# H:\SEW-ESW Logo.jpgFY 2015

# Employment Services Webinar Series

Application of Supported Employment Standards Part 1 of 2

This is a webinar for both DARS staff and Providers.

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## Slide 1; Introduction

Welcome to the Employment Services Application of Supported Employment Standards Part 1 webinar. This webinar provides case studies and exercises to assist the viewer in learning to apply Supported Employment principles, policies and standards.

This webinar contains information on the Rehabilitation Policy Manual (RPM), Standards for Providers (SFP), Vocational Rehabilitation Manual (VRM) and the DBS Standards Manual related to Supported Employment policy and standards effective December 16, 2014.

This is a webinar for both DARS staff and DARS Providers.

This webinar provides training in how to use the SE forms, complete reports and review and approve reports for payment. Prior to starting the webinar, you will need to have copies of all of the handouts available, so that you can complete the assigned exercises during the webinar.

## Slide 2; Introduction

This slide lists the Subject Matter Experts for this webinar material. The Subject Matter Experts include:

Jean Genevie

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## Slide 3; Introduction

Additional SMEs are

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## Slide 4; Introduction

This slide lists the narrator assisting in the delivery of the training. His name is Luke Stollings. Please do not contact Luke for policy and procedure questions.

## Slide 5; Requirements Prior to Viewing

There are some requirements prior to viewing this webinar.

Requirements prior to viewing this webinar:

You must watch the Introduction to DRS Employment Services webinar that provides an orientation to the employment services webinar series, an overview of the handouts and DARS forms, contract responsibilities and premium services and the first Supported Employment Webinar, “Overview of Supported Employment Services”.

It is also recommended that prior to viewing this webinar, the second in the series of SE webinars, you review the notes and slides of “Overview of Supported Employment Services” webinar power point, with special attention given to slides and notes on pages 40-65.

## Slide 6; Requirements after Viewing

This webinar is Part 1 of a 2 part course on SE application. To receive credit for this course, you must complete both parts. You will be provided a link at the end of this webinar to launch part 2 of this course.

## Slide 7; Introduction

Getting Credit for Attendance

Each DARS staff watching the webinar as a group needs to sign the Unit, Regional or Central Office sign-in sheet for each webinar in the series to gain credit for attendance.

If viewing the webinar individually at your desk, you will need to follow the link found on the last slide to get credit for attendance.

Each DARS staff should take the evaluation survey after watching each webinar. The evaluation survey is being administered by DARS Center for Learning Management (CLM). The results of the survey will assist us in identifying additional training needs.

CRP staff can view the trainings free of charge accessing the UNTWISE website. If the CRP Staff want to receive CEU credits they need to register with UNTWISE through on demand trainings, take the course test and pay any required fees.

## Slide 8; Introduction

Questions and Answers

Subject Matter Experts will be available to answer questions after the webinar. As a unit or individual, call a Subject Matter Expert to discuss and get questions answered.

If you are watching this webinar after the rollout, contact one of the “Subject Matter Experts” directly by email.

A FAQ (Frequently Asked Questions) handout will be compiled and be available after the webinars. It will be posted on the [DRS Employment Services](http://darsnetmossx.dars.txnet.state.tx.us/en/organization/drs/programs/vr/DRSCustomized%20Employment%20Services/Pages/DRSEmploymentServices.aspx) webpage, on the UNTWISE website.

It is recommended that questions for the Subject Matter Expert Calls be emailed **prior** to the call to:

Jean.Genevie@dars.state.tx.us or Sue-Ellen.Woodlief@dars.state.tx.us

## Slide 9; Introduction

During the webinar there will be exercises to complete and in some cases questions to answer after each section.

1. Read the directions or question,

2. Please pause the webinar,

3. Complete the exercise or Answer the question, and

4. Continue the webinar.

The exercises ask DARS staff and SE providers to enter information onto the example DARS SE forms to train them in how to utilize the forms. During real SE provision the SE provider is the primary person responsible for documenting on the SE forms, except for the Referral for Supported Employment DARS 1610, the DARS 1613 at the SESP 1 planning meeting only and the DARS use only sections.

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## Slide 10; Introduction

This slide lists the policy and standards that will be referenced in the webinar:

**RPM Section**

9.10 Supported Employment Services

**SFP Section**

8.7 Supported Employment Services

**DBS VRM Chapter**

30 Supported Employment

**DBS Standards Manual Chapter**

5.12 Supported Employment

## Slide 11; Introduction

This slide lists the Forms and Supplemental Handouts that will be referenced in the webinar:

**Forms**

DARS 1610- Supported Employment Service—Referral

DARS 1612-Supported Employment Assessment (SEA); this form is used for Benchmark 1A

DARS1613 –Supported Employment Services Plan Part 1 (SESP1); this form is used for Benchmark 1B

DARS 1614 –Supported Employment Services Plan Part 2 (SESP2); this form is used for Benchmark 2

## Slide 12; Introduction

**Forms continued**

DARS 1615 Supported Employment Support Summary to be used for Benchmark 3 & 4

DARS 1616 Job Stability or Service Closure Justification Summary to be used for Benchmark 5 & 6

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## Slide 13; Introduction

Jorge- Case Study Handout 1

Jorge- Referral for SE Handout 2

Jorge – Supported Employment Assessment (SEA) Handout 3

Jorge – Supported Employment Service Plan Part 1 (SESP 1) Handout 4

How Discovery of an Individuals Interests leads to Job Development Handouts 8A and 8B

## Slide 14; SE Webinar 2A Outline

The webinars 2A and 2B follow the SE Benchmark process utilizing Jorge’s case study and completed example SE forms to provide an opportunity to DARS staff and SE Providers to practice applying the SE standards as they review and complete portions of the required SE benchmark documentation.

The webinar 2A brings you through the first part of the benchmark process, the completion of the SEA and the SESP1 the plan that directs the placement and support needs required for successful employment.

## Slide 15; Review of Case Study

Now let’s get to know Jorge.

All participants need to pause the webinar and review Jorge’s case study handout in your training materials. After you have reviewed the case study restart the webinar and we will review how to complete the referral for SE, the DARS 1610.

## Slide 16; SE Referral - before

Now that you have reviewed Jorge’s case study, let’s review the steps the counselor took:

The DARS counselor completed assessment and planning with Jorge and determines that SE would be an appropriate service for the consumer to access.

After discussing Supported Employment with the consumer and family, completed a Benefits Planning Query (BPQY) to determine what SSA benefits the consumer can access for work, identified the Medicaid Waiver provider that Jorge currently accesses for services and determining that extended services/long term supports for the job can be accessed through this provider and jointly determining with Jorge and his family which SE provider would best meet Jorge’s needs, the DARS counselor completed a referral for SE services.

## Slide 17; SE Referral

Take out the example DARS 1610, review the completed SE referral for Jorge and then continue with the webinar.

Please pause the webinar now.

## Slide 18; DARS 1610, Section D

This slide shows a picture of Section C on page 2 of the DARS 1610 Supported Employment Service and Supported Self-Employment Referral. The DARS counselor needs to provide information to the SE provider to assist them in working effectively with the consumer.

This can include IPE’s, medical or psychological reports, case notes, benefits planning reports, vocational testing, work history, work references, functional capacity exam results and any other information that would be helpful in serving the consumer.

Jorge’s counselor sent his IPE, medical and psychological reports provided by Jorge’s family and his Medicaid Waiver provider and the BPQY report to the SE provider as part of the referral packet.

## Slide 19; Referral, Date for SESP1

The slide shows a picture of Section F on the second page of the DARS 1610. The date for the SESP 1 is on the referral form because it is the next benchmark in the SE process (Benchmark 1B) and it is an extremely important part of SE service provision.

The SESP 1 is the planning meeting that is held face to face with the SE provider, DARS counselor, consumer and circle of support members to take the information gathered during the Supported Employment Assessment (SEA) and develop a service plan to direct SE placement.

It is important to at least tentatively schedule a date at this point as getting all parties together for a face to face meeting can sometimes take weeks or longer. Getting a date on the calendar can help avoid unnecessary delays after the SEA is completed.

From the date of referral to the SESP 1 meeting can take 2-3 months and possibly longer. The consumer needs to know that the SEA can take that long to complete.

As you can see, the DARS counselor allowed two and half months for the completion of the SEA on Jorge’s referral. The DARS counselor may need to have a phone conversation with the SE provider regarding the SESP 1 date and this should include input from the consumer and family as well.

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## Slide 20; Supported Employment Assessment (SEA) Review

Let’s review what the SEA is supposed to accomplish. The Supported Employment Assessment (SEA) uses Discovery and Person Centered Planning to identify:

Job tasks the consumer has the potential to perform

All employment conditions and support needs required by the consumer

Long Term Supports the consumer requires for ongoing successful employment after VR case closure

The SEA Discovery process enables the provider to gather the information necessary to answer all the questions on the SEA.

Discovery activities include:

• observing the consumer's work skills and behaviors at home, in the community and work environments

• collecting personal and employment reference information;

• assessing the consumer's learning style and needs for adaptive technology, accommodations, and on-site supports; and

• assessing the consumer's strengths, challenges, and transferable skills from previous jobs

The SEA is a functional assessment that is completed in the consumer’s community. Formal and informal methods can be used to schedule meetings and observations with businesses in the community.

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## Slide 21; Supported Employment Assessment (SEA)

**Review Jorge’s SEA Sections A and B (pages 1-14)**

A. Consumer Discovery Interview

B. Interviews with Circle of Support Members

Then using the information provided in the SEA, complete the next section. “**Discovery of interests that lead to Informational Interviews or Work Skill Observations”**

Use the instructions provided on the form to complete the section and review the example Discovery of Interests form provided in your handouts to assist. It is understood that if you will not know the specific businesses that Jorge lives close to, but use the information provided in the SEA and your common sense to develop a list that is as complete as possible.

This activity is designed to teach you how to complete discovery of interests in Supported Employment not to test your knowledge of Jorge’s surrounding area.

Refer to Handout 3 “Jorge Supported Employment Assessment” AND

Handout 8A or 8B “How Discovery of An Individual’s Interests Leads to Job Development”

Please pause the webinar now.

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## Slide 22; Supported Employment Assessment (SEA) Discovery of Interests

**This slide is a picture of the first two sections of the Discovery of Interests on the DARS1612- I will read it out loud**

**Discovery of interests that lead to Informational Interviews and Work Skill Observations**

Review the Discovery Interview results and document the consumer’s primary interests identified in the spaces below.

**Consumer’s three primary interests**:

Being with people/family

Sorting and Organizing

Delivering items or putting things in their place

**List the vocational themes of the consumer’s three primary interests** (global categories of interests):

Community and Social services

Clerical, Retail or Wholesale support

Hospitality

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## Slide 23; Discovery of Interests continued

This slide is a picture of the third section of the Discovery of Interests part of the SEA. I will read it out loud.

**Potential Information Interview and Work Observation Sites in the consumer’s community**:

Under Community and Social Services the following businesses are listed:

• South Point Medical Clinic

• Presbyterian Hospital

• St. Paul’s Hospital

• Community Organizations

• Avant Nursing home

• Dallas Senior Activity Center

• Hope Home Health

• Dallas Visitor’s Center

• Cowboy Cab Company

• DART

Under Clerical, Retail and wholesale the following businesses are listed:

• Mervyns’

• Tom Thumb Grocery

 • Walmart

• Dollar Store

• Walgreens

• CVS

• Mini Mart convenience store

• Plastic and Paper Production (factory)

• Health and Human Services office

• State Farm Insurance

Under Hospitality the following businesses are listed:

• Spring Hill Suites

• Gold’s Gym

• Lila’s Day Spa

• Dallas Recreation Center

• El Felix Restaurant

• Wendy’s

• Hillcrest Theatre

• Alvin’s Barber shop

• Scissor Cuts

• Marriott Hotel

As you can see, there are multiple business sites for Work Skills assessments and Informational Interviews to choose from in Jorge’s area of town.

How does this compare to the “Discovery of Interests” you completed? If you have questions, please contact an SME for assistance.

## Slide 24; Works Skills Observations and Informational Interviews

Let’s talk about Work Skills Observations and Informational Interviews.

The primary purpose of these activities is to obtain information on what the consumer can do in relation to work.

Remember, the SEA is a functional assessment that is completed in the consumer’s community. Formal and informal methods can be used to schedule meetings and observations with businesses.

Work skills observations can occur formally or informally in the community. An example of an informal observation would be to take the consumer to a big box store and pick an aisle. Ask the consumer to name the items in the aisle or locate items, then see if they can put the items that are out of place back on the shelf or location where they belong. Take items off the shelves and put them into a cart and ask the consumer to put them back. If a store employee approaches you, explain what you are doing and, if they have time, spend some time talking to them about their job and observe how the consumer interacts with them.

Another option for work skills observation is work with a volunteer organization in your area, they will have more sites to choose from and you can work with the consumer as a volunteer and observe their work behavior in jobs that the consumer is interested in pursuing. Work skills observations should last at least 2 hours at each work site to ensure that the SE provider has had the opportunity to determine what job tasks the consumer has the potential to perform with training and long term supports in place.

Informational interviews are scheduled formally with businesses and can provide great information related to how the consumer interacts with people in different work settings. This can include a tour of a work site.

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## Slide 25; SEA report continued

Review the rest of Jorge’s SEA

Starting at Section C, **Informational Interviews or Work Skills Observations** through the section **List strengths the consumer possesses that will support employability**. (Pages 14-25.) Then, using the information gathered in the SEA, complete the rest of the assessment summary. Restart the webinar after you have completed the assessment summary.

Refer to Handout 3 “Supported Employment Assessment”

Allow 30-45 minutes to review the rest of the SEA and complete the remainder of the Assessment Summary section.

Please pause the webinar now

## Slide 26; Assessment Summary

Let’s review your work and compare it the example (DARS1612 page 26 of 29). This slide shows a picture of the completed sections.

“Lists strengths the consumer possesses that will support employability” and “List Job Skills and/or Job Tasks and/or Transferrable Skills identified during informational interviews and work skill observations”. I will read these sections of the form.

List strengths the consumer’s possesses that will support employability. Strengths marked with an X were identified as Jorge’s strengths.

X Transferable Skills

   Intelligence and/or Cognitive skills

X Physical abilities and/or capacity

   Stable work history

X Personality and/or Interpersonal skills

   Academic Skills

X Patterns of work behavior

X Family support and/or Support System

   Community Involvement

Others: Motivated to obtain a real job

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List Job Skills and/or Job Task and/or Transferable Skills identified during informational interviews and work skill observations.

Sort

Place items in designated spot

Unpack

Simple cleaning

Organize materials

## Slide 27; Assessment Summary continued

This slide shows the next few sections of the summary section. I will read the information presented in the 3 sections of the slide.

Section 1 is labeled: **Based on the information you have gathered, describe the environment and work culture that would be the best work setting for the consumer.**

Jorge needs a smaller work place, not too busy, works with co-workers or supervisors throughout the work day, work needs to be repetitive and the work place needs to be stable. Placement at a work site with high turnover would not be recommended. A work site requiring a steady work pace would be a better placement.

Section 2: **Based on the information you have gathered, what should be avoided to identify the best work setting for the consumer?**

Jorge needs to avoid crowded, busy, loud, environments that have many changes and or where tasks assigned are variable.

Section 3: **Describe such supports as social, communication, learning, environmental, assistive technology, or other supports potentially necessary to promote consumer success on the job.**

Jorge requires communication cards at work to assist him in communicating with others. He also needs to have co-workers or supervisors available to assist him with any changes that occur or for help in determining next steps the entire time he is at work. He learns best through backward chaining using his communication cards to learn tasks.

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## Slide 28; Assessment Summary continued

This slide shows a picture of the last two sections of the Assessment Summary. I will read the information presented.

**Check any of the following for which the consumer may need long-term supports.** Long term supports that were identified for Jorge are marked with an X and I will read those chosen for Jorge first.

   Medication management

   Self-feeding at work

   Peer Support Group

   Showering and/or bathing

   Diet management at work

   Individual Therapy

   Grooming and Hygiene

X Meal Preparation for work meals

X Job Coaching for new job task

   Toileting at work

X Initiating Coping Techniques

X Employer communications

X Maintain of job aides

X Social Security reporting of earnings

X Other. Describe. Support may be needed to assist Jorge and his employer with any changes at the workplace.

X Monitoring of Job Performance

X Monitoring of the consumer accommodations

   Other. Describe

**Record a brief summary of the consumer’s support needs related to maintaining long-term, competitive, integrated employment within the community.**

Jorge will need ongoing supervision, which would mean that a supervisor or coworker needs to be in eyesight of Jorge. When he is working, his pace is approximately average after he learns the task, but he gets distracted and needs reminders to keep working, and if he gets bored, he will wander off. This could improve over time as he becomes more acclimated to the job site and may not need ongoing supervision, but the job placement will require that he is monitored by someone the entire time he is at work. Placing tape on the floor provides visual cues to Jorge to stay within certain areas initially and then as he adapts to the environment, the tape can be removed.

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Based on his communication deficits, a Job Coach or Employment Specialist, through the HCS Medicaid Waiver, should continue long term follow up and support with the consumer and the employer to ensure that adequate ongoing support is provided to the consumer on the job. This would probably look like weekly contacts with the employer and consumer at the job site to start and then fade depending on what is happening at the job site. The HCS provider will need to be brought in after placement to get to know Jorge and the employer and learn the supports they will need to provide. This support will need to be provided for the life of the job, as changes will occur over time that will require intervention to assist Jorge and the employer.

How does this compare to the information you documented on the Assessment Summary? If you have questions, please contact one of the SMEs for assistance.

## Slide 29; SEA signatures

The next page of the SEA is the signature page that requires the SE provider certify that the SEA report is accurate as to the dates, times and services provided and that the person signing the report is the one who provided the services.

Signatures must be handwritten by the SE provider and consumer.

## Slide 30; SEA Review Meeting

The SEA review meeting is led by the DARS counselor and includes the consumer and the Supported Employment Specialist. It can be held via telephone, but must be completed before the SESP 1 planning meeting is held.

The Counselor, Consumer and legal guardian must agree with the results and recommendations and

It **must** be completed and agreed to prior to the SESP 1 planning meeting.

The SEA needs to be submitted to the DARS counselor at least one week before the SEA review meeting. The DARS counselor reviews the SEA in accordance with the standards requirements and quality criteria. If the report does not meet standards requirements and [quality criteria](http://www.dars.state.tx.us/DRS/providermanual/QualityCriteria.htm) are not achieved, the SEA is returned to the provider so the needed information can be added before the SEA review meeting. The SEA results and recommendations are used to develop the DARS 1613 SESP 1, so everyone must be in agreement with the SEA report before moving to Benchmark 1B to complete the SESP 1.

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## Slide 31; DARS Verification and Approval Section

DARS staff verify that:

• The SE provider’s UNT credential is correct and in force

• The Deaf Service Premium, if applicable, can be paid based on the SE provider’s BEI, RID or SLPI certification

• The SEA meets all criteria identified in the DARS Approval section

And if credentials, certifications or required criteria are not met, DARS staff returns the SEA to the provider along with the invoice to obtain needed corrections.

The gray sections of the SEA take the DARS staff step by step through the verification and approval process. They check each item on the form and their answers guide their next action. The DARS staff person is required to sign and date when they complete their verification and approval of the SEA report.

This detailed review is required so that the SE Provider and DARS are following the contract as directed in the Standards for Providers. Following this process will assist us in avoiding future contract exceptions.

## Slide 32; SESP 1

Let’s review for a minute.

Remember:

The SESP 1 is the consumer’s placement plan. It guides the SE provider through their job development to ensure that the jobs and supports identified meet all employment conditions, job tasks and extended services/long term supports required for the consumer to maintain successful employment after VR Case Closure.

• Review Jorge’s SESP 1 that is partially completed.

• Referencing the SEA (Handout #3) complete the SESP 1 section on employment conditions.

• Refer to Handout 4 “Jorge – Supported Employment Service Plan Part 1 (SESP1)”

Allow 15-20 minutes to review and complete the SESP 1.

Please pause the webinar now.

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## Slide 33; SESP 1, Employment Conditions

Okay, let’s review your work. The next two slides show the completed Employment Conditions section for Jorge. Compare the results to what you documented on your form. I will read the information presented.

**1. Minimum and Maximum Hours to work per week:**

Minimum - 15 and Maximum - 25

**2. Minimum and Maximum Hours per shift:**

Minimum - 3 and Maximum - 5

**3. List Weekday hours available:**

Monday through Friday 8 to 5

**4. List Weekend hours available:**

Saturday: 8 to 5

Sunday: not available

**5. Earnings cannot be less than** (Choose one)

\_\_\_\_\_\_/month, **or\_\_\_\_\_**/week, \_\_\_\_\_**or** 7.25/hour

6. **Earnings cannot be more than** (Choose one)

$2,163/month, **or** **\_\_\_\_\_**/week, \_\_\_\_\_\_ **or** \_\_\_\_\_/hour

## Slide 34; Employment Conditions continued

This slide shows a picture of employment conditions 7-11.

I will read the information presented.

7. **Distance and time willing to travel to and from work:**

No more than 10 miles round trip

8. **Transportation method**:

Family will provide transportation and para- transit services will be utilized as a back up

9. **Mandatory commitment that must be accommodated:**

Sundays attends Church and bowling practice

Needs to be off for Thanksgiving and Christmas and 4 weekends a year to participate in Special Olympics Bowling Tournaments

10. **Job site adaptation(s) and other support needs:**

Will need picture cards to assist in training job duties

Preparation using social stories prior to first day on the job, so he understands what is expected and why

Supervisors and co-workers will need to be able to learn how to communicate and interact with Jorge related to understanding his basic communication needs and how to assist him if something unexpected happens that stresses him.

11. **Other** (Describe): trainers need to use modeling, backward chaining using the picture cards to train Jorge on the job

Also, all of the conditions documented are non-negotiable so 100% must be met.

## Slide 35; SESP 1 Planning meeting

Here is another reminder from our previous webinar.

The following are all requirements of the SESP1 and must be completed as directed by the SE provider and DARS counselor. It is crucial that the provider and counselor work as a team to facilitate the SESP 1 meeting and complete the DARS 1613 for the SESP1 to ensure that all information is gained from the circle of support and is documented accurately.

• It is recommended that at least 2 hours is set aside for this meeting in order to ensure there is enough time to complete a thorough SESP1.

• The DARS1613 must be completed during the SESP Part 1 meeting and signed by all parties at the conclusion of the meeting.

• SESP meetings are planning meetings with the consumer, counselor, provider, and other team members that comprise the consumer’s circle of support. The consumer leads the meeting with assistance from the circle of support team. The meetings should be held in-person to allow all parties to participate in the discussion.

• The provider should not bring a completed DARS1613 to the meeting or complete the DARS1613 after the meeting.

• The DARS counselor should assist the provider in completing the DARS1613 while the provider is facilitating the planning meeting to ensure that all input is captured correctly on the Supported Employment Services Plan.

• All attendees must sign the completed form at the end of the meeting indicating their agreement with the plan. The SEA should be heavily referenced to inform the SESP 1 during the planning meeting.

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## Slide 36; SESP 1 signatures, credentials and premiums

After all Circle of Support Team Members are in agreement with the SESP 1. Everyone in attendance at the SESP 1 Planning Meeting should sign the plan

• The SE provider, consumer, parent/guardian and DARS counselor signatures are required.

• The SE provider must also document UNT credential information on the form

• The DARS Counselor and/or SE provider identifies eligible premiums available for future payments

## Slide 37; DARS verification and approvals

DARS staff verifies that:

• The SE provider’s UNT credential is correct and in force

• The Deaf Service Premium, if applicable, can be paid based on the SE provider’s BEI, RID certification or SLPI rating of intermediate plus;

• The SESP 1 meets all criteria identified in the DARS Approval section

And if credentials, certifications or required criteria are not met, DARS staff returns the SESP Part 1 to the provider along with the invoice to obtain needed corrections

The grey sections of the SESP1 take the DARS staff step by step through the verification and approval process. They check each item on the form and their answers guide their next action. The DARS staff person is required to sign and date when they completed their verification and approval of the SESP 1 report.

This detailed review is required so that the SE Provider and DARS are following the contract as directed in the Standards for Providers. Following this process will assist us in avoiding future contract exceptions.

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## Slide 38; Questions

For questions, talk to a Subject Matter Expert.

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## Slide 39; Thank you

**Thank you!**

**Completing part 1:**

**DARS staff only**: to receive credit for this class, you must complete part two of this course. Here is the link to launch part two:

tiny.cc/esw7ses2

**Note: If you cannot launch part two immediately, save this link for later viewing.**