



**Headwaters, Inc.**

**Community Coach  
Manual**

## **Acknowledgements**

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Project

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# COMMUNITY-BASED DAY SERVICES

## OVERVIEW

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Headwaters, Inc. Community-Based Day Services supports people in a wide range of meaningful opportunities to address individual needs, goals, and interests.

## PURPOSE

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Community-Based Day Services are designed to maximize a person's ability to manage everyday life activities in their community. Through this program individuals grow to become more active members of their communities, and gain

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*Our Mission: We believe all people deserve the right to achieve their fullest potential. Therefore, we exist for the purpose of providing individualized services that are designed to maximize each person's daily living and employment skills.*

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## Skill and Independence Building

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- Personal Hygiene and Health Skills
- Safety Skills and Travel Training
- Daily and Independent Living Skills
- Interpersonal Skills
- Skill Assessments

## Career Exploration and Readiness

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- Job Interest Assessments
- Internships
- Information Interviews
- Job Shadows
- Job Tours
- Resume Writing
- Interview Preparation
- Employment Skill Building

## Community Connecting

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Headwaters, Inc. strives to help the people we support to become as connected to their community as possible. We also want the people we support to be valued members of their community. To achieve this goal, we assist people in finding;

- Volunteer Opportunities
- Social Clubs and Groups
- Relationships with Others That Have Similar Interests

# Headwaters, Inc. Community-Based Day Services Overview

## What is the Purpose of Community Day Services?

- Help people learn new skills
- Build community membership and help facilitate interactions and friendships
- Enhance independence and self-reliance
- Expand personal choice
- Develop social connections
- Encourage the idea of employment and earning money

## What is The Role of the Support Staff?

- Use Exploration and Discovery Methods too:
  - Identify skills and interests
  - Encourage the idea of work
  - Encourage participation in the community (volunteering, clubs, ect...)
- Support Participants in learning new skills (hard and soft)
- Help Participants build confidence, independence, and a sense of community
  - Connect to friends and neighbors
  - Develop professional networks
- Help make each Participants life meaningful to them

## What Does Meaningful Mean?

**Meaningful** (adj.): full of meaning, significance, purpose, or value; purposeful; significant: a meaningful wink; a meaningful choice.

-Dictionary.com

## What Makes Life Meaningful?

- Employment (money and self-worth)
- Engagement in community and with friends
- A happy home, a sanctuary
- Health
- Choices/Options
- Freedom and independence
- Playing a valued role (neighbor, volunteer, leader, etc...)

## General Information for Staff

- When we visit businesses or restaurants we need to be purchasing items or we shouldn't be there.
- Make sure that you are not falling into the trap of “supported loitering” – (going to places just to look around.)
- Make sure that people are acting appropriately in public, and when a teaching moment appears, always make sure that you are respectful and do not embarrass the person.
- Always remember that everything we do should be perceived by others as natural.
- When out with participants, you should be engaging with them and helping them connect to other community members. **You should not be on your cellphone unless it is work related.**
- The people we support are adults and should be treated like so. Therefore, we should be doing age appropriate activities, and be having adult interactions. (Toys, children's activities, and playground equipment are not adult, and should be avoided.)
- Some of the people we support bring stuffed animals and toys to Headwaters. If these are brought in, they should be left at the building or left in vehicle. (Nobody should be walking around with or using a child's toy while in the community.)

# General Incident Plans

## Behaviors

- If someone is exhibiting a behavior that may be seen as disruptive to other members of the community, refer to the strategies in their Customized Support Plan.
- If behavior continues or is appearing to be dangerous call Headwaters: **(XXX) XXX-XXXX** immediately and ask to page your Supervisors; if neither are available, ask for a Case Manager.
- If possible, take everyone back to Headwaters.

## Illness

- If someone becomes ill while out in the community, call Headwaters: **(XXX) XXX-XXXX** and see if someone can pick the person up.
- If no one is available to pick-up, take everyone back to Headwaters.
- Make sure that there is no mess left in the community: (vomit, BM, etc...) (This means clean up the mess if possible or alert the employees of the mess.)

## Injury

- If someone gets hurt in the community, figure out if injury is urgent or manageable.
- Manageable injuries include:
  - Small cuts or scrapes with little to no blood (something that can be treated with a Band-Aid)
  - An injury that would only cause a small bruise
  - An injury that could wait to be treated until the group gets back to Headwaters
- If injury is manageable, participant may choose to stay out or go back to Headwaters.
- If participant chooses to go back to Headwaters, call for a pick-up or drop participant off depending on location and activity.
- If injury is urgent call Headwaters: **(XXX) XXX-XXXX** and ask to page your Supervisors; if neither are available, ask for a Case Manager.
- **If injury is very serious or life-threatening, immediately call 911 and then alert Headwaters: (XXX) XXX-XXXX as soon as possible.**

## Seizure Incident Plans

**Always remember to keep a person having a seizure as safe as possible, you can do this by moving obstacles away from the person having a seizure, and by protecting their heads. Never try to hold someone down or put anything in their mouths. Some of the people we support have instructions to call 911 if they have a seizure (Listed Below), others usually do not need medical support for a seizure. If you feel that there is a reason to call 911 for a seizure (life threatening injury, not breathing or very abnormal breathing, etc..), please do so. If anyone is injured during a seizure, alert Headwaters (XXX)XXX-XXXX immediately. Instructions for participants with seizure histories are listed below. For any questions on VNS Magnet usage, refer to the instructions in this manual or ask a supervisor. When going out the community with someone who has a VNS, please remember to bring a magnet with you.**

Participant 1- Frequent Seizures, has VNS Magnet and PRN medication. If Participant is having a lasting seizure, use VNS Magnet. If the Magnet does not help or seizure is lasting more than 5 minutes, call Headwaters and notify Supervisors or Case Manager. If Participant is having cluster seizures, use VNS Magnet. If VNS does not work and clusters are lasting more than 20 minutes give Participant PRN. Notify Headwaters if she is having long lasting cluster seizures.

Participant 2- Frequent seizures, has VNS Magnet and PRN medication. Use VNS magnet for any lasting seizure. Use PRN medication for any cluster seizures.

Participant 3- Use VNS Magnet for any lasting seizure.

Participant 4- Use PRN medication for any lasting cluster seizures.

Participant 5- Notify Supervisors or Case Manager of any seizure. **If seizure is lasting longer than five minutes call 911.**

Participant 6- Frequent seizures, please be aware that Participant can unknowingly grab onto you while she is having a seizure. She is very strong and could accidently injury you or herself during a seizure. So please use caution when tending to her and try to stay out of arms reach.

Participant 7- Notify Supervisors or Case Manager of any seizure. **If seizure is lasting longer than five minutes call 911.**

Participant 8- **Call 911 Immediately for any seizure.**

Participant 9- History of seizures.

Participant 10- History of seizures.

Participant 11- History of seizures.

Participant 12- History of seizures.





When you feel a seizure is about to start or during a seizure, you or a caregiver can place the magnet over the chest area where the generator is implanted.



Swipe the magnet over the generator **for less than 3 seconds**.

## How to use the Patient Magnet

Patients, family members, caregivers, teachers, and school nurses can use the magnet to initiate an extra dose of stimulation when a seizure happens.

Two magnets are provided along with a wristband and a belt clip. When worn with the wristband, the magnet should be on the inside of your wrist.

The magnet can be used more than once during a seizure. Using the magnet more than once will not harm the patient or the generator.

When you want to control side effects by temporarily stopping stimulation, hold or tape the magnet over the generator. When the magnet is removed, stimulation will restart.

If patients experience troublesome or painful side effects from VNS Therapy for an extended period of time, they should contact their physician.



# Bathroom Incident Plans

## **Bathrooms That Are Easy for Personal Cares:**

- Hodag Park (Summer Only)
- Pioneer Park (Summer Only)
- Buck Lake Park (Summer Only)
- Rhinelander Public Library (Downstairs)
- Nicolet College (Welcome Center and Café)
- Trigs Mall

## **Bathrooms to Avoid for Personal Cares (If Possible)**

- Small businesses
- Stores where you are not purchasing items
- Very busy bathrooms
- Restaurants

## **What to do if Someone is Incontinent:**

- See if you have enough supplies to handle situation
- If you do not have enough supplies, take your group back to Headwaters.

**Always remember to leave the bathrooms in clean condition, and if the bathroom needs more attention than you can provide, make sure to alert staff.**

**Always remember to be as discrete as possible when providing any personal cares, and make sure to use the bathroom closed sign anytime you are providing personal cares in public.**

## Plastic Bin Supply List

- Personal Wipes (1 package at least half full)
- Trash Bags (3)
- First Aid Kit (fully stocked)
- Gloves (1 package at least half full)
- Disposable Clothing Protectors (3)
- Extra Briefs (1 small, medium, and large)
- Pair of Large Sweatpants
- Cleaning Wipes (1 package at least half full)
- Disinfectant Spray (1 bottle at least half full)
- Feminine Pads (3)
- Hand Sanitizer (1 bottle at least half full)
- Chuck Pads (3)
- Bathroom Closed Sign
- Medications (Keep meds with you at all times)
- VNS Magnet (When applicable, don't let magnet touch your phone, computer, or tablet)
- Personal Briefs (Depending on persons in group)
- Personal Clothes (Depending on persons in group)

### Bin Stocking Procedure:

- When there is tape on both handles of the bin it means the bin is fully stocked
- If you need to use something out of the bin, break the tape on handles
- **Do not replace tape on the handles if the bin is not stocked**
- If possible replace the item you took out of the bin when you get back to Headwaters
- Whenever you fully stock the bin, replace the tape on each handle
- Only take bins with tape on them for use in the community

## Tips for Documentation

- Make sure you have the correct form for the Participant
- Fill in all lines/blanks/boxes thoroughly
- If you make a mistake, start a new sheet; messy sheets look unprofessional
- Make sure that you are expressing the Participants activities properly. Instead of saying “Person went shopping” use more descriptive words; “Person worked on budgeting, money, and meal planning skills by shopping for groceries at the store.”
- Keep comments positive and professional
- If you have concerns about something a co-worker or yourself wrote, always ask a supervisor or case-manager to review it
- Use as much detail as possible
- Always have a supervisor review your writing if you need to document a behavior
- When describing a video or iPad use; make sure that you state the purpose of why the person was using an iPad or watching a video.

Do not use words like:

Played

Toys

Refused

Disruptive

Uncooperative

Loud

Screamed

Colored

Can't

Won't

Unable

Never

Always

## Steps for Planning Activity

- Check calendar to see if there are any activities already planned on the dates you want to plan your activity, and make sure they don't conflict with your plans.
- Once you have picked a date you can begin to set-up your activity.
- If there is a cost to your activity or a wavier that needs to be signed, always check with a Supervisor before you set anything up.
- Make sure you get approval before planning something that is over an hour away.
- If your activity is free, continue with making plans and setting-up your activity.
- Once you have your activity set-up, make sure you fill out an Activity Information and Plan Form.
- **Also make sure to write your activity on the calendar and put a copy of your Activity Information and Plan Form in the binder.**
- Once you have done these steps, you should fill out your activity invites and make sure to hand them out a week before your activity. (If there is no cost to your activity and no special instructions, you do not need to handout invites.)

\*Any staff receiving money from Participants needs to fill out the sheet on the clipboard by the lock box, and needs to make sure the money put in the lockbox is in an envelope with **PARTICIPANTS NAME and the ACTIVITY NAME.**

## Ideas for Meaningful Community Involvement

- Take community recreation classes
- Communication Development
- Activities that encourage and support honesty
- Develop and pursue a hobby
- Seek out library activities
- Activities that enable compassion
- Give or take music lessons
- Explore religious affiliation activities
- Activities that include respect
- Become a member and participate in informal clubs and organizations in your community
- Develop skills to find out what is happening in your local community
- Activities that support courage to try new things
- Plan and go to movies with friends
- Shop for food, clothing, presents, etc.
- Activities that promote responsibility
- Join exercise clubs/activities
- Make social connections with people i.e., person who cuts your hair, person who bags your groceries, librarian, etc.
- Participate in community service projects
- Participate in sports activities/leagues e.g., bowling, golf, Frisbee, softball, tennis, running, biking etc.
- Discover interests and passions Learn about candidates and the voting process
- Develop vacation plans to travel locally, regionally/abroad etc.
- Connect to people without disabilities in communities
- Learn how to get from one place to another in your community
- Create or join and participate in a coffee clutch
- Map organizations, associations and resources that may interest a person

- Create or join a book club, supper club, regularly listen to music together with a group, etc.
- Join associations. (The average person belongs to five associations.)
- Take classes in areas of interest i.e., art, crafts, martial arts, cooking etc. Develop Dimensions of Human Flourishing (John O'Brian)
  - Belonging
  - being respected
  - contributing
  - sharing ordinary places
  - choice
- Join and participate in formal organizations, e.g., Elks, Jaycee's, Jaycett's, Sierra Club, etc.,
- Interpersonal and social skills training (e.g., making good impressions, listening, personal care, interacting with coworkers, identifying skills, self-esteem building)
- Volunteering (un-paid work for non-profit agencies)
- Peer mentoring/ discussions with peers who are working in the community
- In small groups - talking with employers about work, job shadows, and Informational interviews with various local businesses
- Wellness awareness
- Developing effective verbal and written communication skills
- Universal workplace safety training
- Mobility training
- Wellness awareness
- Developing effective verbal and written communication skills
- Money Management e.g., learn how to save money for a vacation, write a check, transfer money from one account to another etc.
- Communication Skill Development
- Learn how to make a gift for someone
- Home Care Maintenance e.g., learn how to change the batteries on the smoke detector, wash the windows, plant flowers in the spring etc.
- Learn how to manage anger and impulses
- Learn what about how to become a volunteer in an organization that you are interested in or are passionate about

- Food Preparation e.g., learn how to prepare a meal for company, prepare foods you like, learn about nutritional components of foods etc.
- Learn to identify feelings and talk about them in appropriate ways
- Learn how to do “random acts of kindness” for people
- Mobility Training e.g., learn to take a bus, order a cab, ask a neighbor for a ride
- Develop friendship skills
- Serve your community by participating in charitable work
- Self-Care Skills e.g., learn how to wash and style your hair, to bath thoroughly, to put on makeup etc.
- Learn how to act and react in public
- Learn how to respect yourself and others
- Skills to access and use community resources e.g., learn how to use a cell phone or a computer to know where things are located, learn about rules of the activities you want to participate in, to call a friend to go with you on an activity etc.
- Learn how to media messages and be able to monitor media for yourself.
- Learn how to be polite and have manners in public
- Learn how to be social with your sexual preference
- Learn how to make a plan and carry it out.
- Learn how to make healthy choices
- Learn how to solve problems
- Learn how to vote
- Learn how to participate in your local community in activities of your choosing.



# Discovery

**Discovery** is the foundation of everything we do in Community Integration Services. Discovery is a process we use to help us get to know our participants and learn their interests through methods like motivational interviewing.

**Motivational Interviewing:** attempts to move an individual away from a state of indecision or uncertainty and towards finding *motivation* to making positive decisions and accomplishing established goals.

The reason we use motivational interviewing is because this method focuses on **listening**. Listening is a key part of discovery, and when you are trying to get information about someone they should be doing more of the talking than you.

Some of the participants may not be open to or understand a question like: “What are your hobbies?” Instead you could start off with a question like “What is your favorite sport?” Their answer should give you a direction to go with your other questions. Such as, if the person answers “Football”. You can then ask, “Do you play football or watch football?” “What is your favorite team?” “Do you watch or play any other sports?” and so on. It will be helpful to get the person talking about something they like right away because they will usually be more open to other questions and give you more thoughtful answers.

Always be writing down the answers that the participant is telling you, because this may be the only time this participant may share this information with you.

The information that we get from discovery is very important to us. We use the information to help participants get involved in activities and become members of groups that are important and **meaningful** to them.

An example of this would be: Through discovery we found out that a participant’s father served in the Army. The person’s father passed away, but supporting the troops and patriotism are still very important to this person. How would you use the information from discovery to help this participant become involved in the community in a way that is important and meaningful to them?

Most towns have a VFW or some type of veteran’s association; so, you could start with exploring volunteer opportunities with those associations. Are any of your co-worker’s veterans? These would be the first people you should ask about ways to get involved in the veterans’ community. After a little bit of questioning and research, opportunities should start to appear.

## Five Valued Experiences

Ask any group of people what makes life worth living and what makes for a good life and they tend to say the same things.

John O'Brien outlined the 'five service accomplishments' or the 'five dimensions of inclusion'. These attempt to capture what makes a good life under five headings:

**Contributing-** We all have gifts and capacities. But as John McKnight says "gifts aren't gifts until they are given." Giving our gifts, and using our capacities, are important parts of living a full life. Being someone We all want to be noticed, to be valued by others. We want people to notice if we're missing, to want to know our opinions, to see us as equals. We want people to care what we think of them.

**Belonging-** We all want to belong. To have friends, to be loved, to have people want to have us around. Belonging is about who we want to be around, and who wants us around. It isn't what happens when we learn to cope with having been put with others (because they are seen to be like us). And belonging is about personal, not professional relationships.

**Sharing Ordinary Places-** None of us like to be put away, kept apart from the real world. It is in ordinary places that belonging and contributing matter to us. We want to be free, not locked away, or put aside.

**Being Someone-** We all want to be noticed, to be valued by others. We want people to notice if we're missing, to want to know our opinions, to see us as equals. We want people to care what we think of them.

**Choice and Control-** We all want to be allowed to strive for our own unique identity and future. We want to have as much power over our destiny as other people, not to have others taking decisions for us – and when we need help we want to be in control of what happens not to be carried along in the current. Our individuality, our personhood, is not made up of just big things but also of our many tiny and seemingly insignificant decisions and preferences.

Of course, these 5 dimensions of inclusion are all tightly interrelated. We get to be 'someone' because we're giving our gifts or bringing something individual to an ordinary place. By doing this we get to belong there, or we meet people who become friends or more. It's our individual dreams or ambitions that drive us to want to be known, or to belong somewhere. And our dreams and interests are influenced by our gifts and capacities.

## Tablet Usage Policies

- No using the tablets for personal use (Facebook, personal emails, etc..)
- Always check with a supervisor before downloading any apps or content.
- Taking pictures with the tablet is encouraged, but please delete any photos that didn't turn out or are duplicates.
- Participant use of the staff tablets is discouraged, but if the need does arise, always make sure the participant is supervised while using the tablet.
- Always remember to return the tablets to the charging station, and make sure they are plugged in.
- **Do Not Bring the Tablets Home**

## Basic Daily Skills Ideas

- Hygiene Skills
  - Deodorant
  - Brushing Teeth
  - Toilet Skills
  - Bathing
- Safety Skills
  - Identifying Danger
  - What Items Are Dangerous
- Daily Living Skills
  - Sweeping, Mopping, and Vacuuming
  - Laundry
  - Dishes
  - Other General Cleaning Skills
- Soft Skills
  - Communication
  - Attitude
  - Relationships
- Sensory Development
  - Helping Participants Explore Their Sensory Needs
  - Intensive Interaction (assisting participants in interacting with the people around them and encouraging appropriate interactions)
- Discovery
  - Hobbies
  - Interests
  - Likes and Dislikes
- Non-Verbal Communication
  - Find Ways for People Who are Non-Verbal to Communicate
  - Using Assistive Technology
- Independence Building
  - Help to Become More Independent with Cares (Eating, Bathroom Skills, Etc...)

## Advanced Daily Living Skills Ideas

- Hygiene Skills
  - Deodorant
  - Brushing Teeth
  - Toilet Skills
  - Bathing
- Safety Skills
  - What to Do If There Is an Emergency
  - Types of Emergencies
  - How to Get Help
  - Interacting with People You Don't Know
  - What to Do If You Feel Unsafe
- Daily Living Skills
  - Sweeping, Mopping, and Vacuuming
  - Laundry
  - Cooking
  - Bed Making
  - Kitchen Safety
  - Other General Cleaning Skills
- Soft Skills
  - Communication
  - Attitude
  - Teamwork
  - Relationships
- Discovery
  - Hobbies
  - Interests
  - Likes and Dislikes
  - Jobs of Interest
  - Activities of Interest
- Accommodations
  - What Are Accommodations
  - Assistive Technology

# EXAMPLES OF PEOPLE FIRST LANGUAGE

BY KATHIE SNOW; VISIT [WWW.DISABILITYISNATURAL.COM](http://WWW.DISABILITYISNATURAL.COM) TO SEE THE COMPLETE ARTICLE

Remember: a disability descriptor is simply a medical diagnosis;  
People First Language respectfully puts the person before the disability;  
and a person with a disability is more *like* people without disabilities than different!

SAY:	INSTEAD OF:
People with disabilities.	The handicapped or disabled.
He has a cognitive disability/diagnosis.	He's mentally retarded.
She has autism (or a diagnosis of...).	She's autistic.
He has Down syndrome (or a diagnosis of...).	He's Down's; a mongoloid.
She has a learning disability (diagnosis).	She's learning disabled.
He has a physical disability (diagnosis).	He's a quadriplegic/is crippled.
She's of short stature/she's a little person.	She's a dwarf/midget.
He has a mental health condition/diagnosis.	He's emotionally disturbed/mentally ill.
She uses a wheelchair/mobility chair.	She's confined to/is wheelchair bound.
He receives special ed services.	He's in special ed.
She has a developmental delay.	She's developmentally delayed.
Children without disabilities.	Normal or healthy kids.
Communicates with her eyes/device/etc.	Is non-verbal.
Customer	Client, consumer, recipient, etc.
Congenital disability	Birth defect
Brain injury	Brain damaged
Accessible parking, hotel room, etc.	Handicapped parking, hotel room, etc.
She needs... or she uses...	She has problems with...has special needs.

***Keep thinking—there are many other descriptors we need to change!***

Excerpted from Kathie's People First Language article, available at [www.disabilityisnatural.com](http://www.disabilityisnatural.com).

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## You and I

### By Elaine Popovich

I am a resident. You reside.

I am admitted. You move in.

I am aggressive. You are assertive.

I have behavior problems. You are rude.

I am noncompliant. You don't like being told what to do.

When I ask you out for dinner, it is an outing. When you ask someone out, it is a date.

I made mistakes during my check-writing program. Some day I might get a bank account. You forgot to record some withdrawals from your account. The bank called to remind you.

I wanted to talk with the nice-looking person behind us at the grocery store. I was told that it is inappropriate to talk to strangers. You met your spouse in the produce department. Neither of you could find the bean sprouts.

I celebrated my birthday yesterday with five other residents and two staff members. I hope my family sends a card. Your family threw you a surprise party. Your brother couldn't make it from out of state. It sounded wonderful!

My case manager sends a report every month to my guardian. It says everything I did wrong and some things I did right. You are still mad at your sister for calling your Mom after you got that speeding ticket.

I am learning household skills. You hate housework.

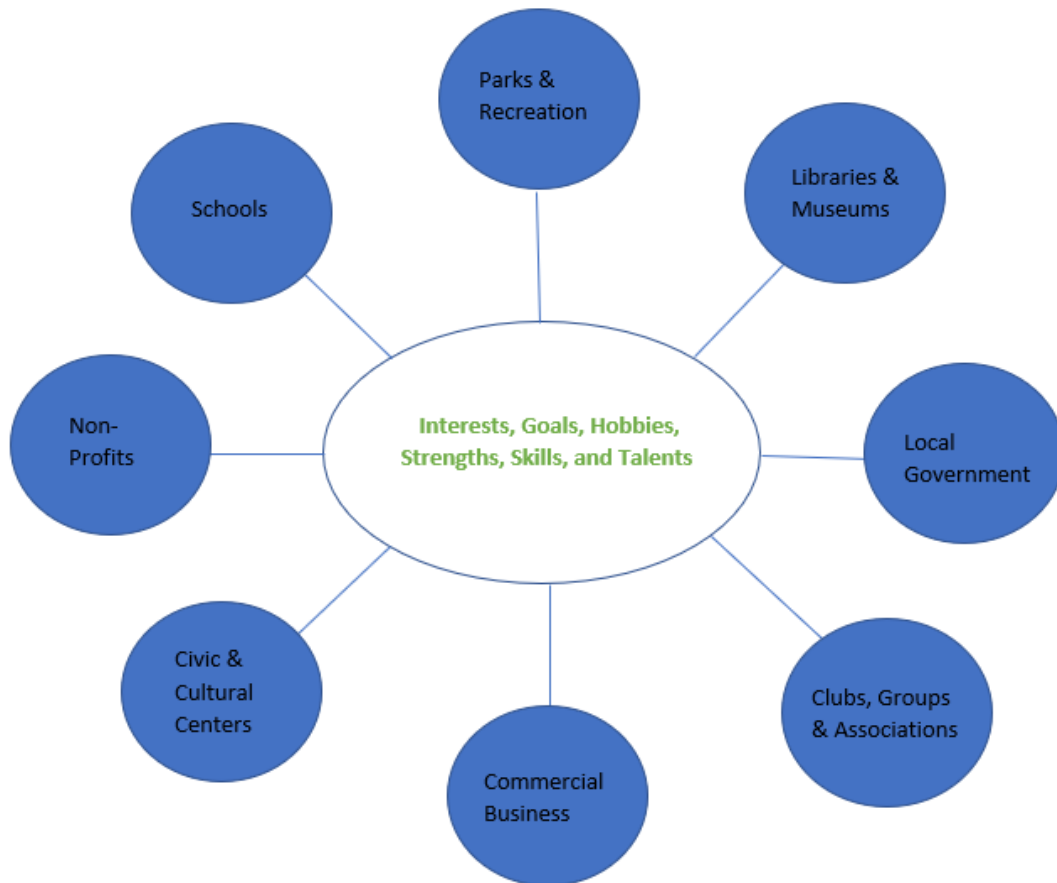
I am learning leisure skills. Your shirt says you are a "Couch Potato."

After I do my budget program tonight, I might get to go to McDonald's if I have enough money. You were glad that the new French restaurant took your charge card.

My case manager, psychologist, R. N., occupational and physical therapist, nutritionist and house staff set goals for me for the next year. You haven't decided what you want out of life.

Someday I will be discharged . . . maybe. You will move onward and upward.

# Community Mapping Web Tool





## Glossary of Common Terms

<b>Terms</b>	<b>Definitions</b>
100% healed policies	100% healed policies are when an employer requires an employee with a disability to have no medical restrictions when they return to work.
Ableism	Discrimination in favor of able-bodied people; discrimination or prejudice against people with disabilities.
Affirmative Action	An action or policy favoring those who tend to suffer from discrimination, especially in relation to employment or education.
Benefits Counseling and Benefits Analysis	Benefits Counseling and Benefits Analysis: Services provided to assist an individual in understanding the options and possibilities in order to make an informed choice about going to work. These services result in a report that reviews a person's assets and income to make an informed choice about employment.
Career Seeker Portfolio	A job-hunting tool that developed to provide employers a complete picture of the job seekers experience, education, accomplishments, skill sets, and potential.
Competitive Job	A competitive job is one that exists within a community-based business or organization, is obtained via a competitive application process, and pays minimum wage or better.
Custodialism	Custodialism is the belief that people with disabilities cannot fully self-govern, and must have a non-disabled person (or a system) to act as a guardian or protector.
Customized Employment	Customized Employment is a flexible process designed to personalize the employment relationship between a job candidate or employee and an employer in a way that meets the needs of both. It is based on identifying the strengths, conditions, and interests of a job candidate or employee through a process of discovery.
Disability Management	Disability and absence management is a specific set of human resource practices designed to help people who acquire a disability or illness, return to work or stay at work.

Discovery	Discovery is a substitute to comparison-based testing procedures that utilizes already-existing information rather than information developed through formal assessment methods. Discovery is used as a guide for customizing an employment relationship for an applicant with an employer. This process takes into account the applicant's entire life experiences rather than single instances of performance. (A larger description of discovery, and how we use it can be found in this manual on the page titled "Discovery")
Economic Development Organizations	An organization that suggests, promotes, and sometimes funds policies and strategies to improve economic conditions within a specific region.
Employment	Competitive employment is work performed in the integrated labor market in which the individual is compensated at or above minimum wage, but not less than the customary wage and benefits paid for the same or similar work performed by individuals who do not have a disability.
Employment First	<p>The philosophy that presumes employability of all people in the community regardless of disability. Components include:</p> <ul style="list-style-type: none"> <li>• Being the first and preferred outcome for working-age youth and adults with disabilities, including those with complex and significant disabilities, for whom working in the past has been limited, or has not traditionally occurred.</li> <li>• Using typical or customized employment techniques to secure membership in the workforce, where employees with disabilities are included on the payroll of a competitive business or industry or are self-employed business owners.</li> <li>• Where the assigned work tasks offer at least minimum or prevailing wages and benefits.</li> <li>• Where typical opportunities exist for integration and interactions with co-workers without disabilities, with customers, and/or the general public.</li> </ul>
Employment Supports	A set of services that are used to introduce, prepare, monitor, and facilitate individuals with disabilities to seek and maintain employment. These may also include supports provided to or by an employer.

Employment Support Professional (ESP)	A professional who assists individuals in obtaining and maintaining integrated employment by meeting the needs of businesses in the community. There are three levels of certification to become an ESP.
Essential Functions	Essential functions are the job responsibilities the person who fills the job must be able to perform with or without reasonable accommodation. They are the reason the job exists.
Extrinsic Motivation	Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades, and praise. This type of motivation arises from outside the individual, as opposed to intrinsic motivation, which originates inside of the individual.
Federal Contractors or Subcontractors	An employer holding a federal contract of 10,000 or more has to comply with affirmative action rules for people with disabilities. This includes the mandate to request information about applicant and employee disability using a form provided by the Office of Federal Contract Compliance Programs (OFCCP).
Industry Clusters	Groups of businesses within a region that share common markets, technologies, and worker skill needs.
Integrated Work Environment	An integrated work environment is one where people with and without disabilities work side by side in the community
Intrinsic Motivation	The undertaking of an activity, such as a hobby, without external incentive. Also, personal satisfaction derived through self-initiated achievement.
Job Carving	The process of listing the key components of jobs and employment needs to develop a written proposal for an employer on how those needs can be met. A proposal typically includes language identifying job tasks for increased work efficiencies and the matching of an individual's skills with workplace needs. This process can result in either job restructuring or job creation.
Job Coach/Trainer	A professional who provides necessary supports during the initial employment period to assist the employee to perform their job tasks to the employer's specifications and then facilitates the transition to natural workplace supports while reducing his or her role.

Job Developer	Professional who matches employers to employees through pairing targeted business needs with an individual’s transferable skills.
Learned Helplessness	A mental condition in which one becomes unable to help oneself due to previous failed attempts at controlling one's life; also, a condition in which a person establishes and maintains contact with another by adopting a helpless, powerless stance.
Marginal Functions	Marginal job functions are tasks that while important, may be removed as a form of accommodation. Removing them does not fundamentally alter a position.
Mitigating Measures	Mitigating measures are things like medication that control the symptoms of a disability, assistive or medical technologies that minimize the impact of disability, or behavioral strategies that people adopt over time to address challenges associated with their disability.
Natural Supports	Support from supervisors and co-workers occurring in the workplace to assist employees with disabilities to perform their jobs, including supports already provided by employers for all employees. These natural supports may be both formal and informal, and include mentoring, supervision (ongoing feedback on job performance), training (learning a new job skill with a co-worker) and co-workers socializing with employees with disabilities at breaks or after work.
Person-Centered Planning	Person Centered Planning is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future. This "person-centered" team meets to identify opportunities for the focus person to develop personal relationships, participate in their community, increase control over their own lives, and develop the skills and abilities needed to achieve these goals. Person Centered Planning depends on the commitment of a team of individuals who care about the focus person. These individuals take action to make sure that the strategies discussed in planning meetings are implemented.

People First Language	People First Language (PFL) represents more respectful, accurate ways of communicating. People with disabilities are not their diagnoses or disabilities; they are people, first. (For more information on ways to describe a disability while using people first language, please see the page titled "People First Language by Kathie Snow" included in this manual.)
Positive Personal Profile	A way to assess the attributes that will be relevant to a job search, job match, retention and long-term career development. It is a way of collecting information from a variety of sources, including assessments, observations, interviews, and discussions with the job seekers and with people who know them well.
Quota	"Quotas" in affirmative action refer to the mandatory minimum number people with certain diversity characteristics, that must be hired or included in an educational program.
Segregated Settings	Environments where people with disabilities primarily interact with other people with disabilities.
Self-Determination Theory	Self-determination theory is a macro theory of human motivation and personality that concerns people's inherent growth tendencies and innate psychological needs. It is concerned with the motivation behind choices people make without external influence and interference.
Sheltered Workshop	A place where people with disabilities do contracted work with support and supervision from a human service agency. These workers usually earn below minimum wage.
Significant Disabilities	Although there is no set definition, a person with a cognitive disability, a severe persistent mental health condition, or a severe physical disability might be considered "significantly" disabled.
Social Capital	A set of relationships and social ties, with organizations and to individuals, that can expand one's choice-making opportunities, increase one's options, and lead to a more enriched quality of life.
Systematic Instruction	Materials and instruction are organized to follow the logical order of the language. The sequence of the instruction proceeds methodically from the easiest and most basic elements to more difficult and complex material.

Task Analysis	The process of breaking down a job into smaller steps for the purpose of teaching the job tasks to an employee in achievable parts over time.
Vocational Assessment	Formal and informal processes used to explore an individual’s interests, abilities, and aptitudes in order to identify vocational assets, barriers, support needs and career potential.
Workplace Culture	Workplace culture can be defined as the “way of life” for those in a particular workplace. This has many elements including: laws, language, fashion, authorities, power relationships, conventions, conflict management processes, dispute resolution processes.