Historical Perspectives – 1970s
(Slide 1)
Mike Callahan: Hello, my name is Mike Callahan. I'm with Mark Gold and Associates and the topic of our conversation today will be the evolution and history of supports and strategies used in community workplaces for people with disabilities and we'll be using a PowerPoint presentation that will kind of help make the case here. And as you think about this, I think one of the interesting things is the - since we're looking at history, to go back into our history...

Historical Perspectives – 1970s
(Slide 2)
Lou Brown: Well, a good way to start would be to go back a little. In 1950 in the United States, we had about six sheltered workshops in the whole country. Well, in 1951, the first activity center was established, as I know, in New York City. It was called an activity center for people who really couldn't function in a sheltered workshop. So there was competitive employment and then there was this thing they call the sheltered workshop. People can do real work, but they needed shelter, protection, subsidy, a special place. Under that, there were people who supposedly couldn't function in a sheltered workshop, but they needed something to be involved in everyday, like ceramics, art, bowling or these things. Under that level were people called custodial. They didn't have anything for them. So it was a stratification of competitive employment, sheltered employment, activities and doing something, and people who were considered to be too disabled for that and basically stayed at home.

Historical Perspectives – 1970s
(Slide 3)
(Slide 3) Integrative Employment Services
So, several interesting things happened over that time. One is, more and more of this group of people were disabled, living longer and longer, approached that adult age. The second thing that happened is a great pressure was put on schools to serve these kids, under the Equal Opportunity Clauses, under the Civil Rights Movement, which was for other people who were perceived as minorities. Now people with disabilities were
perceived as minorities, same thing for women, they have the same rights and opportunities. Well, you can't have equal opportunities for black people and women and Native Americans and this and that, then all of a sudden leave this population of people out. So then people were saying, what about people with disabilities? They should have the same rights as everybody else too. So, there was this group of people, mostly people that we focused on, who were excluded from school. The parents would bring the kids to school, and the people in school would look at them and say, I'm sorry you are too disabled to go to public school. They go to the public library, public bank, public beach, public shopping mall, everything, but they couldn't go to a public school. That was the only public place they were excluded from, was the public school. This, of course, built into this momentum that led to the passage of the federal law that states that all children, regardless of disability level, kind, or nature of disability, had access to a tax supported public education. This dominated our field for quite a few years, and then the same issue prevails.

What about those kids when they finish school? What about the tax dollars we spent, twenty one years of public education on these disabled people. What are they going to do now? Sit at home? Lock them up in an institution? Hide them away in an activity center or sheltered workshop? That to me, that's the stage, the part of the thing. We have the civil rights movement of various other people, we have this population growing, we have this longevity with life expectancy increasing. Then people started saying, OK, what are we going to do about it? One theory was: let’s move them to a sheltered workshop spot for every person with a disability in the United States. Just like one theory was: we'll build an institution, and have a bed for everybody with a disability in the United States. Well, when you logically stretch that out, it is horrible, demeaning, devaluing, and economically absurd. Imagine that. So, they say, what else, what else?

**Historical Perspectives – 1970s**

**(Slide 4)**

**Mike Callahan:** In the 70's we think about the way in which, at that time the preparation for employment was being handled. I think that it would be fair to say that we were preparing people for a competitive outcome in community jobs and there was an uncertainty, a significant uncertainty surely that people with disabilities would be able to meet the demands of the workplace especially the competitive workplace.

**SLIDE 2** Certainly, there were workshop programs and day programs in the 70's but there was also this clear preparation for employment. It was felt that, at that time the main device we have available to be a preparation strategy. We need it to prepare people in one place outside of the workplace so that they would be fully ready to work within the community competitive work site. By the late 70's people began to question that approach mainly because very few people were actually ever being prepared successfully to meet all of the demands. And some people and for me my mentor, Mark Gold who was one of the early people who brought a new awareness.

One of Gold's philosophies was that people could learn and by people, he obviously met
all people. People could learn whatever they needed to know in terms of performance if we were skilled enough to teach them. And he began to develop a set of systematic instruction procedures that would blend very nicely with the outcome of employment for people with disabilities. And by the late 70's Mark was becoming convinced that even though earlier in the 70's he himself had implemented a kind of a two tear training system of what we called criterion one and criterion two. Criterion two being the actual performance setting in the workplace and criterion one being a preparatory setting outside, it could be in a workshop or another school or any kind of preparatory facility.

Historical Perspectives – 1970s
(Slide 4)

SLIDE 2 That by the late 90's, Mark had questioned his own structure and began to say that the natural workplace, the set of conditions that one would find in a work site, was the very best place for people to be prepared for the skills that they needed. Instead of going the readiness route, the beginning of the place train model began to be articulated and though Mark Gold did not, in anyway first articulate that, his procedures, his training strategies began to reflect it.

Historical Perspectives – 1970s
(Slide 5)

SLIDE 3 And I think of the early days, I've got some slides that really represent - if you'll think of them as archive material. In the first slide is circa 1979 and in this slide you'll see a young man who happens to have Down syndrome.

In a very sophisticated workplace, a factory where computer chips were being manufactured and his job was to test and to make sure that the housings that would hold the semiconductor chips that they were straight and not bent so that when they were inserted into the materials - imagine a computer in 1979, I guess today it would be called microchips. But anyway, his job was to look at each of these housings and make decision as to whether the housing would be appropriate or not and if not, to straighten and to prepare that housing for proper use on the housing machine that actually placed the microchip into the semiconductor.

Historical Perspectives – 1970s
(Slide 5)

SLIDE 3 And one of the things you'll notice is that he is surrounded, just literally surrounded by support. On one side he's got what we called a job trainer, on the other side a data collector. And this really represented I guess several things one, probably more than anything, our fear and uncertainty of what would happen. You know, we wanted to bulk up with support and I think another thing it represented was the fact that in those days the money was actually available. The waning days of the old CETA program, The Comprehensive Employment Training Act actually responded to the issue of disability employment in many states by findings some of the early efforts that would
later be known as supportive employment. And so, the money was there to fund the additional person.

And I think another issue was that, we were really bringing research lab techniques into the natural workplace, we would to ourselves of course we would need step by step trial by trial data because that's what had been done at the universities and the research labs where the prior work had been accomplished as far as the training strategy. There was actually a cause to this, I mean, I looked at this imagery now in, what 30 years later and it kind of looks like a rock star surrounded by handlers, you know public stay away. We certainly didn't mean to send that signal but I think that happens that as we really surround people with support it makes it more and more difficult for co-workers and supervisors and just the day to day people you share the workplace with they're really become a part of your life. The good news is that it didn't last too long and what came up pretty quickly within a year or so was this most, I think evocative of supported employment imagery, this is again 1980.

Historical Perspectives – 1970s
(Slide 6)

SLIDE 4 And what you see here is a job coach and employee; we couldn't call this case superior and supported employee because the phrase really had not been coined yet and accepted in 1980. But the concept was beginning to come together where in this case, the job coach is easily recognizable because she's not dressed in a way that people in the workplace dressed, her name is Pam by the way. Pam is an emissary from the human service field into this factory with the belief that if she was not available, Cipriana would not have been successful. And that stood with us and in many ways, stands today, 30 years later as a belief we have.

I feel like it's not a completely tested belief and we need strategies that do test that perspective but regardless, as long ago as 30 years ago we have the beginnings of the job coach-employee relationship being set in our expectations from those of us in the disability employment field. And frankly from the expectation of employers who hearing about employment nowadays, particularly supportive employment, feel that a job coach must be available and we'll again look at how some of that is evolved in the 30 years since.

Historical Perspectives – 1970s
(Slide 7)

SLIDE 5 One of the things we learned from Cipriana, this next slide is a true artifact from me. Mark Gold died in 1982, he's a very young man died quite unexpectedly in 1982 and a lot of the materials that were associated with Mark were sent to me.
I had the privilege of continuing the company that Mark has started, Mark Gold and Associates. And I happened to cross this slide, kind of like an archeologist scratching about in a cave and pick it up a parts yard, I found this slide in a new locket mini-warehouse, kind of the same sort of thing and I looked at it and it's evident that Cipriana is the person of concern but the person seemingly giving her information was not a job coach.

**Historical Perspectives – 1970s**
(Slide 7)

**SLIDE 5** And here I thought that it was a supervisor, I was sure of it and we had an early evidence of what we might think of as natural supports nearly 30 years ago. But to make sure, I called Pam. Pam is an old colleague and friend to talk to her about this and what I found out was not as optimistic as what I have may have hoped.

I described the slide to Pam and asked her if she knew about it and she said yes, she took the picture way back when. And I asked her about the - I said what's Cipriana's supervisor teaching her? And Pam minced words with me and said "Mike, she wasn't teaching her anything, she was talking to her." And I said, "Pam we're among friends here, teaching, talking is it kind of the same thing?" And so Pam said no and in fact I probably should have used interpreting. And I said, "I guess I'm confused" and she said "don't you remember? Cipriana didn't speak English."

**Historical Perspectives – 1970s**
(Slide 7)

**SLIDE 5** At that point of her job that Motorola, the company that she's working at, had hired a manager who is bilingual to be able to speak to employees who had difficulty speaking English and particularly when information needed to be offered. And Pam said, "Wasn’t that neat?" and as I thought about it, it actually wasn't so neat at all.

**Unit 2 – Historical Perspectives – 1980s**

**Historical Perspectives – 1980s**
(Slide 8)

From today's perspective, a way we can look at our past is to say that we were so convinced that the capacity of natural workplaces would not be sufficient to meet the needs of people with disabilities, that we substituted completely rather than finding a way to take advantage of the capacity that had already been invested in, in this case by a major national corporation and I think we began to understand that needed to change. In addition, I mean these early days were quite interesting in another way that if the explosion of supportive employment had not happened, that would be four or five years in the mid 80's we were still kind of thinking of the factory as the primary concept of what the workplace was.
And around 1980 and 81 when we were taking these slides and doing this work, we still had an industrial capacity, pretty much throughout the United States. And you found people who kind of were an ideal fit between who they were and what they had to offer and what workplace needs were and we also began to understand a little bit about the subtlety of support.

**Historical Perspectives – 1980s**

(Slide 8)

**SLIDE 6** And in this slide with Tom, a gentleman who had been in a state institution and had come right out into work in a very, very sophisticated factory situation had - what we found with our supports, if our support people were dressed like Tom, dressed like they were off the workplace and we referred to it as camouflage that co-workers and supervisors felt much better about joining in.

But if we were determined to hang on to our difference that people hung back because not just that the people with disabilities seemed to have a difference from the typical co-worker but even their support people were different and I think it was just an evolving awareness that we were coming to that this whole thing was a lot more complex than we might have thought. Well, these images up to this point really reflect - I think the early days of the examples that were happening around the country that were beginning to slowly come together into what would be called supported employment. That took a few more years though from 1979, 80 and 81 it really took until 84, 85 and in particularly 1986 when congress put the definition of what it call supported employment into the Rehab Act of 1986.

The Rehab Act was reauthorized that year and for the first time we had a statutory placeholder and a funding stream for this new concept and a number of things had happened, just in the several years from the initial slides, and one of the things I think that happened is we had an economic sea change in our country to a large degree. We had started what had continued since then the decline of manufacturing in the United States. Most of our manufacturing capacity slid off to the Pacific rim into the third world and we were hearing instead of being a manufacturing economy in the mid 80's, we were going to become a service economy. And that had profound effects on the outcomes of the jobs in the very early days of supported employment.

Well, times continue to change and in the late 80's we had unsupported employment, the concept of natural supports come in to the lexicon of our services.

And natural supports was one of the first pieces that helped to articulate that we were probably offering too much support from a job coaching perspective and not taking nearly enough advantage of the natural supports that might be available in the workplace. And early works around ‘87 and ‘88 segue to book and journal articles and research in the area of natural supports.

**Historical Perspectives – 1980s**

(Slide 9)
**Lou Brown:** There are people who say, well we have a sheltered workshop and now we're going to convert to an integrated work atmosphere and then we are going to get these people out. I know that is possible, but I don't like it. I don't think it is a very good strategy in most instances. I like developing independent agencies, agencies that are independent of the workshop. For several reasons. One is the technology, the strategy, the operational styles necessary to give people with significant amount of disabilities real jobs in the real world, are different than strategies of getting people to function in sheltered workshops. People leave the sheltered workshops, get them a job downtown, and they have bad attitudes. It is sort of like someone works as an aide in an institution ward, and then we say we are going to get people out of institutions and we're going to get them in supported apartments. That doesn't mean you just take the people because they had experience with them at the institution that they are going to be successful at getting these people infused in the community in a supported apartment. The same things prevail. Just because somebody has been working at a sheltered workshop for 20 years, doesn't mean that they are going to be good as an integrated work specialist. It doesn't mean that at all, good job coaches. I see a lot of poor integrated work because of that phenomenon. The second thing is, if you have a person in a workshop and you get them on the top of the list to go downtown for a real job. Let's face it. At a workshop you have too many people, you can't get them all downtown by Tuesday. So you're going to have to take somebody. So they go down there and they screw up. It doesn't work. It is not a good match. There is a behavior problem, or whatever it is. They put them back in the workshop and they are on the bottom of the totem pole again. Put them back and get some other people. Well, he had his chance. Now we give someone else a chance. I don't like that. If you give a separate agency this person. We say if you can't serve the person, then put the money back. We'll take the person and we'll find out if somebody else can. Don't lock them up. Don't have them sit at home and waste his life. So, there is not that competition, there is not that pressure to succeed. One of the things that I loved about Betsy Shiraga and Kim Kessler, and those original Madison teachers is that they wouldn't accept failure. It was just not an option. We took them downtown, and it didn't work at St. Mary's Hospital. Are we just going to leave them in the classroom in the school? No. We found another place, we found another place, we found another place. And all your work, the more creative you were, sooner or later you get this match. That is when we went to zero exclusion. No one is excluded. Everyone is included in the real world of work. In my experiences, I know there are exceptions, but the general rule is that I would rather see an independent subsidiary with a special budget for a training program than with a subset of people at a workshop trying to do integrated work.

**John Bott:** So is there a technique to keep up to date in the training?

**Lou Brown:** You need to keep up date. It is easy to do in education. It is easy to do in social work. It is easy to do in audiological equipment, but it is very hard, most of the monies in this field of supported employment, goes to hire job coaches or get these agencies going. There is a not of money of training. Not a lot at all. We, Alice Udvari-Solner and I, used teach a course at MATC for job coaches on our own. And a lot of
people around the country are doing that too. Training is very, very important. There is so much good information being developed, but it is not really being disseminated.

And also, this tape is being made for social workers, primarily right? Social workers, in every place I know in the country, many of them have significant influence on the quality of life for a person with a disability. Where do they go, when information is given to their parents or legal guardians, when agencies are created, which agency do you pick? I think the other part of it is the value that people with disabilities should be integrated into the community and that you should have to do everything within your power to make sure that occurs. And don't sell these people short. Don't sell them out. Don't lock them in a workshop. Don't give them one chance to succeed in life and then cross them off for the rest. Don't look at them and say that they really look funny, so therefore they can't work next to normal people. They can't be in banks and hospitals and insurance companies. Don't say that. Don't clone them. Don't say oh yeah I will say that at a meeting that there is a job at sweeping the floor, and so on... I understand that. But don't say just because you are disabled that you have to have their job and you couldn't have access to any other job. So these social workers who function as case managers or administrators of programs of human service programs, it is extremely important that you understand that it is a new day, it is a new world. Don't put your money into segregation, social workers. When you become a county executive, or the leader of this agency or that agency, as many of you do, don't put your money in group homes, don't put your money in sheltered workshops and activity centers. If you are supposed to be the professional advocate for a person with a disability, then don't let anybody put those people in segregated places anymore. It is unnecessary. It is cost-inefficient. It is devaluing. It is ideologically unbearable in this day and age.

Unit 3 – Historical Perspectives – 1990s

Historical Perspectives – 1990s
(Slide 10)

SLIDE 8

Mike Callahan: Also as supported employment evolved from the late ‘80's and into the early ‘90's, a new and very interesting thing happened and that was entry into the workplace of people whose disabilities were much more significant than the early implementers.

Frankly, some of the early people in ‘85, ‘86, ‘87 were really the people who are kind of first at the door in the sheltered workshop or the day program, just clamoring to get out and they truly had a disability and I feel like we should have worked with them. But they weren't representing significant complexity, they required from us new ideas and they required from us, you know reflecting and thinking but they weren't really pressuring the field in a significant way. But by the early 90's there were some efforts to really reach beyond to where you have, some of the first people with physical disabilities and intellectual disability showing up in supported employment job sites. And that was
creating some interesting issues and one of the things that we saw the early aspects of its negotiated relationship.

**Historical Perspectives – 1990s**  
(Slide 10)

**SLIDE 8** This picture of Andrew on a job in a hospital is an example of that.

In the early days of supported employment, you were looking for an open job at the entry level of the job market. But by the early 90's people began to understand that if you negotiated tasks based on the individuals contribution and the employers need, people can have access to job positions well above the entry level with wages and responsibilities that were commensurate with their ability and the employers needs. And that concept is now referred to as customized employment. In those days the term did not exist so we were referring to this as individualized supported employment strategies. And one of the things that this film or this slide really represents is kind of a pairing of the three important people in a supported employment relationship.

**Historical Perspectives – 1990s**  
(Slide 10)

**SLIDE 8** You see Andrew sitting down in his scooter and he's doing some barcode scanning. You see the woman in the gold blouse; we'll call her Kim and Kim being Andy's job coach. And then you see the woman in the black blazer and she would be Andy's supervisor, so you've got employer, job coach, supported employee. And one of the interesting things about this little snap shot in time was that it kind of caught Kim acting as a go between the employer and the supported employee. One of the valuable aspects of the natural supports and supported employment timeframe that started in the early 80's, we really understood that job coaches needed to make sure that employers spoke directly to individuals if that were it all possible.

And training had been dedicated to see that had happened and efforts were obviously implemented but still, it was a hard thing to keep up with. It was a hard thing to keep open to say that we will make sure that we'll try to have every instant of employer interaction with the supported employee happened between them and the role of the job coach or the employment specialist was to facilitate that, and it didn't happen here. And another thing I think that occurred was you began to see the beginnings of really questioning should we be offering direct support and job coaching that natural supports was at least raising, it never settled on this I think. Kind of an all or none perspective, either we go in with no job coaching whatsoever or job coaching is full-time.

**Historical Perspectives – 1990s**  
(Slide 11)

**SLIDE 9** And one of the things that was beginning to be understood in the early 90's I believe, was that really a balance needed to be achieved so that like in this next slide so that really the proper role of jobsites support was to facilitate the interaction between
employer and supported employee to be available possibly at times to go back and provide direct support when direct support was absolutely necessary but not to be stuck on this, not to sell direct support as the basic rationale for why an employer should buy into natural supports.

**Historical Perspectives – 1990s**  
(Slide 12)

**SLIDE 10** But really back to the more enlightened imagery around this to allow the employer and the employee to interact and in fact to facilitate that interaction and to make useful suggestions and become a sounding board for both parties to really make sure that it would all work.

**Historical Perspectives – 1990s**  
(Slide 12)

**SLIDE 10** In this case, with Andy's supervisor one of the first time she actually took on the direct information role rather than going through the job coach she was pretty nervous and when people are nervous one of the things she did was, she spoke rather quickly. Andy being a very nice young man, he's actually from New York but she would think he was from the Deep South. Every time the manager or the supervisor asked him if he understood what she was saying he said, "Yes, ma'am." And assured her, "Yes ma'am, I understand." And she asked him four or five times and each time she would ask him she thought; "oh, it's great he understands everything I'm saying." Well Kim new Andy well enough to know that wasn't what he actually understood.

That he was being polite, differential to his boss but not that he was actually letting her know what the real deal was. So it created a perfect opportunity for support both to Andy, who really needs to kind of help his supervisor understand when he doesn't understand. And to the supervisor who took the risk to give information and to know what to do when you asked a person; "if you understand?" And then don't ask them to show you in performance to make sure that they do understand. The support person has a wonderful opportunity in this scenario to build capacity in a way that really speaks to the most important aspects of what natural supports could and should be.

I will say on this thorny topic, we're still learning a lot all these years after this. You know now, 15 years later, we're still learning about good natural supports and how they're well-facilitated within the workplace. And as the concept of facilitation and support facilitation began to evolve throughout the late 90s.

**Unit 4 – Historical Perspectives – Supported Employment Facilitation**

**Historical Perspectives – Supported Employment Facilitation**  
(Slide 13)

**SLIDE 11** We had some interesting dilemmas come up and this is an unfortunate and in
some ways, almost comical slide of a job coach, the woman standing up in the denim vest not really understanding where she should be when the interaction between the office manager and the supported employee is working quite fine, thank you.

The last place she needs to be is hovering; that actually causes the supported employee to lose posture and focus, etcetera. And we began to realize we were in a situation where a new set of questions needed to be answered: Where's the best place to provide facilitation from? And also one of the paradoxical issues of all of these, that even though we're trying our best to offer to workplaces, the opportunity to engage in natural supports and in jobsite supports and instruction, it doesn't free us from having to know all of the skills necessary in instruction. And that's kind of the paradoxical aspect of this. Our intent is not to have to teach but we have to know all about teaching, so that when someone says, "Help, I'm stuck here." You know, the person isn't getting what I'm saying or "He threatened to hit me. What's going on?"

The support people need to know the depths of all the good instructional procedures and support procedures that we ever needed to know but then, offer them in a way where we don't just step in and take over because again, even today, we'd still be allowed to do that. And if you're listening to this with any awareness of what goes on in actual agencies and facilities in the community. There's very, very little focus on these procedures for the people who are jobsite support individuals, who are people who would be facilitators. And unfortunately, that takes us beyond paradox and into a contradiction. We've got to invest in the skills that were part of what all of these knew 30 years ago that is just not well-known today.

**Historical Perspectives – Supported Employment Facilitation**  
(Slide 14)

**SLIDE 12** But when it happens, when the pieces come together, we have the opportunity for what I think is real advancement; I mean a really unique set of relationships. I love this photograph. It happened on a first day of work where a well-trained employment facilitator for supported employment welcomed a line supervisor into support. And that line supervisor began a teaching relationship that for the entire world looks like the best of some of the lab-based systematic instruction procedures that I used to see Mark Gold and I know other people around the field have done. It was just a beautiful stuff.

And there was very little tension, there was complete confidence on the part of the natural supporter that we can do this, we can teach sophisticated skills in a manner of very, very similar to how we teach anybody to do the job. And the results will be quality performance and a successful work experience, a job for the individual.

**Historical Perspectives – Supported Employment Facilitation**  
(Slide 15)

**SLIDE 13** Another thing that we learned along the way is that there will be people and this is an image of a person that I think out in Wyoming in a factory that made camping equipment. And frankly, co-workers will occasionally be hesitant. In fact, they might be
downright scared. And one of the things that I think the whole issue of natural supports brings is an effort to demystify the whole issue of disability in life.

Many people still today have not had a conversation, a direct interaction with a person with a more significant disability. And certainly, the woman in this slide said that I don't know what to do and I wouldn't know what to say to her. And just you know, not just accepting that as - OK, you don't have to, I'll do it because I'm the trained professional but just to say, you know, it's really OK. She doesn't bite and in this case, the woman didn't.

**Mike Callahan:** I mean you don't want to say somebody doesn't bite if they do, but how - I just - we have to realize how few people actually do that. So the point is that we just extend the welcome and then at times maybe, a gentle nudge to say, "It's really going to be OK" and you'll get through it and very quickly, I think people's attitudes will began to change because they actually have the direct interaction that's so necessary for things natural to work for people with disabilities.

And also I think by going this route, we get the mind, the common sense capacity that's part of so many people in the community.

**Historical Perspectives – Supported Employment Facilitation (Slide 16)**

**SLIDE 14** I think there's a great wisdom out there; in this slide of just a typical hospital laundry really speaks to that. It would be one thing to get the laundry workers together and get them in a training where all the laundry workers knew how to do systematic instruction and queuing procedures and knew the role of reinforcement in motivation. But in fact, a lot of times all we need to do is just take advantage of that intuitive and natural wisdom that exist across the board from entry-level people through CEOs of organizations and augment that when necessary, but let it stand when it's just fully sufficient. And I think that's a powerful lesson that we've learned over the years.

**Historical Perspectives – Supported Employment Facilitation (Slide 17)**

**SLIDE 15** And when that happens like in this - it's one of my favorite images that occurred out in Seattle where a very young man was a Home Depot receiving dock manager that was orienting this man as a supported employee on his first day of work. And the gentleman who was the supported employee is not able to read. He has a very difficult time kind of focusing on the matter of the moment. And yet, through this wonderful, this young supervisor took him through shipping manifest and through rather technical explanations in a way that - because I was observing and I'm thinking, "Gosh, he's not getting any of these. Why is this guy doing it?

And yet, one of the things I had to admit.
SLIDE 15 The supported employee was paying attention to everything said, every item. I don't know if he was getting it but he was attending and so I've asked the young man afterwards who said he had never had any other experience in the context of disability. And I say, "When did you realize that the guy really wasn't getting a lot of what you were saying" and he said "Pretty early, I think I understood it" And I said "Why is it that you did showed him all that technical detail?". You said that's what I do for everybody and it made me realize without embracing things naturally, how much of what everybody gets is not available to people with disabilities, especially if it comes from us because we know too much, we know what people can and can't do, so it would never occur to me to do what this guy did and it's that value of naïveté that is so powerful, in where I think and hoped that employment is going today.

Unit 5 – Historical Perspectives – Customized Employment (1990s – Present)

SLIDE 16 And over the years these relationships I think, have really caused employers to value contribution and particularly I think as supported employment began to evolve by not only looking at the strategies of post-employment support but looking at the manner in which the job was developed.

SLIDE 16 The early days of customized employment were beginning to emerge and in the three images on this page, starting top right the manager standing up next to Kim. Negotiated for Kim really the first customized relationship that I ever really recognized as such not done by a human service person but done by a manager within the company.

SLIDE 16 In the lower right hand picture, the man with his back to us in the cap on Larry disclosed to us during our discovery interaction with Larry that a local postman had taught him to read and to recognize numbers and how numbers fit one against the other in other words the postal delivery worker who stopped at Larry's stoop at 3:00 and they sorted the neighborhood mail. And I wouldn't even touch the legality of that but the wonderfulness of it is, is evident and then the manager, the guy you see kind of facing us in this picture. Upon hearing that story he literally starts to cry and he says; "that's my story." And job developer said; "your mean a postman thought you how to read and recognize numbers?" He said; "no, but I just always wanted to be one of those people."

And he said; "the post office wouldn't hire me." So he started a mailbox et cetera and
imagine the connection of Larry when he found that Larry had kind of that same passion, these gentleman just connected.

**Historical Perspectives – Customized Employment (1990s – Present)**  
(Slide 18)

**SLIDE 16** And on the left, where you see the two gentlemen standing with the stripe shirts going in different directions, Kurt's the guy in the horizontal stripes is one of the plant owner’s favorite people because he's just saved significant slip and falls by spot sweeping items that were the result of the a milling process that employees were falling on and you know, the pain and suffering not to mention the out of site workman car premiums was so significant and Kurt comes along gently and effectively meeting a workplace need. And you began to get genuine respect not just because a person has a disability but in spite of their disability the powerful contribution made to the company.

**Historical Perspectives – Customized Employment (1990s – Present)**  
(Slide 19)

**SLIDE 17** And so from this, we really began to have the ingredients of a new form of employment that is emerged in the most recent iteration. In 2001 the newly formed office of disability employment policy, The US Department of Labor coining the term called Customized Employment to describe the set of negotiated relationships that were happening under the guise of individualized supported employment back in the 90's. In fact, ODEP that's the Office of Disability Employment Policy took the very concepts of individualized supported employment and just articulated them as customized.

And began funding, really for this decade, the only major employment issue that we've seen which is the customized employment pilots, the 36 or so funded out of the US Department of Labor. And it allows us to use good instructional procedures, excellent post-employment supports, but then combine with pre-employment negotiations concerning the relationship of the individual with the employer. And negotiating that relationship in a way that benefits both.

**Historical Perspectives – Customized Employment (1990s – Present)**  
(Slide 20)

**SLIDE 18** And as we've done that, we've seen that customized employment focuses on tasks rather than job descriptions. Discrete contributions made by people in relationship or in response to discrete workplace needs.

**Historical Perspectives – Customized Employment (1990s – Present)**  
(Slide 21)

**SLIDE 19** And as you're looking at these slides as we're going through, customized employment provides an excellent fit with systematic instruction and an excellent fit with supported employment.
Where the task focus of customized employment fits with the teaching and performance of discrete tasks that match well with the individual and the employer really gets significant value from this relationship.

**Historical Perspectives – Customized Employment (1990s – Present)**
(Slide 22)

**SLIDE 20** Just a few examples as we wrap up, here's a guy with autism who expressed interest in police work and a strong need to have things ordered in order. And so, he ends up sorting and filing Mr. Manor’s arrest reports and traffic citations for a local sheriff’s department. And does both things well, he's terribly interested in police work, he's excellent in sorting and filing because of that two years you put those two things together and James is experiencing a career in law enforcement.

**Historical Perspectives – Customized Employment (1990s – Present)**
(Slide 23)

**SLIDE 21** So this young woman, who at any cost wanting to get in the radio industry, is on a job where she has tasks developed from reception, from disc jockeys, from advertising and even the station manager. All of these people have unmet needs that she's able to provide for the company, in a way that gets things that need to be done, done again and puts trying on this course toward a career in the radio business. And we've seen some pretty dramatic things occur as we really kind of look at this discrete skill concept.

**Historical Perspectives – Customized Employment (1990s – Present)**
(Slide 24)

**SLIDE 22** Here's a young man named Andy who - we were pretty clear we could get Andy a job in his expressed interest in movies.

But by looking more deeply in Andy's life, instead of taking tickets at the local cinemaplex, we actually found, that he's got very discrete skills around video editing, and today he does video editing for our local power company, where he takes raw footage of film shot by videographers and of line workers and other electrical, high-intentional electrical workers and turns those into a training videos by using a director story board and this is a young man with autism.

**Historical Perspectives – Customized Employment (1990s – Present)**
(Slide 24)

**SLIDE 22** And again, it wouldn’t be likely that he would be a video editor but he can do video editing tasks and he needs support and he needs all that things that people have always needed by having the upfront concept of customized employment added to the powerful post-employment aspects of supported employment, Andy's got an excellent career started and he's only 17 years old.
So this kind of wraps up the retrospective, today we're in a position where - I truly think we're in the best of times in the area of employment. We've got a 25 year old great idea of supported employment. It's one of those few things that have stood the test of time without us wishing; "gosh, why did we even think it was a good idea to have a support person go with an individual into a job site. Now we've learned from it and it we've adapted, and we've got better clarity today than we had. But supported employment is still a good idea and blended with that now in this decade in this century we have the concept of customized employment put on the table. An idea that allows the very relationship that exists between the individual and an employer to be negotiated in a way that meets the needs of both.

And I hope that you've seen that this is not the end of the progression. If in 30 years we're from where we've started to here, it will be very interesting ride to look at the future. Thank you very much.