

Generating integrated work sites for individuals with significant intellectual disabilities

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Abstract. In the past, when the vast majority of individuals with significant intellectual disabilities exited school, they were restricted to segregated workshops and activity centers or were confined to their homes. Each year increasing numbers receive the instruction and extra supports needed to perform real work in the real world for extended periods of time. Why do some have real jobs and the vast majority does not? Little is due to intellectual capabilities. Much is due to poorly trained professionals, inadequate and irrelevant instruction, low expectations, the lack or paucity of opportunities and the absence of long term extra supports. We know how to produce integrated employment realities for some. It is time to change our ways and produce them for the many thousands of others who so desperately need them.

A logical, cost efficient and empirically validated 8 step sequence that has been used to arrange for individuals with significant intellectual disabilities to produce real work in integrated environments when they exit schools and segregated post school settings or when confinement to homes is ended is presented.

Step # 1. Generate a Comprehensive Integrated Work Site Inventory

Step # 2. Generate a Comprehensive Work Task Inventory

Step # 3. Generate Integrated Work Sites

Step # 4. Conduct a Work Skill Analysis

Step # 5. Make a Personalized Worker to Work Site Match

Step # 6. Provide Authentic Assessment and Instruction

Step # 7. Maximize Natural Supervision

Step # 8. Arrange For Long Term Supports

As the individuals of concern are not able to arrange their own access to integrated work sites, others must do so. Seven of many possible strategies that have been used to generate such access are exemplified (Step 3). Rudimentary information pertaining to the other 7 steps will be afforded to provide context.

Keywords: Integrated work sites, significant intellectual disabilities, postschool employment

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In 2004, President Bush's Committee for People with Intellectual Disabilities studied the employment status of the lowest intellectually functioning 3% of the USA population and concluded that 90% was unemployed or grossly underemployed (PCPID, 2004). Harris (2000); Migliore and Butterworth (2008); Newman et al. (2011); Siperstein et al. (2013); Taylor et al. (2012) and The National Organization on Disability (2010) reported similar findings. Some individuals with significant intellectual disabilities exit schools and enter post secondary educational settings. Too often they flunk out, drop out, complete their auditing experiences and then join the ranks of the unemployed (Simon, 2012; U.S. Committee on Health, Education, Labor and Pensions, 2012). Almost 300,000 spend their lives denied real opportunities to approximate their potentials while confined to expensive segregated sheltered workshops (Wehman, 2011). Price (2012) reported that in 2011 Ohio spent 175 million dollars, \$22,000 per person per year, restricting individuals with intellectual disabilities to segregated workshops and only 5 million, less than \$9600 per person per year, arranging employment in integrated settings. Recently, Oregon and Rhode Island were found out of compliance with the Americans with Disabilities Act by the US Department of Justice for tracking far too many to, and segregating too many in, workshops and thus not affording reasonable access to integrated work settings (Perez, 2012b; Perez, 2013). Confining persons with significant intellectual disabilities to large public or private residential institutions are no longer options. The extremely high costs and the unbearable histories of abuse, neglect and wasted lives have resulted in fewer than 40,000 out of a population of 310 million remaining in these intolerable places. Many thousands stay where they live all day doing little, if anything, meaningful. These and related realities place tremendous strains on aging parents, family members and taxpayers.

The education of all children with disabilities became a national legal requirement in 1975. It and subsequent versions have been operative for more than 35 years. Thousands of individuals with significant intellectual disabilities have received up to 21 years of educational and related services and consumed billions of tax dollars. Still, each year more and more graduate to the unemployment and stay at home rolls. These post school realities are harmful, cost inefficient, depressing, embarrassing and unacceptable. Indeed, when school outcomes are considered, the education of all children with disabilities acts are empirically "the education of

all children with disabilities resulting in no meaningful skills acts."

In the past it was thought that individuals with significant intellectual disabilities, autism, severe cerebral palsy and major sensory and physical disabilities could not produce real work in the real world. As they started to live longer, it was realized that something needed to be done with them. Some were considered able to produce real work, but could not do so in the competitive marketplace. Thus, "sheltered workshops" were created. In these segregated places it was legal to pay subminimum wages, hours individuals worked per week was flexible and dress and behavior codes were quite tolerant of deviance. Even so, sheltered workshops were not considered appropriate for all. "Activity centers" were created for those who supposedly could not produce real work either in the real world or in sheltered workshops, but needed a place to go and something to do. In these activity centers they bowled, made ceramic and wood items, exercised, watched TV and engaged in similar nonwork activities. Others were considered too disabled for even activity centers. Most of these were institutionalized or homebound.

The education of all children with disabilities act in 1975 resulted in several important developments. Taxpayers were now required to pay for up to 21 years of educational and related services for about one million new individuals. Universities started producing teachers who focused upon the lowest intellectually functioning children alive. Most parents were happy to finally have a school their child could attend and happy to have "a special place" for them at school exit. However, each year new parents entered the public educational system and started to dream different services and outcomes. In short, they did not want segregated schools, classrooms or classes for 21 years and then lifelong placement in segregated settings or confinement to homes. They wanted educational policies and practices that focused upon integrated schooling with real work in the real world as a post school outcome. As a result, in some communities authentic vocational and related assessment and instruction were provided by school personnel during school days and times. Individualized school to integrated post school work transition plans were designed and implemented. Agencies that provided the necessary long term extra supports during post school years were established and the integrated work movement emerged (Brown et al. 1981; Brown et al., 1987; Brown et al., 1991; Brown, Shiraga, & Kessler, 2006; Certo et al., 2009; Vandeventer et al., 1981; Wehman, 2006; Wehman, 2011).

Are all adults with significant intellectual disabilities segregated or unemployed? Absolutely not. Each year increasing numbers receive the training and extra supports needed to perform real work in the real world for extended periods of time. Why do some have real jobs and the vast majority does not? Little is due to intellectual capabilities. Much is due to poorly trained professionals, inadequate and irrelevant instruction, low expectations, the lack or paucity of opportunities and the absence of long term extra supports. We know how to produce integrated employment realities for some. It is time to change our ways and produce them for the many thousands of others who so desperately need them.

1. The individuals of concern

Intelligence, however defined, is not distributed equally across individuals. Many are quite intelligent and what they can do with their intellectual abilities is wonderfully helpful to society and worthy of many differential opportunities and rewards. We need them to solve important and complex problems. We salute them and support all reasonable efforts to cultivate their talents to the fullest. The lowest intellectually functioning 1–2% of our population is different. Space does not permit delineating how they function in relation to all intellectual phenomena, but we must address some. Those delineated are overlapping components of the intellectual fabric of all people. None can be denied and it is extremely important that they are honored concurrently.

1.1. *The number of skills that can be learned*

Individuals with significant intellectual disabilities can learn many skills, but fewer than 98–99% of all others. Thus, only the most important skills an individual can and really needs to learn in order to enjoy a decent quality of life and to function effectively in integrated society should be selected for instruction. Teaching skills that individuals really do not need to know, those that will not be used and will therefore be forgotten, those that will be obsolete or chronological age inappropriate soon after they are acquired, those that will not be generalized – transferred appropriately and those that otherwise waste valuable and limited resources is untenable.

1.2. *Difficulty range*

If they are asked to learn skills that are too simple; i.e., at the lower ends of their difficulty ranges, they are not challenged and they underachieve. If they are asked to learn skills that are too complex, too abstract, too symbolic or otherwise out of their difficulty ranges, they cannot learn them, they become frustrated and they underachieve. It is best when skills selected for instruction are important and near the upper ends of difficulty ranges.

1.3. *Observational learning*

If a person cannot or does not learn by observing, the models to which she/he is exposed have no effect on subsequent actions. However, if an individual can learn by observing, the models to which he/she is exposed can have profound effects on subsequent actions. The individuals of concern possess, or are capable of acquiring, rudimentary observational learning skills, including those necessary to imitate – the ability to match or approximate some of the actions of models. Thus, it is extremely important that they function in the presence of the best possible communication, dress, work, social, and behavior models over long periods of time. Conversely, it is absurd, counterproductive and otherwise unacceptable to arrange for them to function in the presence of negative models.

1.4. *The number of instructional opportunities*

Only a few can learn skills simply by observing the actions and the consequences thereof of others or after receiving one or two direct instructional trials. Most typically need many more opportunities to learn important skills in their difficulty ranges than all others. Thus, if individually appropriate numbers of opportunities to learn important skills at the upper end of each difficulty range are not provided, acquisition and accumulation will be extremely limited, if realized at all.

1.5. *Practice*

Without practice they forget more and take longer to relearn what was forgotten than all others. This requires that they are not taught skills that will not be maintained with reasonable practice. Knowing forgetting will occur and then allowing it to happen is harmful and irresponsible. If we teach skills that are appropriate and useful in a variety of settings and activities, practice can be

operationalized, forgetting can be minimized, and skills can accumulate.

1.6. Generalization – transfer of training

They have major difficulties generalizing – transferring training across similar but different conditions. Assume I have taught your daughter to stop her electric wheelchair in front of a tape line on the floor of the school gym. Now I would like your permission to take her to a busy street and see if she stops at the curb. What would you do? You would refuse permission or require that I provide individually appropriate assessment and instruction in real traffic conditions. If artificial – simulated instructional conditions are used, they should be as close as possible to authentic conditions. However, even if artificial conditions are used, performance under authentic conditions must be validated empirically or developed. We simply cannot continue to rely upon generalization – transfer of training skills we know, or should know, individuals do not possess.

1.7. Synthesis

The more intellectually able you are, the better you are at fusing, clustering, combining, synthesizing disparate bits of information and producing unique, helpful and lucrative outcomes. Scientists, artists, business leaders, inventors, authors and many others are remarkably good at synthesizing isolated bits of information. Individuals with significant intellectual disabilities are not. We know how to teach them important skills in their difficulty ranges, but we also know they will rarely synthesize them effectively. Thus, adults in authority are responsible for engineering synthesis by arranging for them to perform skills in meaningful clusters and contexts.

2. A strategy for realizing integrated work outcomes

A “job” refers to all the work and related tasks performed by a worker without disabilities at an integrated work site in accordance with the minimally acceptable performance criteria of an employer. Workers with significant intellectual disabilities, by definition, cannot perform all such tasks, but they can successfully complete some. “Real work” refers to a task a worker without disabilities would be paid to complete, if a worker with significant intellectual disabilities did not

do so. The tasks workers with significant intellectual disabilities can successfully complete are relatively simple. However, by completing them the success of the business is enhanced in that coworkers without disabilities are released to complete more complicated tasks.

A logical, cost efficient and empirically validated 8 step sequence that has been used to arrange for individuals with significant intellectual disabilities to produce real work in integrated environments when they exit schools and segregated post school settings or when confinement to homes is ended is presented below. The focus here is on Step # 3, delineating empirically validated nonmutually exclusive strategies that have been used to generate access to integrated work sites. Rudimentary information pertaining to the other 7 steps will be afforded to provide context.

- Step # 1. Generate a Comprehensive Integrated Work Site Inventory
- Step # 2. Generate a Comprehensive Work Task Inventory
- Step # 3. Generate Integrated Work Sites
- Step # 4. Conduct a Work Skill Analysis
- Step # 5. Make a Personalized Worker to Work Site Match
- Step # 6. Provide Authentic Assessment and Instruction
- Step # 7. Maximize Natural Supervision
- Step # 8. Arrange For Long Term Supports

2.1. Step# 1. Generate a comprehensive integrated work site inventory

Each year the number of integrated work sites in which individuals with significant intellectual disabilities function effectively increases. Soon, someone will compile a listing of all such places. Until such an extremely informative, challenging and inspirational listing is developed and made generally available, concerned individuals are encouraged to engage in at least the following activities.

1. First, compile a listing of all the integrated work sites in which individuals with significant intellectual disabilities have performed authentic work successfully reported in professional literature.
2. Second, compile a listing of all the integrated work sites in which they have performed authentic work tasks successfully that may not reported in professional literature examined, but are available through the internet, popular publications, personal communications and other sources.

3. Third, compile a listing of all integrated work sites in which they have performed or are performing authentic work tasks locally.
4. Fourth, combine the three listings delineated above.

2.2. *Step # 2. Generate a comprehensive work task inventory*

Each year the number of real work tasks individuals with significant intellectual disabilities perform effectively in integrated work settings increases. Soon, someone will compile a listing of all such tasks. Until such a listing is developed and made generally available, local professionals are encouraged to engage in at least the following activities.

1. First, compile a listing of all the authentic work tasks performed by individuals with significant intellectual disabilities in integrated work settings reported in the professional literature.
2. Second, compile a listing of all the authentic work tasks they have performed in integrated work settings that may not be reported in the professional literature examined, but are available through the internet, popular publications, personal communications and other sources.
3. Third, compile a listing of all the real work tasks they have performed or are performing in integrated work sites locally.
4. Fourth, combine the listings delineated above.

2.3. *Step # 3. Generate integrated work sites*

Extremely few individuals with significant intellectual disabilities have ever functioned successfully in integrated work settings. Thus, extremely few individuals without disabilities have the knowledge and experience necessary to convince those in authority to allow access to their integrated workplaces. If a person with significant intellectual disabilities has gained access to an integrated work site, an individual without intellectual disabilities utilized an effective work site generation strategy. As increasing numbers will be afforded opportunities to learn to operate effectively in integrated work settings, those responsible for their functioning must be able to generate access to increasing numbers of such settings (Perez, 2012a; Perez, 2013). Several important policies that must guide the integrated work site generation process are relevant here.

No general work environment; e.g., a hospital, a hotel, a bank, can be overloaded with workers with significant intellectual disabilities. Overloaded refers to arranging for more than 2% of the total work force of a general work environment to consist of workers with significant intellectual disabilities. In most, if not all, instances, when a work site is overloaded, it will be "burned." That is, the employer and coworkers without disabilities will become overwhelmed, eject individuals with disabilities and their advocates and terminate future involvement.

No more than two individuals with obvious disabilities can work at the same time in an immediate work environment. The laundry of a hospital, the office of a hotel and the mail room of a bank are examples.

A worker with significant intellectual disabilities must work within sight, sound and touch of coworkers without disabilities. This is to facilitate appropriate natural supervision and the development of social relationships and for safety.

Sometimes a worker with disabilities is trained to function effectively in a particular work site and then is hired by the employer. In such instances, the policies specified above must still be honored. That is, the training site becomes a placement site and rather than overload the setting, it no longer is used for training purposes.

Soon, someone will compile a listing of all the strategies used to secure integrated work sites for training and placement purposes. Until such a listing is developed and made generally available, local professionals are encouraged to engage in at least the following activities.

1. First, compile a listing of integrated work site generation strategies reported in the professional literature.
2. Second, compile a listing of the integrated work site development strategies that are not reported in the professional literature examined but have been reported on the internet, in the popular press, through personal communications, etc.
3. Third, compile a listing of the integrated work site generation strategies that have been or that are being utilized locally.
4. Fourth, combine the listings delineated above.

A critical component of any integrated work training or direct service program is for those involved to learn of and effectively utilize a variety of empirically validated work site generation strategies. Unfortunately, instruction focused on integrated work site generation is rarely a significant part of the training most Special Education

and adult service personnel experience (Nietupski, Versteegen, & Martin Petty, 1995). This must change. Seven of many possible strategies that have been used effectively to secure integrated work training and placement sites for individuals with significant intellectual disabilities are presented below. At least these should be in the repertoires of those attempting to generate integrated work sites. As others surface they too should be absorbed into repertoires. Please realize that generating integrated work training and placement sites is comparatively easy. Arranging for the individuals of concern to get to them and teaching them to function effectively therein are much more difficult.

Personal relationships – Who do you know and who do they know. The primary task of an integrated work site generator is convincing a person of influence to allow an individual with significant intellectual disabilities access to a work setting so they can learn authentic work and related skills. Using personal relationships is one way to accomplish this. A Level 1 personal contact refers to a work site generator directly contacting someone he/she knows who might be able to arrange access to an integrated work site. Kay had a friend who owned a bakery. She contacted her friend, asked if she could bring 2 individuals with significant intellectual disabilities to her bakery 2 half days per week for work training purposes. Some potential tasks identified included labeling and bagging bread, washing baking pans, sweeping floors and breaking down boxes. After negotiating relevant details such as liability, hours and days, who would do the actual training and potential interference with the productivity and enjoyment of coworkers and customers, the owner agreed to allow access. Bob is the father of a child with significant autism and a partner of a law firm. Patrick, a work site generator, has assisted Bob and his family for many years. Patrick asked Bob if he could bring 2 individuals with significant intellectual disabilities to his law firm 2 half days per week for training purposes. Patrick spent time meeting with the office manager at the law firm and together they identified a variety of tasks the 2 individuals might be able to learn to perform. Collecting and shredding confidential material, opening and date stamping mail and stocking photocopy machines are examples. After realizing that this arrangement might benefit his office personnel by allowing them to focus on more complex and higher priority tasks, Bob agreed.

A level 2 personal contact refers to a work site generator requesting someone she/he knows to ask a third

party to agree to a meeting with the work site generator. Jan is a former secretary of Melinda. Jan now works at an insurance company. Melinda, who is now a work site generator, asked Jan if she would try to arrange a meeting with the director of the human resources department of her employer. She agreed to do so. In the meeting the Director of Human Resources agreed to allow an individual with significant intellectual disabilities access to the insurance company for training purposes. Darin, a work site generator had a son who became engaged to be married to Sally who worked at a restaurant. Darin asked Sally if she could talk to the manager of her restaurant to determine if she would agree to allow 2 individuals with significant intellectual disabilities access for training purposes. She did and the manager agreed to do so.

Persons who have family members with significant intellectual disabilities know individuals they assisted in the past, those who might owe them favors and/or who might be in positions of influence. Such family members can connect the work site generator to such persons. Keith is the father of a young woman with significant intellectual disabilities and the owner of several successful businesses. The work site generator asked if he would connect her to someone he knew who might be in a relevant position of influence. He did so. The work site generator met with the friend of Keith who owned a computer software company and a work training arrangement was negotiated.

Employer referrals. An extremely effective integrated work site development strategy is to solicit the assistance of an employer who is pleased with the performance of a worker with disabilities and the extra support services provided and is willing to solicit the involvement of other employers. In one such instance a worker with significant intellectual disabilities functioned in an insurance company. He was taught to brew coffee, shred paper, clean break rooms midmornings and mid-afternoons, scan documents and deliver interoffice mail. These relatively simple tasks had been performed, often reluctantly, by workers without disabilities. After he was taught to perform an array of authentic work tasks acceptably and consistently, coworkers were asked to evaluate his contributions. Their laudatory responses were brought to the attention of the company president who was asked to help find additional work sites by contacting employers he knew who might be interested. He convened a small group of friends for a lunch meeting. He told the group that not only was an individual with disabilities filling needs

within his business, but his presence had a positive impact on the morale of others and that several had communicated that they experienced greater job satisfaction as a direct result of having him in their workplace. The work site generator then detailed how training programs would work. Printing company, insurance company and hotel officials met with the work site generator, identified tasks that could be performed by workers with significant intellectual disabilities in their places of business and negotiated training arrangements.

Job development circles. Circles of support are small groups of individuals who agree to meet periodically with an individual with disabilities and help her/him secure that necessary for a decent quality of life. Such circles have resulted in many marvelous accomplishments. Job development circles are similar, but slightly different in that they are concerned primarily with using individuals to help secure access to integrated work sites. A work site generator was asked to conduct a training session for Vocational Education professionals who worked in a large school system who were having difficulties securing authentic work training and placement opportunities. Immediately before a break, they were asked if they knew 5 people who worked outside of their homes for money. If they did, they were asked to write their names, their relationships to them and where they worked on a piece of paper. After the break one woman was asked about her list. She reported that her sister was a nurse at a local hospital. She was then asked if she would arrange a meeting with her, the work site generator, her sister and the Human Resources Director of the hospital. She said she would. The second person on her list was her best friend who was a secretary at a chewing gum company. She agreed to ask her friend to arrange a meeting with her, the work site generator and human resources personnel at her company. If each person in the session could deliver 5 helpers, imagine how many authentic work sites could be generated. Getting in the door for an interview is not generating an integrated training site, but unless you get in the door you cannot generate one.

A student with significant intellectual and physical disabilities who lived on a farm was approaching his last year of school. Those serving him were looking for a post school integrated work setting and to arrange the necessary extra support. For many years his family attended a church near their farm. His teacher made a presentation to members of the congregation about what he will need and what they might do to help him function at an authentic work site when he exited school. Some

members delineated potential work sites and agreed to make the necessary connections. Some agreed to take him to his work setting on some days because it was on the way to theirs. Some agreed to be "on call" in case he needed to exit his work place on short notice.

Vendor lists. Goods and services are frequently exchanged for money. Such exchanges work best when those who provide the goods and services are happy with the money and those who provide the money are happy with the goods and services. In almost all instances when one entity is making money from a relationship with another, it is interested in maintaining the relationship and will often do nice things to do so. To facilitate this process, it is often helpful to acquire access to the vendor list of a particular entity. A vendor list is a compilation of all those with whom an entity interacts financially. A parochial school district was interested in developing integrated work training sites for their students with significant intellectual disabilities, but did not know how to do so. A consultant was hired and suggested that Special Education personnel study the district's vendor list. They did and determined from whom the district bought food, office supplies, computers, furniture and insurance. They also determined where the district banked its money and who it hired for major maintenance and repair projects. Special Education personnel and the consultant then met with entities that profited from relationships with the school district and inquired if they would be receptive to school personnel bringing no more than 2 individuals with disabilities to their places of business 2 half days per week for authentic work and related training purposes. The need for integrated work training sites was quickly satisfied.

A work site generator once lectured at an in-service training workshop designed for school professionals who worked on behalf of individuals with disabilities at a local hotel. The work site generator learned that the school system conducted in-service training programs at this hotel 4 times per year. In addition, many local high schools held "prom" and graduation festivities there annually. The work site generator and local Special Educators met with the manager of the hotel and successfully negotiated an arrangement that allowed 2 students with significant intellectual disabilities access to the hotel for 2 half days weekly in order to learn to function in the office and the laundry.

Canvassing. Sometimes circumstances require that an integrated work site be located in a circumscribed area.

Close to the home of a worker so as to reduce travel time and expense, near the workplace of a family member for carpooling reasons and close to a hospital for medical service access are examples. In some circumstances the only, the best or the most expedient integrated work site generation strategy is to canvas or “cold call” in the area of concern. Canvassing or cold calling refers to the work site generator entering a place of business without prior contact, locating the person in charge and communicating interest in negotiating for an individual with significant intellectual disabilities to come to the place of business in order to learn authentic work and related skills.

Mark, a work site generator, had a friend who inherited a military surplus business. Mark asked his friend to arrange a meeting with him, a teacher and the manager of the business and to endorse the quest to use it as a training site. The friend did so. Jose, a Special Education teacher, came to the meeting from his school. The work site generator came to it from another location. A proposal was made to the manager, details were negotiated and training was scheduled to commence. As they were leaving, the teacher remarked that he passed a Whole Foods Market on the way to the military surplus store and that he would really like to develop a training site therein. The work site generator said “Let’s go and talk to them.” The teacher said “No. I will write them a letter.” The work site generator said “No. Let’s go and talk to them.” The teacher said “No. I will call for an appointment.” The work site generator said “No. Let’s go and talk to them.” The teacher became distressed and offered that they could not just walk into the market without advance notice. The work site generator said they could and they did. The manager on duty was located and a proposal was made. After asking several relevant questions she reported it was necessary to secure the approval of her corporate level superiors. The work site generator provided written information including a list of tasks the students of concern might learn to perform. Cart retrieval, stocking, labeling items in the deli, breaking down boxes and bussing tables in the cafe were some of the tasks identified.

After several weeks, a second meeting was scheduled with both the General Manager and the Area Manager. Approval was received and training was initiated. Two students were taught to function in accordance with the minimally acceptable standards of the market during the Spring Semester. They were hired at minimum wage during the summer. Writing a letter or phoning for an appointment might have been effective, but in this instance canvassing was probably the more powerful strategy. Some professionals do not mind canvassing,

are good at it and generate highly preferred work sites from it. However, most simply do not want to do it, will not do it or are not effective at it. Unfortunately, the vast majority of human service professionals are intimidated by canvassing and it is the least preferred of the 7 integrated work site development strategies.

Corporate commitments. Many corporations have affirmative action policies intended to result in the hiring of individuals with disabilities. Marriott Hotels, Pizza Hut Restaurants, Universal Studios, Wal-Mart, Walgreens and Lowes are examples (Nicholas, Krepcio, & Kauder, 2011; Weiner & Zivolich, 1998; Zivolitch & Weiner, 1997). While many corporations have affirmative action policies, for various reasons they do not have individuals with disabilities working in all of their facilities. Some work site generators conduct comprehensive searches designed to locate all corporations in their areas that have such programs. A major purpose is to assist corporations realize their affirmative action goals by bringing individuals with disabilities to their places of business and providing the instruction necessary for them to be effective. In 1978, Rocky Rococo Pan Style Pizza Restaurants hired an individual with significant intellectual disabilities at their first location. Since that time the company opened 5 additional restaurants in the Madison, Wisconsin area. The positive experience the company had with the initial individual created and maintained a commitment to hiring such persons in all their restaurants. In 2013, the original individual hired celebrated his 35th anniversary in the company.

Quid Pro Quo. Consider how many people per year contact you and try to separate you from your money, ask you to donate your time or expertise, etc. Quid Pro Quo means that Person A will do something for Person B, if Person B will do something for Person A. All interpersonal transactions do not, cannot and should not work this way. However, millions of transactions do and there is no reason why individuals with significant intellectual disabilities cannot be third party beneficiaries. For example, real estate broker contacts you and requests that she be afforded the opportunity to sell your house for a fee. You agree to hire her, but only if she will afford an individual with significant intellectual disabilities opportunities to come to her office to learn clerical skills. An insurance sales person contacts you and tries to sell you life, auto, home and umbrella insurance. You realize you need and want all 4. You agree to talk further, if she will afford 2 individuals with disabilities

opportunities to come to her office to learn authentic work skills. Imagine how easy job development would be if all entities who benefitted from economic exchanges with professionals who worked on behalf of individuals with disabilities, family members and their friends and advocates would open their doors to individuals with disabilities for training and work placement purposes.

The environments first rule. Consider all environments that employ people legally. Then, adopt the rule that individuals with disabilities should be afforded opportunities to work in the same environments in which individuals without disabilities work. One way to operationalize the “Environments First Rule” is to consult the Yellow and Government Pages of phone directories. Typically, these directories arrange kinds of goods and services in alphabetical order. Thus, the task of the work site generator is to develop integrated work sites in businesses listed under each letter of the alphabet. Start with the letter A, select a business, and establish contact with it using one or more of the strategies delineated above or any other that might be effective. If you are successful, celebrate and go to the letter B, etc. If you are a job development circle, individual members can be assigned specific letters and utilize the strategies with which they are most comfortable. Once an individual in a circle was assigned the letter H, another was assigned the letter B and another, the letter P. The individual assigned the letter H developed a successful relationship with 1 of 5 hospitals. When the relationship was going well, she communicated important information about the successful arrangement to a second hospital etc. until relationships with 3 were developed. The individual assigned the letter B developed a successful relationship with a bank. When the relationship was going well, she communicated information about it to a second bank, etc. until relationships with 3 were developed. The individual assigned the letter P developed a successful relationship with a pizza restaurant. When the relationship was going well, she presented it to a second pizza restaurant etc. until relationships with 4 were developed. Ideally, integrated work site generators in each community will develop and constantly enhance “Yellow Pages” of their own.

In Step # 3, 7 of many possible nonmutually exclusive and generalizable strategies that have resulted in employers opening their doors to afford integrated work opportunities to individuals with significant intellectual disabilities were presented. Again, getting in the doors of integrated businesses is necessary and comparatively

easy, but it is not the outcome of interest. The preferred outcome is successful functioning therein. Steps # 4 through # 8 are presented to assist in the realization of the preferred outcomes. More than enough credible evidence exists to attest to their validity.

2.4. Step # 4. Conduct a work skill analysis

Some employers will allow an individual with significant intellectual disabilities access to the integrated work sites for which they are responsible for humanitarian – altruistic reasons. A loved one has disabilities, they wish to “give something back” and “It is the right thing to do” are examples. The vast majority is not so inclined. They are concerned about the effects of allowing access on the functioning of their businesses. In each community large numbers of integrated work sites must be continuously generated over long periods of time. In order to do so workers with significant intellectual disabilities must make tangible contributions to the success of the enterprises. In fact, if an employer cannot understand and does not directly experience how a particular individual with disabilities can successfully perform authentic work in her/his work site without interfering with the productivity and/or enjoyment of coworkers without disabilities, gaining, maintaining and enhancing access will be substantially impeded or denied.

A work skill analysis requires determining what work is being produced, who is producing it, how much they are being paid and can a potential worker with significant intellectual disabilities learn to do meaningful components in accordance with the minimally acceptable standards of an employer given a reasonable expenditure of scarce and valuable resources in ways that contribute to the success of the business. If a worker with disabilities can do so, chances of a long term and mutually beneficial relationship are good. If not, long term success is doubtful. The following sequence has been useful in this “demand side” work skill analysis process (Luecking, 2011; Martin Luecking & Luecking, 2006).

1. First, delineate all the work tasks performed by a worker or workers without disabilities in a relevant time period: morning, day, week.
2. Second, arrange the work tasks delineated in a hierarchy from the most to the least complex.
3. Third, make a judgment as to whether or not the worker with significant intellectual disabilities of concern is physically, intellectually and otherwise capable of learning to successfully perform

at least 2 of the work tasks performed by a worker or workers without disabilities in accordance with the minimally acceptable standards of the employer.

4. Fourth, make a judgment as to whether or not a reasonable return for the resources that would have to be expended could be realized if attempts were made to teach the worker to perform those tasks.
5. Fifth, submit a work training proposal to the employer. Such proposals are extremely important because in most instances they provide clear evidence that the success of the business can be enhanced through the contributions of a worker with significant intellectual disabilities. They should include, but should not be limited to, the days, hours and times the worker will function in the setting, the exact authentic skills that will be under instruction, the minimally acceptable performance standards of the employer, the direct observation, video and interview evaluation strategies that will be used, the problem delineation and resolution procedures that will be operative, adaptations and modifications that will likely be necessary and relationships between producing authentic work and pay.

Dawn, a high school teacher, studied the work task responsibilities of 7 workers without disabilities who functioned at the outpatient clinic of a hospital. Then she ranked those tasks from the most to the least complex. Then she judged that she was responsible for a student with significant intellectual disabilities who appeared capable of learning to perform at least 2 of the tasks performed by each of the 7 workers. Taking urine specimens to the laboratory for analysis, taking x-rays to and from the radiology department, returning used utensils to the cafeteria and delimiting and vacuuming the commons area of the clinic are examples. She then negotiated a training arrangement with hospital administrators and taught the student to perform the authentic work tasks of concern in accordance with the minimally acceptable standards of the person in charge of the clinic, the head nurse. He learned these and many other work and related skills as a student. At school exit he was hired by the hospital and has continued to work there for over 20 years.

Bea, a work site generator, studied the work task responsibilities of clerical, lab tech, and photo lab personnel at the Wisconsin State Crime Laboratory. She was able to identify several tasks that might be

within the difficulty range of Jo, the person with significant intellectual disabilities she was considering. These included photocopying articles, delivering mail, preparing pipettes, sterilizing lab safety glasses and matting crime scene photos. After negotiating a training agreement, the administrator agreed to hire Jo for 20 hours per week. In 2011, she celebrated her 20th anniversary working therein.

2.5. Step # 5. Make a personalized worker to work site match

The more you know about a worker and the minimally acceptable performance requirements of an integrated work site, the better are the chances of making a successful match. The less you know about a worker and the minimally acceptable performance requirements of an integrated work site, the worse are the chances of making a successful match. Matching is most successful when the work site generator has a particular worker with significant intellectual disabilities in mind. Matching is most problematic when the work site generator knows very little about the worker who might be taken to particular work site for instructional purposes. A good match is highly preferred because it requires the least amount of resources and generates the fewest negatives. A bad match must be avoided because valuable resources are wasted and relationships with employers become strained and are often terminated (Luecking, 2011). Some of the many factors that must be considered when matching a worker to an integrated work site are: the response rate requirements of the work site and the typical response rates of the worker; the preferences of the worker related to functioning at the work site and performing the work tasks; the likely tolerance limits of the work site in relation to problematic behaviors historically emitted by the worker; safety; and, the social climate and opportunities available at the work site and those needed by the worker.

2.6. Step # 6. Provide authentic assessment and instruction

The goal of having individuals with significant intellectual disabilities function effectively in integrated and related work sites at school exit, after leaving sheltered workshops or after staying in homes for extended periods of time cannot be realized or even closely approximated without the longitudinal and comprehensive use of authentic assessment and instruction (Brown, 2005; Brown, Nisbet, et al., 1983). Authentic

assessment and instruction are practices that require arranging for a person to function in an authentic environment and then empirically validating the nature of his/her repertoire as she/he actually engages in real activities therein. Then, empirical verification of acceptable performance in real environments and activities is developed (Brown, In Press; Wehman et al., 2011).

Consider a person who has not been afforded long term authentic assessment and instruction during her/his school career and a person who has been confined to a segregated sheltered workshop or to her/his home for many years. Can authentic instruction and assessment still be used to teach them to function effectively in integrated work and related settings? Yes, but it will be more difficult and costly. This forces us to ask the questions: "Why do we tolerate individuals with significant intellectual disabilities not receiving authentic assessment and instruction during their school careers? Why do we deny thousands of individuals with disabilities access to authentic assessment and instruction by confining them to segregated workshops and homes?"

2.7. Step # 7. Maximize natural supervision

Natural supervision refers to the same assistance provided a worker with significant intellectual disabilities that would be provided if she/he was not disabled. Artificial supervision refers to assistance provided a worker with significant intellectual disabilities that would not be provided if she/he was not disabled. If a worker without disabilities provides assistance to a worker with disabilities that interferes with her/his productivity or enjoyment of the workplace, the employer will not find it acceptable and eventually the assistive relationship will be terminated. In most instances, artificial supervision is provided by individuals without disabilities who are paid to do so.

Placing a worker with significant intellectual disabilities in an integrated work site without individually meaningful artificial supervision and other extra supports is "dumping." Dumping is considered professionally irresponsible, if not unethical, and must be avoided.

At the start of functioning in new environments and activities, artificial supervision and other extra supports must be provided all workers with significant intellectual disabilities. Artificial supervision can only be removed if acceptable performance is manifested without it.

Only the artificial supervision actually needed must be provided in ways that are as cost efficient and as natural as possible. That not actually needed should be diverted to others. In most instances a worker will need some kind of artificial supervision indefinitely.

2.8. Step # 8. Arrange for long term supports

School personnel responsible students with disabilities in the transition process are "senders." Post school persons who will provide supportive services are "receivers." Federal and most state, laws, rules, regulations and administrative codes require that individuals with disabilities be afforded individualized school to post school transition plans. When a student with significant intellectual disabilities enters high school, an individualized school to post school transition plan should be designed and initiated. This initial transition plan must include a projected exit date from school, a delineation of where the student will likely work and the extra support he/she will need to function effectively. As the school exit date approaches, it becomes increasingly important that senders, receivers, the student and family members meet frequently to delineate and actually arrange the extra supports that will be needed. Some of those extra supports can be implemented and then faded or removed. Some will be needed indefinitely. Some will be necessary at some points in careers but not others. These procedures are also critical in the process of arranging persons with significant disabilities to successfully exit segregated workshops and the stay at home rolls.

3. Summary and conclusions

Each year increasing numbers of individuals with significant intellectual disabilities exit schools and live longer than their predecessors. As they cannot survive without extra assistance, individuals without disabilities will decide the basic qualities of their lives (Brown & Knollman, 2011). Should we segregate them throughout their post school lives? No. Should we allow or require them to stay in their homes? No. Should we remand them to nursing homes at age 22 (Perez, 2012a)? No. Should we arrange for them to live, work and play in integrated society? Yes.

Each year better preparatory school services are provided, more and more are functioning in integrated work settings at reasonable cost, existing laws, administrative codes and regulations that require and support

integration are finally being interpreted, implemented and enforced and laws, policies and practices that acknowledge and support the importance and dignity of integrated work are emerging.

Integrated work cannot be realized unless individuals without intellectual disabilities convince thousands of business leaders to open their doors and allow access to opportunities for authentic work and related training. Some of the strategies that have been used by the authors and their colleagues to do so were presented. Many others have been used effectively and many others and combinations thereof are feasible and will be accumulated and made available over time. The more strategies that can be used to convince businesses to allow access, the better it will be for individuals with disabilities, their family members, taxpayers, coworkers and business owners.

No longer can it be claimed that individuals with significant intellectual disabilities cannot function effectively in the real world of work. No longer can it be claimed that businesses will not allow them access to the integrated work world. Unfortunately, it can still be claimed that far too many school and adult service professionals do not know how to or do not want to prepare for, arrange, maintain and enhance integrated work outcomes. It is hoped that at least the strategies presented here can be used by Special Education and related service professionals, adult service providers and others to arrange for individuals with significant intellectual disabilities to experience their right to contribute to the productivity and prosperity of their country.

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