

Integration With Mental Health Treatment Team

____   Employment specialist joins one team and serves the clients on that team

____   Employment specialist attends all team meetings

____   Employment specialists is familiar with all of the team's clients

____   Employment specialist promotes employment options, even when other staff members may not identify them as candidates for work.

____   The employment specialist participates as an equal team member with shared decision-making.

____   The team ensures that it is the client's choice not to work and not because the team and others have not provided the encouragement, the hope, and the support to work.

____   The employment specialist, case manager, and client meet together periodically to discuss the client's employment goals and plans.

____   The psychiatrist is part of the team and involved in team planning

____   All team members are knowledgeable about supported employment.

Monitoring Mechanism:

1. Have regular communication (either individually or in supervisors meeting or both) with case management team leader/supervisors about how team integration is going. Identify strengths and barriers to integration, facilitating and guiding problem-solving for improvement of integration.
2. Periodically sit in on case management team meetings to observe integration. Give employment specialist and case management supervisor' feedback.
3. Provide recognition to the whole team when consumers get jobs (e.g. send e-mail to all staff recognizing consumer and team that helped).

Vocational Unit

It is suggested that there are two weekly group meetings. One meeting focuses on client situations (1-1 ½ hours) and one that focuses on job development (1/2 hour).

Supervision through Case Reviews & Client Discussion

_____Success
_____ Problems with individual clients
_____Client Presentation (coordinator listens for whether principles are being followed and skills are used/learned)

- $\Rightarrow$ Are employment specialists talking with team members about employment issues?
- $\Rightarrow$ Are they eliciting suggestions for job leads from the CM team members?
- $\Rightarrow$ What is the Cmers input about the client's situation?
- $\Rightarrow$ Is the job search based on the client's job preference?
- $\Rightarrow$ If the client is not sure about what they want to do, how can the ES find out job desires and preferences that might make a more successful job match?
- $\Rightarrow$ If the ES had a poor response from an employer, how could they have approached the employer with more success?
- $\Rightarrow$ Is the ES spending at least 60% of their time out of the office.

Job Development

_____ Sharing Job Leads
_____ Tracking employer contacts
_____ # of employer contacts per month

Monitoring Mechanism:
1. Provide structure for the team meeting (agenda and examples of each)
2. Give examples of the types of client challenges to bring up – make sure they are things the group can help give ideas with.
3. Staff clients who have lost jobs.
4. Track length of time client has been looking for work and staff clients who have not been successful in finding work.
5. Listen to situations that are brought up to you individually by employment specialists and identify good ones to bring up in team meeting.
6. Focus on the process of implementing the evidence-based practice during discussions in team meeting. Help workers get specific on the situation and the plan that results from the discussion.
7. Staff clients who have started work to make specific plans for follow-up support.
8. Make sure staff are talking about clients you never hear about.

Zero Exclusion

___ No eligibility requirements other than the person wants to work.

___No informal screening out of clients due to:

> $\Rightarrow$ Lack of job readiness
> $\Rightarrow$ Substance abuse
> $\Rightarrow$ History of violent behavior
> $\Rightarrow$ Minimal intellectual functioning
> $\Rightarrow$ Symptoms
> $\Rightarrow$ Hygiene
> $\Rightarrow$ Lack of social skills
> $\Rightarrow$ Med compliance

___Consumers do not have to reach some level of "work readiness" before seeking employment.

Monitoring Mechanism:

1. Listen for evidence of exclusion in discussions with employment specialists in individual conversations and in team meeting.
2. Ask employment specialists to listen for evidence of exclusion in case management team meetings (or you can listen for this when you periodically observe CM team meetings). Bring up individual situations that are seen as exclusionary with the case manager, their team leader, whoever is more appropriate given the situation.
3. Have ongoing discussions with the supervisor(s) of case managers about the need to listen for, monitor, and educate staff on zero exclusion.

Ongoing, Work-Based Vocational Assessment

___The employment specialist puts together a vocational profile as soon as the referral is received.

___The employment specialist uses a variety of sources to put together the vocational profile including discussions with the consumer, written information, case manager, family, past employers. How do each of these people view work for the consumer.

___The vocational profile includes the persons work goal, work background, interests, talents preferences, work skills, other related work factors, coping strategies networking contacts for job search.

___The assessment is ongoing and includes use of environmental assessments in the work place (work environment and conditions and how the consumer is affected, need for accommodations, and experiences. The vocational profile is updated to reflect these factors.

___Assessments occur in community jobs rather than using standardized testing, prevocational programs, sheltered or transitional work, job readiness programs.

___Explore job possibilities by walking around the community, visiting possible workplaces, and doing informational interviews.

Monitoring Mechanism:

1. Review vocational profiles on a regular basis (weekly), looking at quality of assessments, and giving feedback to employment specialists.
2. Periodically observe employment specialists doing vocational profiles and give feedback.
3. Ask employment specialists to bring the vocational profile to team meeting when they staff a client.
4. In discussions with employment specialists (both individual and in team meeting) listen for the employment specialist's ability and use of environmental assessments once a client gets a job.

Employment Plans

___The plan is based on and relates to the vocational profile

___The employment plan includes the following:

- ⇒ A statement of the consumer's vocational goals (both long-term and short term) in the consumers' own words.
- ⇒ Behavioral objectives of how the consumer will meet his/her goal. These objectives are individualized and do not look the same for every person.
- ⇒ Names of people, services and supports that will help the person achieve the objectives.
- ⇒ Time frames for meeting the objectives
- ⇒ Signed & dated by worker and consumer

___The employment plan is made within the first month of referral

___The employment plan is updated at least quarterly

Monitoring Mechanism:

1. Review employment plans weekly.
2. Give employment specialists feedback on their plans.
3. Review progress notes regularly.

Rapid Job Search

___The client and the employment specialist make contact with employers within the first month of referral to the program. The nature of the contact may be to secure a specific job or gather more information about different jobs.

___There is no delay in job search or obtaining an independent job due to prevocational training and lengthy assessment procedures.

___Skills are learned as the person obtains and maintains a competitive job not before they begin looking for competitive work.

___Employment specialists help consumers find jobs that are interesting and meaningful to them and at the skill level they desire.

Monitoring Mechanism:

1. _Track employment specialists' initial client contact and the first employer contact. Track the time between these two dates. Feed this back to employment specialist with the expectation that time between initial contact and first employer contact is within 30 days._

Individual Job Search

Job Matching

___Employer contacts are based on consumers' job preferences vs job market

- ✓ Dreams, desires, aspirations
- ✓ Experience, abilities, strengths, interests
- ✓ Accommodations, job setting preferences

Monitoring Mechanism:

1. Listen for good job matching in individual discussions with employment specialists as well as in case reviews in team meeting.

2. Do periodic chart reviews – looking at clients who got a job or clients searching for work. Look at what the client wants to do as stated in their vocational profile and what jobs are being sought or what job was obtained. Do the jobs that are being sought or obtained match the clients wants, needs, preferences?

Job Development

___Individualized Job Development: Employment specialists take an active stance to assist consumers to get jobs by talking to employers about specific clients abilities and desire to do a job in their place of business.

___Extensive networking to identify potential job leads (talking with family members, friends, staff members, previous employers, community members).

___Active exploration of businesses in the community.

___ Involving the treatment team and family to help maintain support for the consumer.

Monitoring Mechanism:
1. Track number of job development contacts and/or time in job development.
2. Review job development contacts in team meeting.
3. Go out with employment specialists doing job development to model, give feedback, and reinforce job development skills.
4. Set expectations for number of job development contacts or time in job development.

Diversity of Jobs Developed

___Consumers are in a diverse array of job types and settings

___The employment specialist helps the consumer to broaden their job options

___Less than 10% of the consumers served will be in the same type of job or job setting

Monitoring Mechanism:

1. Listen for reasons why and employment specialist is helping a person obtain a particular job in a certain work site. There is a temptation to direct people to jobs that are available, particularly if a client is not sure what they want to do.
2. Monitor monthly the list of jobs held by client (by position and employer) look for amount of diversity and if there are a disproportionate amount of clients who are in any particular kind of job (e.g. janitorial) or setting (e.g. many clients at wal-mart).

Permanence of Jobs Developed

___Virtually all jobs held by consumers are permanent jobs in the community.

Monitoring Mechanism:

1. Monitor monthly the list of jobs held by clients. Are they all permanent, competitive jobs in the community?
2. Listen in team meeting/do chart reviews to make sure employment specialists are not helping clients obtain volunteer work, temporary, transitional employment or any other vocational activity that is not permanent, competitive activity.

Jobs as Transitions

___When a consumer leaves a job, employment specialists help consumers end jobs and help them find another job.

Monitoring Mechanism:

1. Review in team meeting consumers who leave their jobs to make sure employment specialists help consumers end jobs appropriately when possible and help them to find another job.
2. Review charts to look for employment specialists helping clients find another job when a job ends.

Follow-along Supports

___Individualized, time-unlimited follow-along supports are provided to consumers including:

- ✓ Crisis Intervention
- ✓ Job Coaching
- ✓ Job Counseling
- ✓ Job Support Groups
- ✓ Transportation

___Individualized, time-unlimited follow-along supports are provided to employers such as education and guidance.

Monitoring Mechanism:

1. Staff clients who start jobs to create a specific plan for follow-up supports.
2. Staff clients who have lost jobs to look at what more could have been done in terms of follow-along supports in order to learn for the next job placement.
3. Review charts for amount and intensity of follow-along supports.

Time In Community/Community-Based Services

___Employment specialists spend 65-70% or more of their time in the community.

Monitoring Mechanism:

1. Track each employment specialists' time in the community on a monthly basis. Review this monthly with employment specialists. Set goals for employment specialists to increase their time while looking at what barriers exist and eliminating barriers to spending increased time in the community.

Assertive Engagement and Outreach

___Employment specialist makes outreach attempts (telephone, mail, community visit) as part of initial engagement and at least monthly on a time unlimited basis when clients stop attending services.

___Employment specialists demonstrate tolerance of different levels of readiness using gentle encouragement.

Monitoring Mechanism:

1. Periodically review with employment specialists those clients that they are trying to engage with including type and amount of attempts made to outreach.
2. Review charts for documentation of outreach on clients who are in engagement and outreach.
3. Listen for discussions from employment specialists either in individual discussions or team meetings when they are trying to engage and outreach a client. Ask for specifics (e.g. how many attempts, type, etc…) and give encouragement to help employment specialists feel OK with different levels of readiness to work.

Other
Within the first year of hire, the employment specialist is expected to have at least 40% of the people on his/her caseload working at any time.

Employment Specialist
Job Expectations and Job Performance

<div align="center">

Employment Specialist
Job Description

</div>

An employment Specialist's primary role is to provide assistance to a caseload of less than 20 people with severe psychiatric disabilities to obtain and maintain competitive employment in normal community settings. Competitive employment includes jobs that pay at least minimum wage and includes people who are not disabled. Supported Employment is intended for people with the most severe disabilities. Employment specialist provide only vocational services and conduct all phases of vocational services including engagement, assessment, job search, job development, and job support.

Work Time Allocation:

65% Direct Service	15% Collaboration with Treatment Team Members
25% Indirect Service	
10% Administrative	15% Pre-Employment Support
	30% Job Search and Development
	30% Job Support after obtaining employment

<div align="center">

65-70% in the Community

</div>

Job Duties:

Assertive Engagement and Outreach

1. Meets with consumers within one week of referral.

2. Make outreach attempts (telephone, mail, community visit) as part of initial engagement and at least monthly on a time unlimited basis when clients stop attending services.

3. Demonstrate tolerance of different levels of readiness to work by using gentle encouragement when a client appears unsure of working.

Assessment

1. Conducts a written employment assessment (vocational profile) that includes the persons work goal, work background, interests, talents preferences, work skills, other related work factors, coping strategies networking contacts for job search.

2. Uses a variety of sources to put together the vocational profile including discussions with the consumer, written information, case manager, family, and past employers.

3. Uses the assessment in an ongoing way including use of environmental assessments in the work place (work environment and conditions and how the consumer is affected, need for accommodations, and experiences). The vocational profile is updated to reflect these factors.

4. Explores job possibilities with the consumer by walking around the community, visiting possible workplaces, and doing informational interviews.

Job Search, Job Development & Placement

1. The client and the employment specialist make contact with employers within the first month of referral to the program. The nature of the contact may be to secure a specific job or gather more information about different jobs.

2. Teach employment related skills as the person obtains and maintains a competitive job not before they begin looking for competitive work.

3. Assists consumers to find jobs that are interesting and meaningful to them and at the skill level they desire by making employer contacts that are based on consumers' job preferences (Dreams, desires, aspirations; experience, abilities, strengths, interests; accommodations, job setting preferences) rather than the job market

4. Develop an employment plan that includes the consumer's vocational goals in the consumers' own words and behavioral objectives of how the consumer will meet his/her goal. These objectives are individualized and do not look the same for every person. The employment plan is made within the first month of referral and is updated at least quarterly

5. Conduct individualized job development by talking to employers about specific clients abilities and desire to do a job in their place of business and using extensive networking to identify potential job leads (talking with family members, friends, staff members, previous employers, community members).

6. When a consumer leaves a job, employment specialists help consumers end jobs and help them find another job.

Job Supports

1. When a consumer has obtained a job, provide individualized, time-unlimited follow-along supports to consumers including crisis intervention, job coaching, job counseling and problem solving, and job support groups to help them maintain the job.

2. Provide individualized, time-unlimited follow-along supports to employers such as education, guidance and problem solving.

Integration with Mental Health Treatment

1. Attends case management team meetings regularly, serves clients on that team, and becomes familiar with all of the team's clients.

2. Talks regularly with case managers.

3. Promotes employment options in case management team meetings, even when other staff members may not identify them as candidates for work.

4. Participates as an equal team member with shared decision-making.

5. Asks for assistance from the case manager and/or team if having difficulty engaging, you are unsure about how to proceed with the consumer, or the consumer is having difficulty.

6. Shares success regularly with the team.

7. Provides education and consultation to team members by sharing knowledge of the consumer in relationship to work, promoting work as an option,

8. Shares with case manager goal plan or meet with consumer and case manager for goal planning.

Participation in Employment Team

1. Attends weekly team meetings/group supervisions.

2. Actively participates in team meetings/group supervisions by presenting client situations or difficulties to get guidance or ideas, sharing success, and sharing job leads.

3. Provides back-up for other employment specialists' clients when needed.

Employment Services Coordinator
Job Description

The employment service coordinator oversees the supported employment program by supervising employment specialists and providing administrative liaison to other coordinators within the mental health center for the purpose of helping consumers to obtain competitive jobs in the community.

Job Duties

1. Tracks referrals into the supported employment program and ensures case loads for employment specialists do not exceed 25.

2. Hires, trains and evaluates employment specialists.

3. Assists employment specialists (particularly new workers) in learning the skills needed by taking them out in the field to model aspects of the job, such as job development, and directly coach them in their work.

4. Conducts weekly team group supervision meetings to the employment specialists using individual case reviews to ensure principles of the individual placement support (IPS) model of supported employment are adhered to. Oversees weekly job development meetings to explore job leads.

5. Provides individual supervision to employment specialists and ensures that employment specialists learn the skills necessary to complete their job.

6. Monitors the employment specialist's role and participation on the case management treatment teams to enhance integrated, seamless services at the delivery level.

7. Acts as a liaison to other areas of mental health services in the agency.

8. Arranges regular in-service training to all staff about principles and practices of IPS and evidence-based supported employment.

9. Tracks employment outcomes on a monthly basis and by employment specialist, including job dates, hours worked, wages earned, job development, and quality of job match.

Employment Specialist Performance Evaluation – Page 1

No.		Exceeds	Meets	Does Not Meet
1.	EBP/SE indicates that effective supported employment is conducted in community settings. The standard is 65% on Direct Service time is in community	SES is consistently able to provide at least 65% of Direct Service time in community settings, more than 80% of the time	SES is usually able to provide at least 65% of Direct Service time in community settings, more than 60% but less than 80%	SES has difficulty in providing 65% of Direct Service time in community settings, less than 60% of the time
2.	EBP/SE indicates the standard for meeting consumers after referral is within 5 working days.	SES is consistently able to meet with consumers within 5 working days after the referral, in more than 80% of the cases.	SES is usually able to meet with consumers within 5 working days after referral, in more than 60% but less than 80% of the cases	SES does not meet with consumers within 5 working days of referral, less than 60% of the time
3.	SES conducts a written employment assessment (Vocational Profile) that includes the persons work goal, work background, interests, talents, preferences, work skills, other related work factors, coping strategies and networking contacts for job search	SES consistently utilizes a Vocational Profile in assessing consumers work interests, skills and talents, at least 80% of workers caseload	SES usually utilizes a Vocational Profile in assessing consumers work interests, skills and talents, more than 60% but less than 80% of the workers caseload	SES does not consistently use a Vocational Profile in assessing consumers work interests, skills and talents, less than 60% of the workers caseload
4.	SES makes employer contacts to create as many employment opportunities as possible. Standard is 20 contact per month.	> 20 employer contacts per month	> 10 <20 employer contacts per month	< 10 employer contacts per month

Employment Specialist Performance Evaluation – Page 2

No.		Exceeds	Meets	Does Not Meet
5.	EBP/SE indicates that the SES performs rapid job search, the standard is making an employer contact with on behalf of the consumer within 30 working days of the consumers referral to SES	SES consistently conducts rapid job search, 80% of workers caseload meets EBP/SE standard	SES is usually able to meet the EBP/SE standard, more than 60% but less than 80% of workers caseload meet the standard	SES usually does not meet the EBP/SE standard, less than 60% of workers caseload meet the standard
6.	EBP/SE indicates the importance of Individualize Job Search which reflects consumers' preferences, strengths, symptoms, etc., rather than simply the availability the job market presents.	SES consistently conducts job searches with reflect consumers' preferences, strengths, and skills.	SES usually conducts job searches with reflect consumers' preferences, strengths, and skills.	SES usually does not conduct job searches with reflect consumers' preferences, strengths, and skills.
7.	EBP/SE indicate that when consumers obtain employment they receive time-unlimited follow-along supports including: crisis intervention; job coaching; job counseling and problem solving	SES consistently provides on-going, follow-up support by providing individualized interventions and contacting employed consumers at least once every two weeks, or on as as-need basis.	SES usually provides on-going, follow-up support by providing individualized interventions and contacting employed consumers at least once every two weeks, or on as as-need basis.	SES usually does not provide on-going, follow-up support by providing individualized interventions and contacting employed consumers at least once every two weeks, or on as as-need basis.

Employment Specialist Performance Evaluation – Page 3

No.		Exceeds	Meets	Does Not Meet
8.	EBP/SE indicates that consumers receive integrated treatment in mental health settings; SES therefore need to be on the consumer's case management team and promote SE Best Practice Principles; participates as an equal team member; consults with team when difficulties arise; shares consumer successes; and educates team on EBP/SE.	It is usually mandatory for SES to attend C.M. Team Meetings, therefore SES should attend 100% of meetings unless otherwise excused by SE Supervisor	SES attends the vast majority of C.M. Team Meetings and informs SE supervisor of valid reasons to miss	SES attends the vast majority of C.M. Team Meetings, but fails on occasion to inform SE Supervisor of intention to miss meetings.
9.	SES has agreed in conjunction with SE Supervisor to obtain _____Competitive employment positions in the time frame agreed upon	SES has exceeded agreed upon standard by _____ competitive employment positions	SES has met standard agree upon	SES did not meet standard agreed upon by _____Competitive employment positions

Integration of
Supported Employment and
Mental Health Services

Expectations for Workers to Ensure Integration of Mental Health and Supported Employment Services

<u>Expectations of Case Managers</u>

- ❐ Help the employment specialist engage (get to know the person and get hooked up with the employment specialist).

- ❐ Talking with all consumers about the possibility of work.

- ❐ When a person says they want to work, referring them to the supported employment team.

- ❐ Keeping in touch with the employment specialist about consumers working.

- ❐ When providing long-term follow-up, paying attention to how the person is doing at work by regularly asking questions. If at any time, the consumer is having difficulty, alert the employment specialist who immediately assists.

- ❐ Share with employment specialist consumers' goal plan or meet with consumer and employment specialist for goal planning.

<u>Expectations of Case Management Team Leaders</u>

- ❐ Ensuring employment is incorporated into case reviews.

- ❐ Ensuring the employment specialist is included as an equal team member by regularly asking for input of the worker and helping discussions about work happen throughout the team meeting rather than as a separate, "add-on" agenda item.

- ❐ Ensuring case managers are knowledgeable about supported employment and the research concerning consumers and employment options.

- ❐ Ensuring consumers are given consistent messages about work by watching for inconsistent messages and helping team members give consistent messages based on the principles of supported employment services.

- ❐ Assist team member's work out role responsibilities and boundaries between the employment specialist and case managers.

Expectations of Employment specialists

☐ Ask for assistance from the case manager and/or team if having difficulty engaging, you are unsure about how to proceed with the consumer, or the consumer is having difficulty.

☐ Share success regularly with the team.

☐ Ask the team for job leads.

☐ Provide education and consultation to team members by sharing knowledge of the consumer in relationship to work, promoting work as an option,

☐ Becomes familiar with consumers who are on the case management team, but not on their caseload by listening to consumer reviews in team meetings, meeting with consumers on the team periodically who may be interested in work, but not sure.

☐ Share with case manager goal plan or meet with consumer and case manager for goal planning.

Vocational Staff and Case Managers Team Functioning Checklist

_____ At a minimum, vocational staff attend one full team meeting per week.

During team meeting, review consumers on an ongoing basis who are working or job seeking to:
_____ * Update on progress
_____ * Assign tasks and responsibilities
_____ * Case managers and other team members provide information to SE
_____ worker about client's coping strategies, strengths, and challenges as
_____ well as how they relate to types of jobs and work environments.
* Case managers and other team members make suggestions about job leads.
_____ * Brainstorm ideas and resources/problem-solve
* Celebrate Success
_____ * Review referrals made from the team (did they connect? What was the outcome? If they did not connect, what happened? What are the next steps?).
* Vocational staff consults with the nurse on the team regarding medication issues.
* Periodically, do a review of all consumers' interest in employment

_____ **Vocational staff provide education and consultation:**
Assist with ideas for consumers or information needed that are contemplating work but not ready for action. The vocational staff may give ideas about suggestions for career options, information on benefits, or may even meet once with the consumer to inform them on how benefits affect work. This does not mean that the vocational worker has the consumer on their caseload. In this capacity vocational staff serve in a consultation role.

_____ Both Case Managers and SE staff **offer** coverage outside their official role when needing assistance for consumers that they share.

_____ Case managers and SE staff have informal contacts in between meetings for the purpose of coordinating efforts and updating on progress

_____ Periodically the CM, SE and Consumer meet together for the purpose of goal planning/treatment planning
Training and education of new case managers

Other
_____ Building a relationship with the case management team and getting to know all the consumers on the team. (e.g. going to the cm team's retreats, social events, etc…)

_____ Attend in-service training together

_____ Office space physically together

Zero Exclusion Criteria

There are no eligibility requirements such as job readiness, lack of substance use or abuse, no history of violent behavior, minimal intellectual functioning, and symptoms for the Supported Employment Program. All Clients are encouraged to participate.

Assertive Engagement and Outreach

Employment specialists provide outreach (telephone, mail, community visit) as part of initial engagement and at least monthly on a time unlimited basis when clients stop attending the employment service. Staff demonstrate tolerance of different levels of readiness using gentle encouragement.

Stages of Change

The stages of change model (Prochaska & DiClemente) conceptualizes the change process as being composed as five discreet stages that people move within when thinking about making a change in their life (e.g. a person thinking about working again). It is helpful for employment specialists and mental health workers to be familiar with the Stages of Change and Motivational Interviewing to assist clients when they are contemplating going back to work or are ambivalent.

In this section are a few tools to assist workers in determining what stage of change a client may be in vocationally to determine the approach to take when talking to a client about work. Following are the stages of change and a brief description of each stage.

Stage 1 – Pre-contemplation: No intention of working, cannot see The benefits to working and **shows resistance** to the idea of work.

Stage 2 – Contemplation: Is thinking about work, weighting the pros and cons, and/or are **ambivalent** about working.

Stage 3 – Preparation: Wants to work, thinking about work, getting ready, but has not yet taken action.

Stage 4 – Action: Is actively pursuing and taking steps to work.

Stage 5 – Maintenance: Is actively working and attempting to sustain.

Stages of Change
Questionnaire

This questionnaire helps workers assess what stage of change the client is currently in. Scoring of the items is on the back page.

1=Strongly Disagree   2=Disagree   3=Undecided   4=Agree   5=Strongly Agree

1. As far as I'm concerned, I don't need to work   _____

2. I'm satisfied not working.   _____

3. I have looked for a job within the last six months.   _____

4. Recently I have started looking for a job.   _____

5. I have managed to keep working regularly for the past   _____
    six months.

6. I have been thinking that I may want to start working.   _____

7. I have been lining up interviews for the next few weeks.   _____

8. I have completed 6 months of working a job.   _____

9. I have been looking through the want ads in the paper   _____
    looking for work

10. I think getting a job would be good, but I don't think it's a   _____
    Good time for me to start looking right now.

11. I really think I should start looking for a job within the next six   _____
    months.

12. I am aware of the benefits of work, but I can't do it right now.   _____

Scoring for the Stages of Change Questionnaire

Pre-contemplation (non-believers in work) items: 1, 2

Pre-contemplation (believers in work) items: 10, 12

Contemplation items: 6, 11

Preparation items: 7, 9

Action items: 3, 4

Maintenance items: 5, 8

STAGES OF CHANGE WORKSHEET

Staff Name: _____

Consumer Name	Stage of Change	Skills, interests, hobbies, passions (things the person is already motivated to do or interested in)	Strategy

Assessment and Employment Planning

The supervisor of supported employment services should be reviewing the quality of the vocational profile and employment plan regularly.

It is suggested that supervisors spend a couple hours a week reviewing a sample of vocational profiles and employment plans, giving feedback to their workers.

The following tools provide structure and a format for reviewing assessments and plans.

Quality Review of Vocational Profile

Consumer Name _____   Date Reviewed_____

Employment Specialist's Name _____

Yes   Somewhat   No   Complete, thorough and detailed.

Yes   Somewhat   No   Individualized/specific gives a clear picture of the person.

Yes   Somewhat   No   Indicates potential accommodation and work support needs.

Yes   Somewhat   No   Used in an ongoing manner, updated regularly.

Yes   Somewhat   No   Reflects natural resources vs. service resources in each area.

Yes   Somewhat   No   There is clear evidence of client's preferences regarding employment.

Yes   Somewhat   No   Reflects cultural, ethnic, racial information which holds meaning for the person.

Yes   Somewhat   No   Reflects consumer's skills, talents, accomplishments, abilities, what they know about, care about, have a passion for.

What are the best parts of this Vocational Profile?
_____
_____
_____
_____

What could be improved?
_____
_____
_____
_____

Quality Review of Employment Plan

Consumer Name _____   Date Reviewed _____

Employment Specialist's Name_____

Long-Term Goal:

Yes   No   Goal is clearly based on client preferences stated in
                          the Vocational Profile.

Yes   No   Goal is individualized (reflects details of client
                          preference.

Short-Term Goals (actions, steps, tasks):

Yes   Somewhat   No   Date recorded that the action step is written.

Yes   Somewhat   No   Goals are measurable (outcome oriented).

Yes   Somewhat   No   Goals are achievable (broken down into small
                         steps).

Yes   Somewhat   No   Goals are positive (what <u>will</u> be done rather than
                         what <u>will not</u> be done).

Yes   Somewhat   No   Dates to be achieved are recorded (no "ongoing").

Yes   Somewhat   No   Tasks are being achieved and target dates
                         recorded.

Yes   Somewhat   No   Resources & Information from vocational profile are
                         reflected in the employment plan.

Yes   Somewhat   No   The person has signed the employment plan.

What are the best parts of this Employment Plan?
_____
_____
_____

What could be improved?
_____
_____
_____

Job Search
and
Job Development

Job Development Worksheet

Client _____

Job Preference/Goal _____

Job Specifications (needs, preferences):

Job Search Ideas:

Record of Job Development Contacts:

Date	Business	Contact	Results/Next Steps

Record of Job Development Contacts:

Date	Business	Contact	Results/Next Steps

Instructions for Job Options Worksheet

The job options worksheet is intended to provide a format for thinking about characteristics that are critical to a good job match. It is divided into three categories.

Category One: Types of Jobs the Consumer Might Enjoy

This category can be taken from their past experience, their educational experience, or any passion, talent and/or interest that they have. One useful tool to gather and get this information is a strengths assessment. This information could also be gathered through observation, or other people that know the person.

Category Two: Things About the Job or Workplace the Consumer Values:

This category includes information about the:

Work Environment	Location
Coworkers	Salary/Benefits
Supervision	Types of Tasks
Pace	How the Person Works
Time/Breaks	Supports
Mental/Physical/Cognitive	

See list of work values for ideas. One way to obtain this information is to review their past jobs and what those experiences were like (what they liked & what they did not like about the job).

Category Three: Ideas for Places to Contact

Using the information from the above two categories, list all possible places that might fit the criteria or job template that the consumer has created. Brainstorming alternatives can be done with the consumer or in team meeting with co-workers.

Job Options Worksheet

What are the types of jobs I would enjoy?

People-oriented job

Loves sports – loves baseball the most.

Worked as a janitor in the past and enjoyed some of the work.

What are the things I value or are important to me about the job or place I work?

- ✓ Likes being around people
- ✓ Wants a nice boss who is understanding
- ✓ Close to home (no car)
- ✓ Part-time
- ✓ Evenings
- ✓ Ability to have lots of breaks to smoke
- ✓ Simple Tasks
- ✓ Working around people

Given the above information, what are some ideas for places to contact for a job?

- ✓ Sports Bar – Ricky's, Sports Page
- ✓ Royal Stadium – selling popcorn, clean-up, vendor
- ✓ Sporting goods store- Gaylans, Jason's
- ✓ Parks and Recreation- groundskeeper, concession stand
- ✓ Baseball card and memorabilia store - Ken's Kards and Memorabilia, The Sports Dome

Job Options Worksheet

What are the types of jobs I would enjoy?

_____   _____
_____   _____
_____   _____
_____   _____

What are the things I value or are important to me about the job or place I work?

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Given the above information, what are some ideas for places to contact for a job?

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Job Development Guide

Strengths I bring to the job:

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Accommodations Needed

_____   _____
_____   _____
_____   _____
_____   _____
_____   _____

Business Biography

Interview Date:	Principal Recruiter:
President/CEO:	Company Representative: Title:
Address:	Highest Ranking Manager:
Phone:	
Person Completing Form:	

1. Describe what your company does.

2. How many people do you currently employ: Do they all work at this location?

3. Describe the types of entry-level jobs you typically hire for. What types of skills are critical to these positions?

       A. Full Time:

       B. Part Time:

4. Describe higher-level skilled positions that your company hires for.

       A. Full Time:

       B. Part Time:

5. For which positions do you hire most frequently? Do you recruit at specific times of the year?

6. Describe your typical recruitment process.

7. Would you describe your experiences in recruiting new employees as easy or difficult?

8. What would make your job easier?

9. What makes people successful at your company?

10. What are your future projections for your company?

11. Do you utilize temporary staffing services? If so, how? Do you utilize students or have apprentice/OJT at your company?

12. What format(s) would be most effective and efficient to meet your training and consultation needs?

13. Do you have any current openings that you are trying to fill?

14. How would you prefer to meet and/or interview potential candidates?

☐ In person
☐ Complete application
☐ Telephone
☐ Other:_____

Notes: _____
_____
_____
_____