

From research to practice. Analysing Supported Employment Practices to develop a Training Program

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- Part 1. The context. Supported Employment in Spain.
- Part 2. Good Practices in Supported Employment: Which are the factors that improve Work Integration?
- Part 3. Developing Instruments to Improve Work Integration. Let's Go to Work! (a Training Program)

Part 1. The context. Supported Employment in Spain

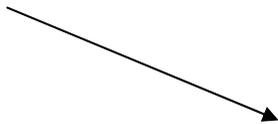
Points

1. The transition to adult and active life as a frame.



Roberts' case

2. The services addressed to adults in Spain.



Margaret's case

17 years-old

Student with learning difficulties

**Before:
Inclusive school**

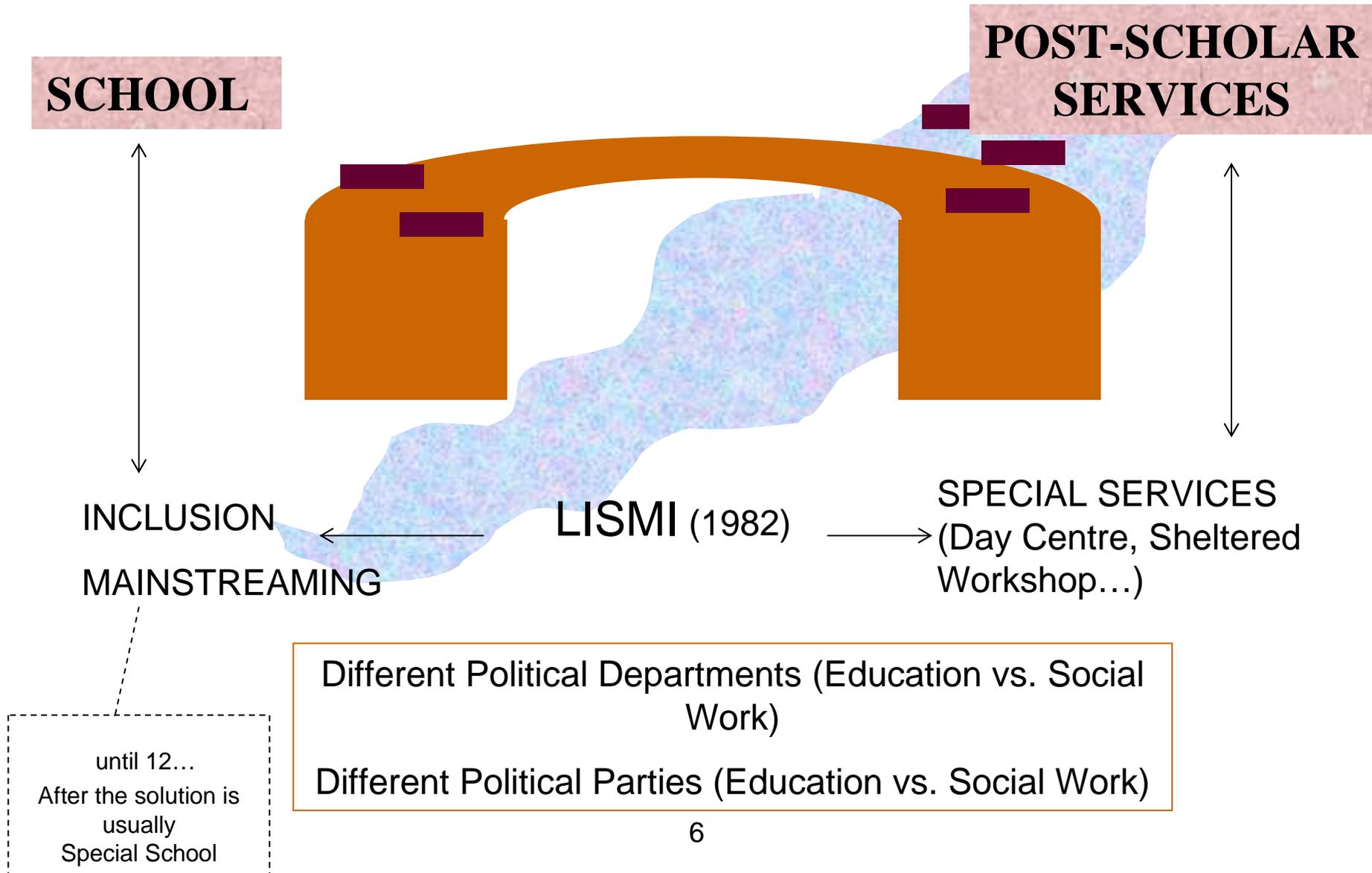


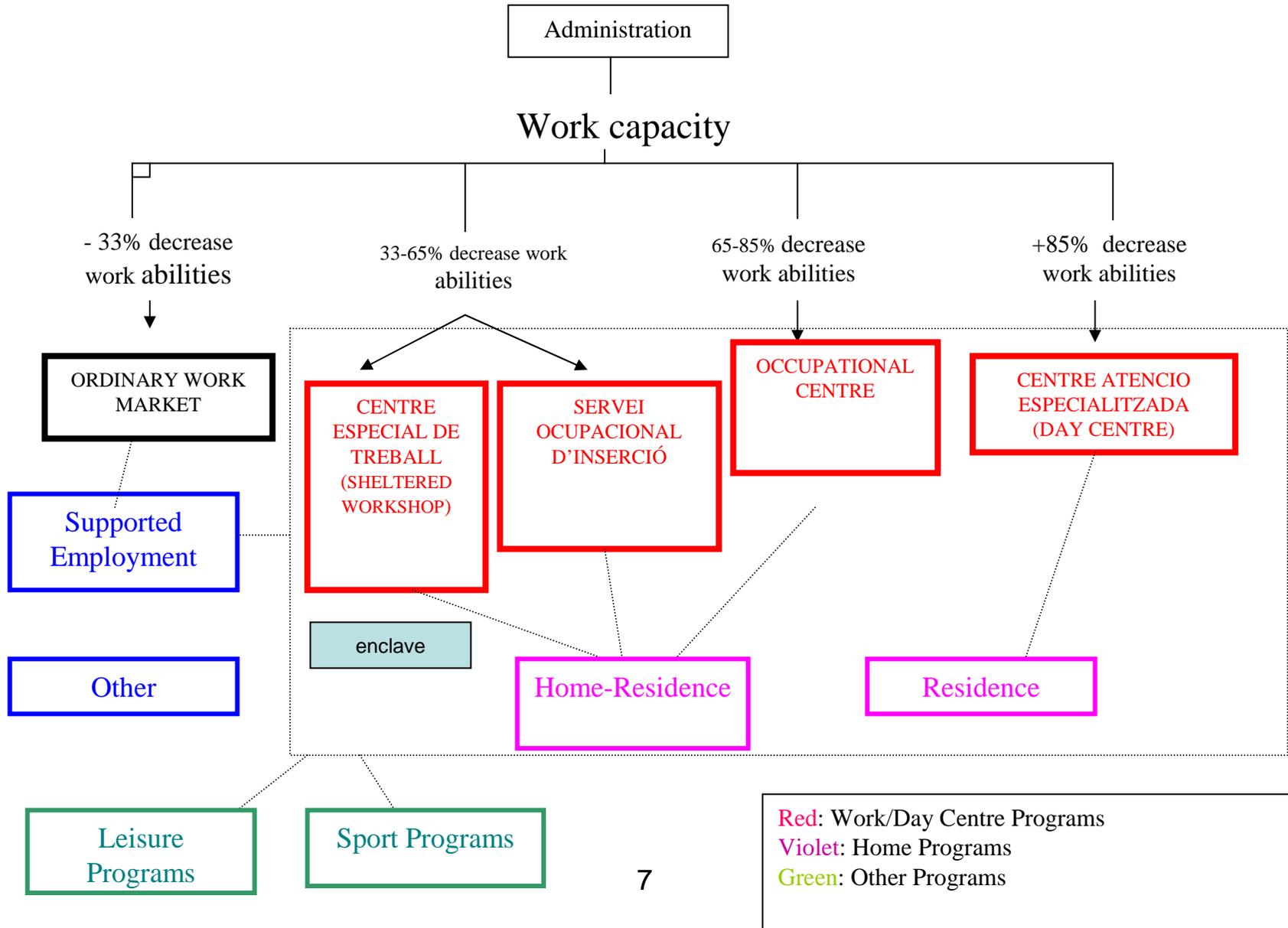
He wants to find a job

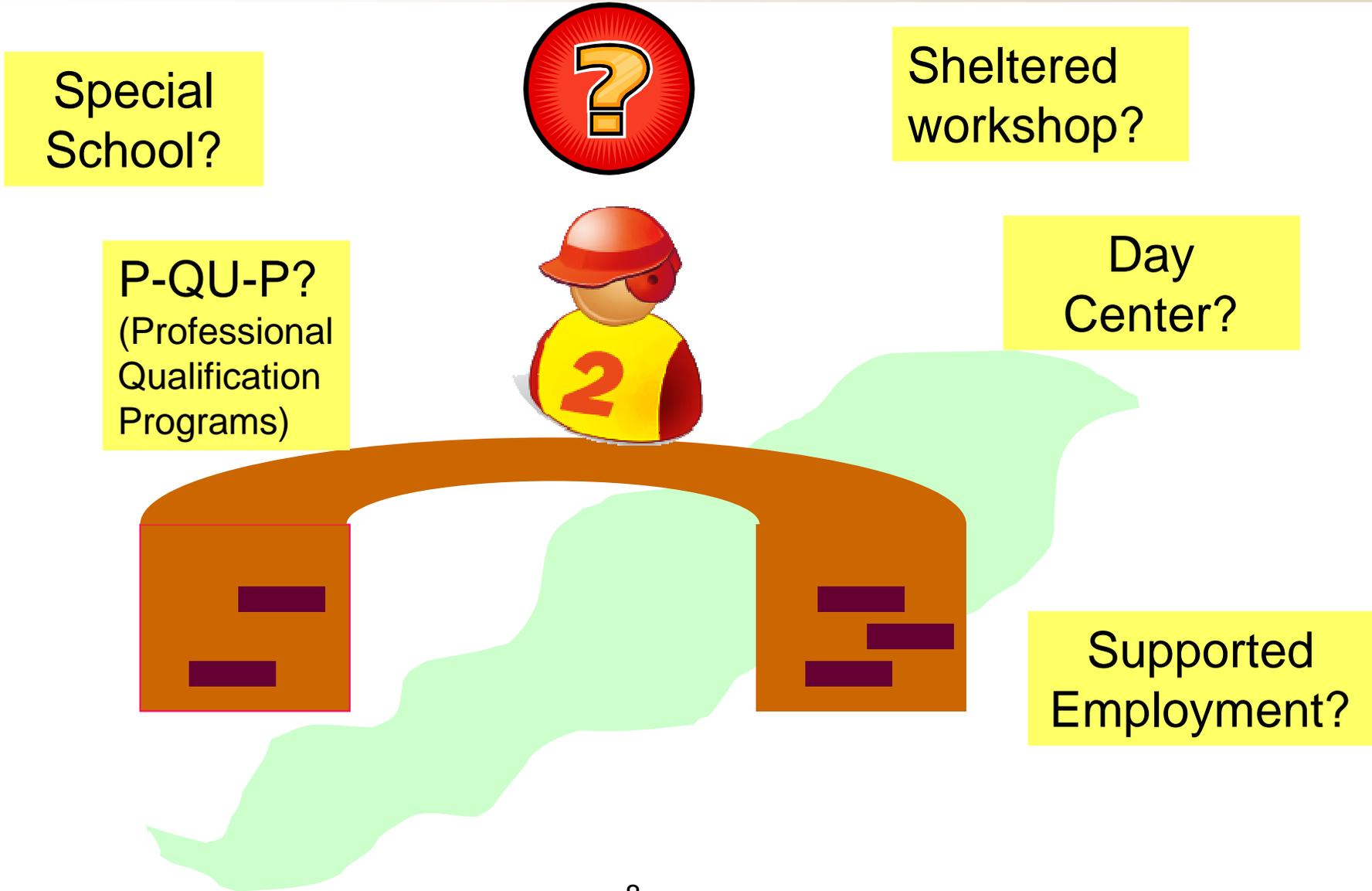
ROBERT

Now: ordinary high school (doing the same compulsory for 3 years...)









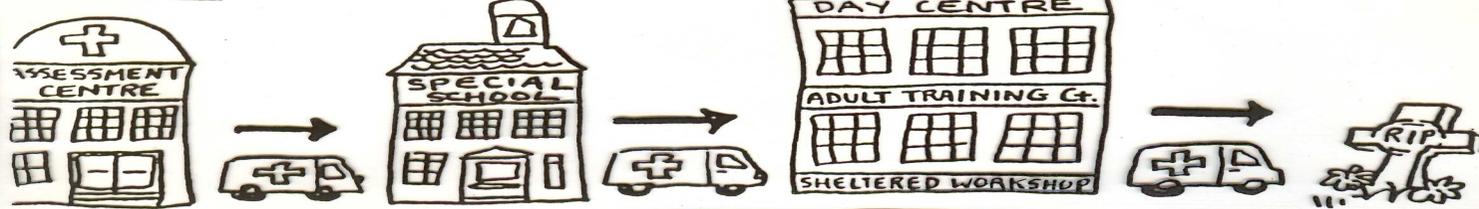


(de "Peuple Est")

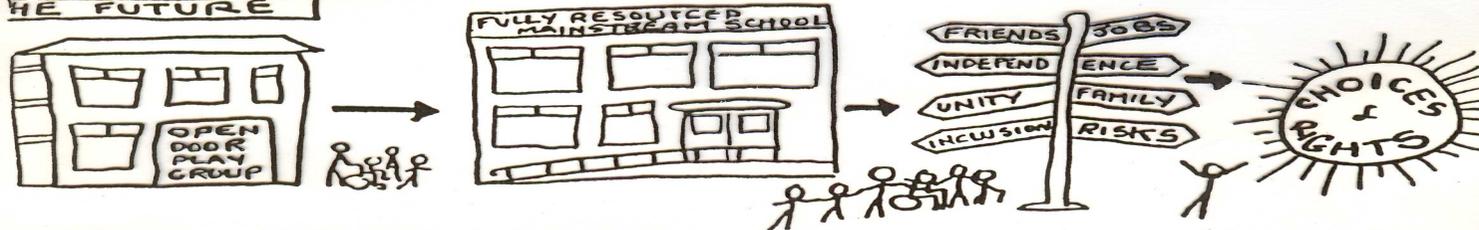
Join The Integration Alliance NOW !!

"Let the shameful walls of exclusion finally come tumbling down"
George Bush, on signing the Americans with Disabilities Act

THE PAST



THE FUTURE



Disabled people are the people whose lives are forever affected by the decisions made by others when we are children. These decisions are usually made by non-disabled people. They include such things as where we should go to school, and what we should learn. WE believe that we should be equal partners in the shaping of all forms of 'special' education, because it is we disabled people who have to live with the consequences.

We believe above all that no child should be forced into a segregated school because the resources to meet their needs are being denied to mainstream schools and colleges.



From nineties

**Consolidation
Special work
Centres
(Sheltered
Workshops)**

**Beginning of
SE initiatives**

35 years-old

She wants to work in an ordinari company

5 years working in a Sheltered Workshop



Family doubts...

MARGARET

She's very good at work



The current situation of Supported Employment in Spain: analysis and perspectives based on the perceptin of professionals (Doc. [SupEmpSpain](#))

1. Employment integration for people with disabilities in Spain: sheltered employment versus mainstream employment with support schemes
 1. The 1980s: the return to democracy and the first regulations
 2. The 1990s: the slow emergence of supported employment as an alternative
 3. The first years of the new century: sheltered employment versus mainstream employment, the current situation

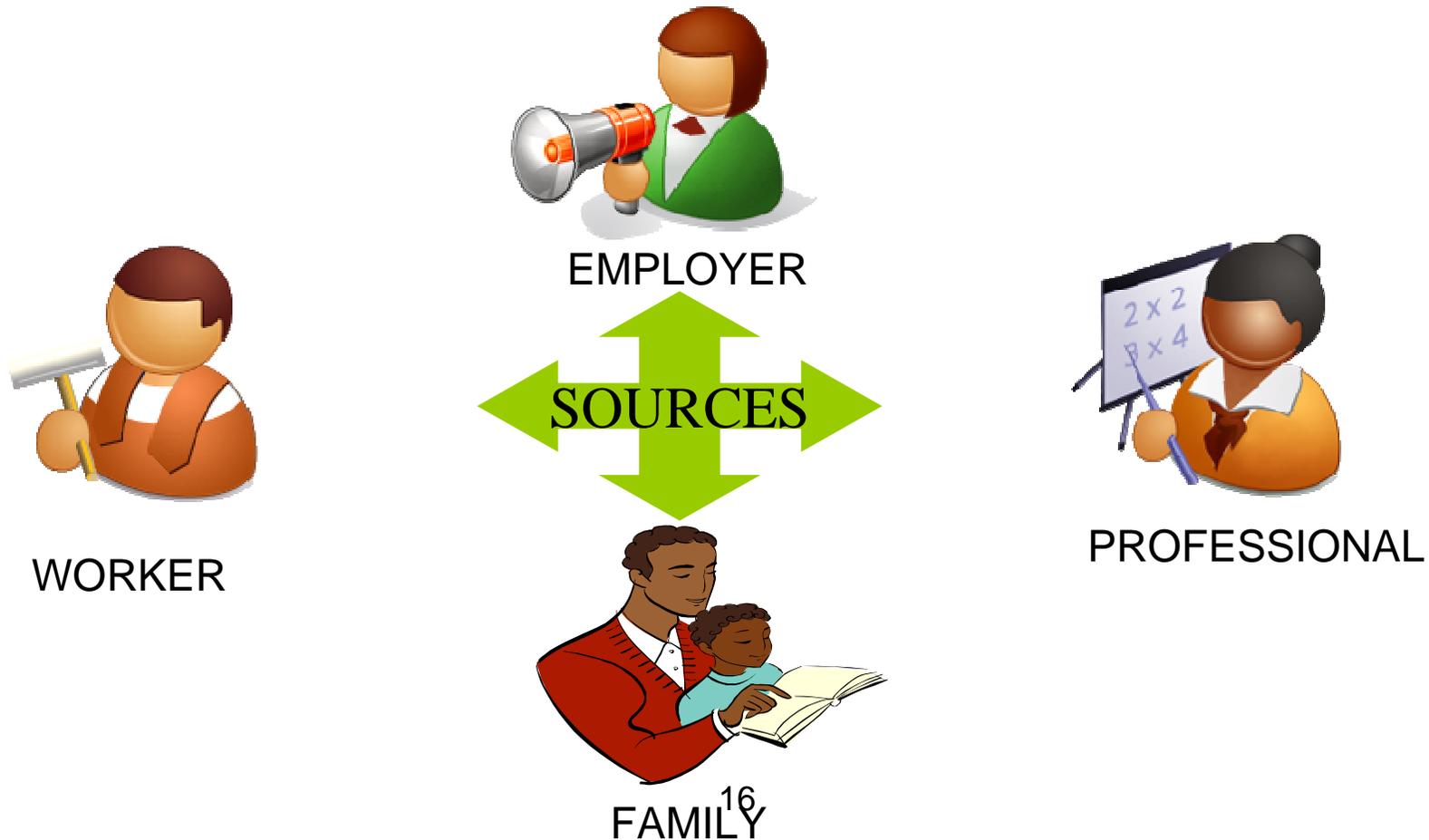
2. The evolution of SE in Spain: analysis by professional workers of the factors that encourage this form of employment integration
 1. The starting point: the uneasy relationship between sheltered employment services and supported employment programmes
 2. Do the current regulations facilitate placement of people with disabilities in mainstream employment?
3. Guidelines to encourage the consolidation of SE in Spain

Part 2. Good Practices in Supported Employment: What are the factors improving Work Inclusion?

Points

1. Research about Supported Employment in Catalonia:
 - How does SE work?
 - What do participants say?
2. First results about the factors leading to good practices
3. Research about the factors improving work integration in Supported Employment processes

Beyond the numbers: What say their participants?





WORKER

Improvement of work skills, autonomy,
responsibility, self-esteem

Increasing the motivation in learning and
Community participation



FAMILY

Improvement of the initial expectatives

Changes in the family dynamics



EMPLOYER
And WORK
SETTING

Changing the way of understanding the
Disability: Work as a Right

Changing expectatives: understanding
Work integration as a possibility

Changing attitudes:
From protection to normalisation

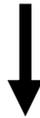
First results about the factors that make good processes

- Family collaboration
- Finding the most suitable job for a particular person
- Accompaniment/monitoring in the work setting by work trainers
- Supporting of the natural supervisors (companies)
- A good training of the workers

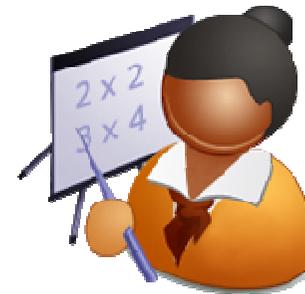
Next Point

1. Research about the factors that improve work integration in Supported Employment processes.
2. Tips to construct good practices in SE
 - The Family
 - The role of training in SE processes

A case study of the factors that favor work integration processes through Supported Employment



QUALITATIVE
RESEARCH
FOCUSED ON
PROFESSIONALS



Work integration of people with disabilities in the regular labour market: what can we do to improve these processes? (Doc. [FactorsWorkIntegr](#))

1. A case study of the factors that favour the work integration processes of people with disabilities

1. Methods:

1. Participants

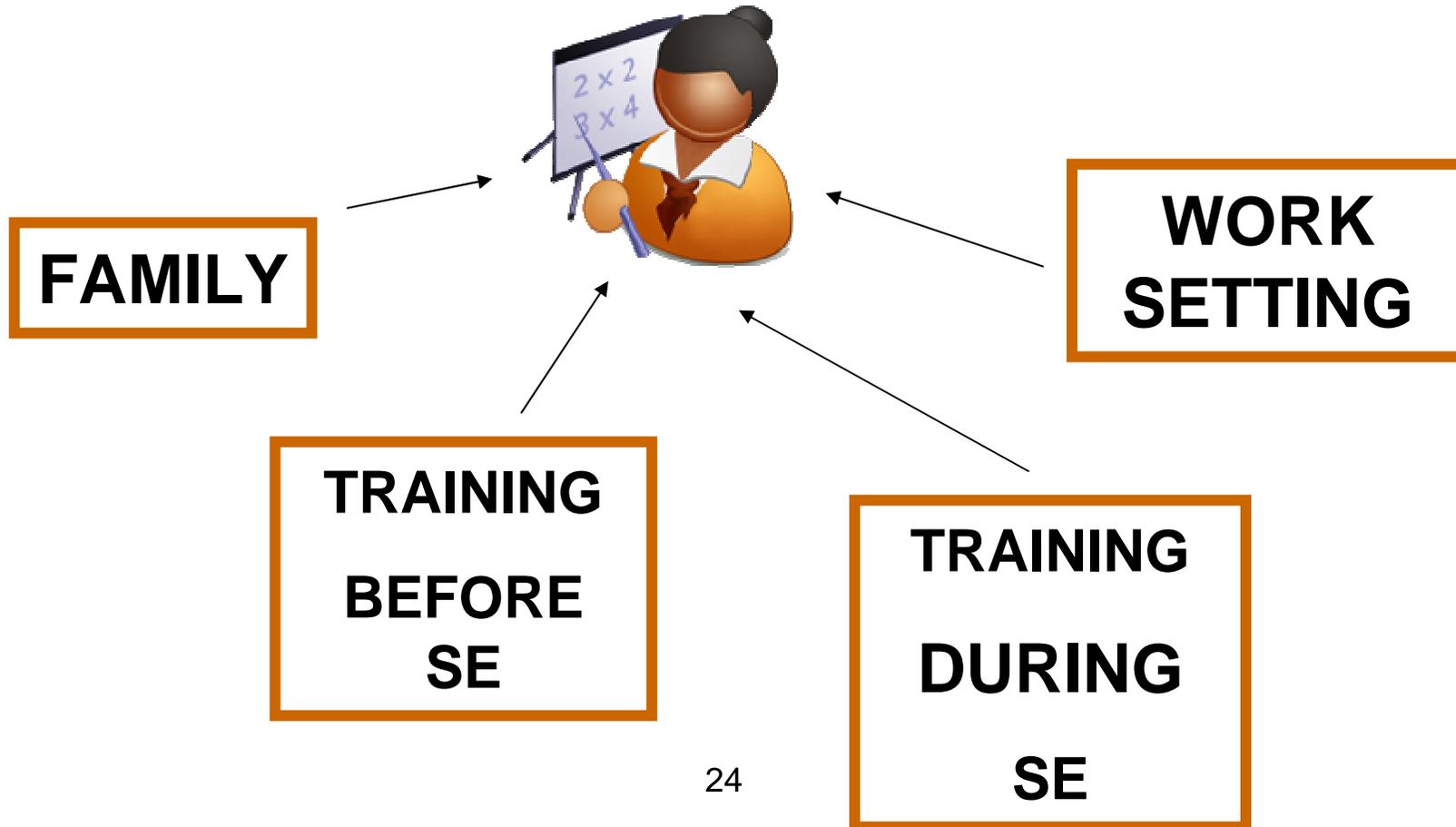
2. Instruments

2. Results

1. The family
2. Training
3. The work setting
4. Work monitoring at the work place

2. Conclusions/recommendations

Semi-structured group interviews (focus group)



- 1. FAMILY
- The role of family support
- Family expectations
- Aspects that must be ensured in the family to contribute to the work integration processes

- 2. TRAINING
- Prior training
 - The role of compulsive basic training
 - Basic knowledge that facilitates work integration
 - Type of institution: special centre vs ordinary centre and their role in training for adult life and for the development of a working life
- Training in the supported employment service itself
 - Role of previous training in the integration processes
 - Training aspects to develop to assure the continuity of the integration processes

3. MONITORING

- How important is monitoring for the success of the integration?
- Monitoring characteristics: temporality and intensity
- How to organise accompaniment processes for the good functioning of the integration

4. WORK SETTING

- Current legislation: elements from the current legal framework that favour the continuity of the integrations. Elements that make the integrations difficult. Necessary improvements in the legal framework.
- Assessment of the economic advantages or benefits of contracting persons with disabilities.
- Attitudes in the work setting.
- Aspects to promote in the work setting to guarantee the continuity of the integration processes.

Tips to construct good practices in SE:

- The Family in SE processes
- The role of the training in SE processes:
 - Training contents
 - Work practice
 - Training in the work setting (monitoring)

The family in SE processes

- Continuous and systematic Collaboration is indispensable,
- Family has to agree with the objectives and methodology of the SE centre
- Collaboration is easier if it starts in the school phase.
- Collaboration with family it's necessary in order to:
 - Maintain the work (punctuality, hygiene, sociopersonal skills...)
 - improve the independence of the worker
 - Adjust the expectatives related the work possibilities
- Work together extra-laboral objectives

The role of the training in SE processes

1. Training contents

- Professionals concur in the most important contents to develop in order to work at the ordinary market:
 - Social skills: communication, collaboration...
 - Cross skills: solving problems at the workplace, initiative, work motivation, making decisions...
 - Personal skills: self-knowledge and self-esteem...

As well as knowledge of the labour world

The role of the training in SE processes

2. Work practices

- Work practice in ordinary enterprises appears to be important for the futur worker and for the work setting as well. Some tips:
 - Doing practice in companies that after practising are able to recruit the worker
 - Good adjustment between work abilities and work setting
 - Placing work practice in the best moment for the futur worker:
 - practice as a way to know the abilities and weaknesses of the worker.
 - Practice as a way to adapt the training and process to each worker

The role of the training in SE processes

3. Training in the work setting (through monitoring).
Working with workers and job mates...

- Monitoring as a guarantee of a good adaptation between worker and work setting. Not all the services use the physical presence of professionals, but it appears as a desirable.

- Professional presence is viewed as vital at the beginning of the insertion and in the learning of new tasks.

- Monitoring is useful not only to train the worker but also to aid coworkers to interact with PWD.

- Monitoring has to be planned focused in the needs of the work setting and the worker (temporality, intensity)

Part 3. Developing instruments to improve Work Integration. Let's go to Work (a training program)

Points

1. From Research to Practice: Tips for a Training Program
2. Let's Go to Work. A Training Program

Research processes: answers addressed to construct good practices

**Competences/
contents**

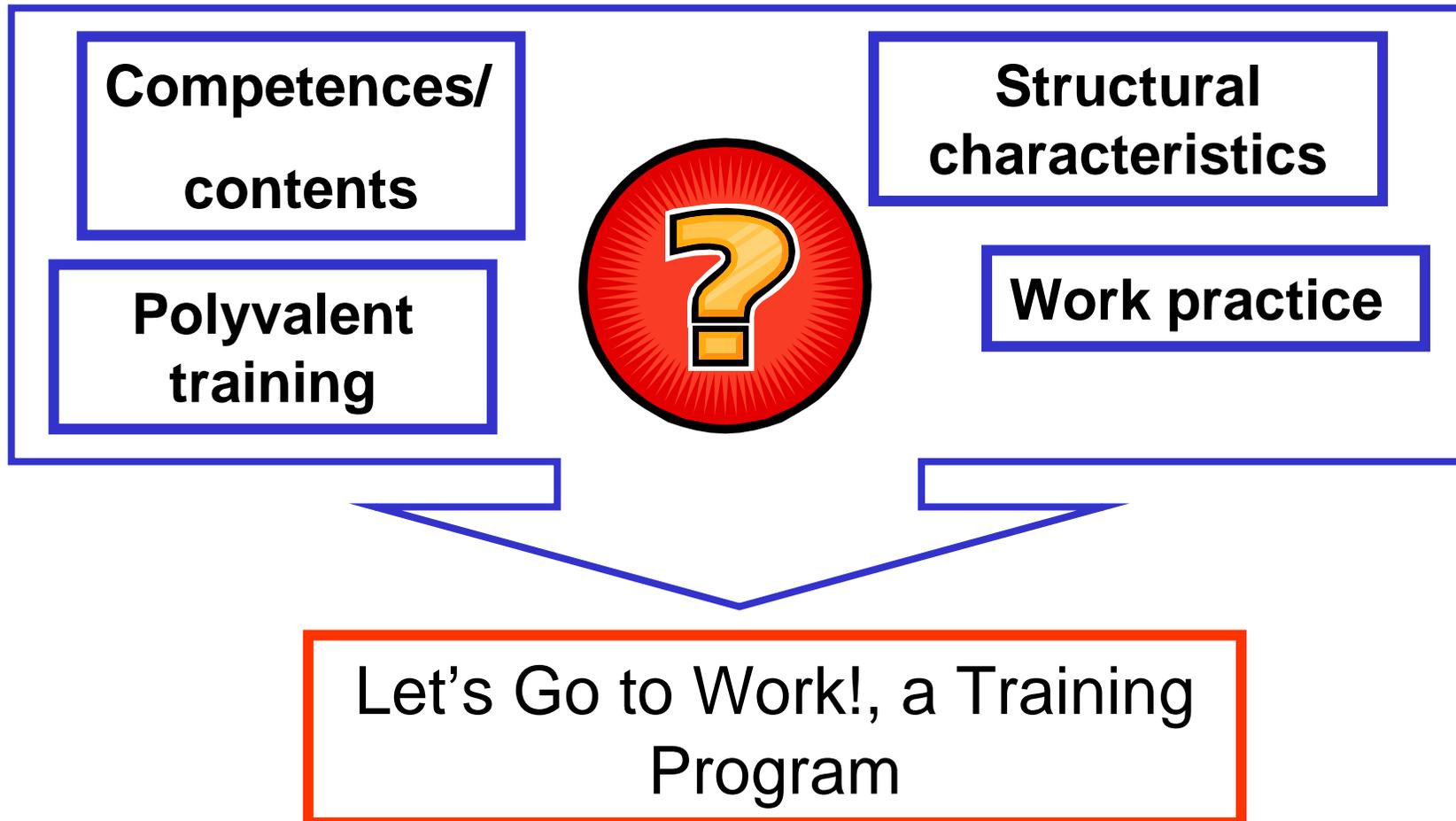


**Structural
characteristics**

**Polyvalent
training**

Work practice

How combine the tips in the practice?



Let's Go to Work!, a Training Program (Doc. LetsGoWork)

1. Basic characteristics
2. Areas: definition and contents
3. Organisation: units

Let's Go to Work!, a Training Program

1. Target group
2. Environment of application
3. Areas
4. Theoretical Model
5. Theoretical Model
6. Goals, strategies and evaluation

Areas: definition and contents

- 1. Work Knowledge**
- 2. Communication**
- 3. Community Participation**
- 4. Identity Knowledge**
- 5. “How to Work and Survive”**
- 6. Polyvalent Work Skills”**

1. Work Knowledge

2. Communication

3. Community Participation

4. Identity Knowledge

contents

5. "How to Work and Survive"

6. Polyvalent Work Skills"

- **What's the meaning of the work:** the value of working today
- **Different jobs:** sectors, positions
- **Young people and work today:** difficulties and precarity
- **Rights and duties of workers:** work regulation, contracts...
- **Looking for a job:** techniques
- **Work health and safety:** preventing risks and promoting health at work

1. Work Knowledge

2. Communication

3. Community Participation

4. Identity Knowledge

5. "How to Work and Survive"

contents

6. Polyvalent Work Skills"

- **Communication:** basic skills
- **Appropriate social interaction with family and friends**
- **Appropriate social interaction in the work setting**
- **assertivity:** strategies and instruments for a effective communication

1. Work Knowledge

2. Communication

3. Community Participation

4. Identity Knowledge

5. "How to Work and Survive"

6. Polyvalent Work Skills"

contents

- **Personal economy planning:** Using and saving money; responsible consumerism. The rights of the consumer
- **Geographic mobility:** commuting and travelling across the city
- **Community basic services:** leisure, culture and sports services
- **Leisure responsible activities**
- **Citizenship and citizen responsibility:** respecting the city and the natural environment

1. Work Knowledge

2. Communication

3. Community Participation

4. Identity Knowledge

5. "How to Work and Survive"

contents

6. Polyvalent Work Skills"

- **Personal Possibilities and Weaknesses:** Self-knowledge
- **Self-esteem**
- **Motivations:** general and and related to work
- **Work priorities and possibilities:** Balancing abilities and preferences
- **Taking care of the health:** health diet, personal hygiene, personal apparence, sexuality and health

1. Work Knowledge

2. Communication

3. Community Participation

4. Identity Knowledge

5. "How to Work and Survive"

6. Polyvalent Work Skills"

contents

- **Maintaining the work:** basic habits and skills
- **The changes in the learned routines:** changes of colleagues, tasks and supervisors: survival skills
- **Loosing the job:** going back to start, unemployment and managing the situation in the family
- **Making promotion at work:** how to improve the work position.

1. Work Knowledge

2. Communication and Community Participation

3. Community Participation

4. Identity Knowledge

5. "How to Work and Survive"

6. Polyvalent Work Skills"

contents

- **Cognitive skills:** classification, planification...
- **Manipulative skills**
- **Academic-functional skills**

AREAS

1. Work Knowledge

2. Communication

3. Community Participation

4. Identity Knowledge

5. "How to Work and Survive"

6. Polyvalent Work Skills"

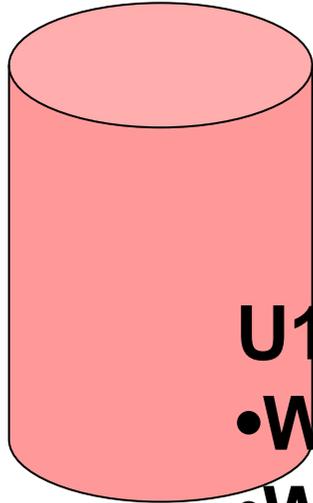
are organised in

4 units

- **U1: I WANT TO WORK**
- **U2: LOOKING FOR A JOB**
- **U3: I START TO WORK IN...**
- **U4: HOW TO WORK AND SURVIVE**

Each Unit

- Objectives
- Contents
 - What are we doing?
 - What do we need to do this activity?
 - How and where are we carrying out the activity?
 - Evaluation proposals
- Complementary material (where can we find more information?)



UNITIES

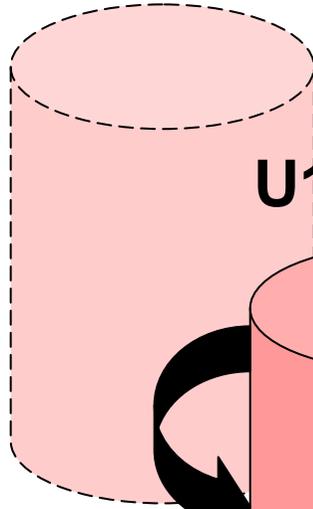
U1: I want to work

- **What I know of the labour market?**
- **What am I able to do? What I think I am able to do?**
- **What people I want to relate with and how?**
- **How am I? How am I able to take care of myself?**

Unit 1: I want to Work Activities

- The value of work
- Young people and work
- Working yesterday and working nowadays
- I am...
- Tasks that I like...
- Maintaining the work and good relations at work
- Moving across the city
- The value of money

UNITIES



U1: I want to work



U2: I am looking for a job

- What can I do in to find a job??
- What do I know and what can I learn?
- Who I will to have to develop a relationship at work and how?
- How am I? How am I able to take care of myself?

Unit 2: I am looking for work

- Looking for a job
- Rights and duties of workers
- Working safety
- Visiting companies
- Work abilities
- Taking care of miself and work life

UNITIES

**U1: I want to
work**

U2: I am looking for a job

U3: I start to work in...

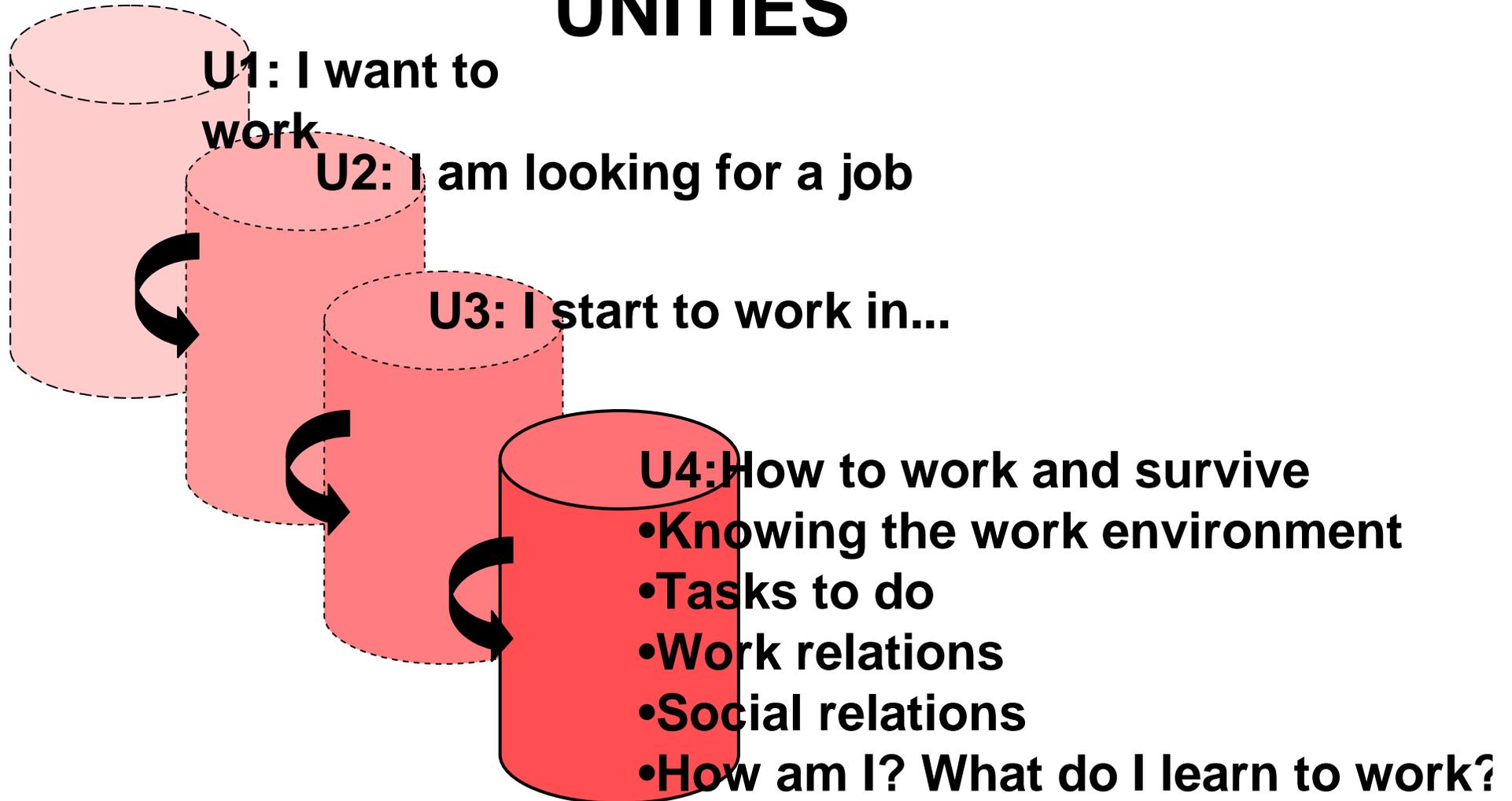
- Community mobility
- Work setting mobility
- The job consists in...
- Relations in the work setting

**•How am I in my job? How do I take care
of myself?**

Unit 3: I start to work in...

- Leisure time
- The work contract
- Training for the professional world
- Skills to maintain the work

UNITIES



Unit 4: How to work and survive Activities

- Personal consumerism
- Respecting the environment
- Losing and improving work
- Work relations