A FUTURE OF FLOURISHING

Postures, Practices, and Partnerships Worth Pursuing

Erik Carter | Vanderbilt University

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SUMMARY OF KEY POINTS

1. When in doubt, reverse the question
2. Disability is not a reliable predictor of people's aspirations
3. People with disabilities don't have "special needs"
4. Compliance is our floor, not our ceiling
5. We should pursue much more than mere inclusion
6. Our postures must be experienced
7. It is not good to be alone
8. People need relationships more than services
9. We must think beyond "the system"
10. Use the very best available practices
11. Data isn't a "four-letter word"
12. Reflect regularly on your practices
13. Find new allies and partners
14. We are someone's barbarous ancestors (be humble)
15. Press on

2

> What might flourishing look like for the individuals whom you support?

3

WHEN IN DOUBT, REVERSE THE QUESTION

POINT #1

Handouts: WWW.ERIKWCARTER.COM/NEWMEXICO

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OUTCOMES WE MEASURE

- Employment
- Community Living
- Educational Opportunities
- Community Involvement

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INDICATORS OF FLOURISHING

- Friendships
- Intimacy/being loved
- Sense of purpose
- Being valued and needed
- Self-direction
- Belonging
- Good health
- Sense of security
- Spirituality and faith
- Freedom

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GOOD OUTCOMES

- Employment
- Community Living
- Educational Opportunities
- Community Involvement

AN ENVIABLE LIFE

- Friendships
- Intimacy/being loved
- Sense of purpose
- Being valued/needed
- Self-direction
- Belonging
- Good health
- Sense of security
- Spirituality and faith
- Freedom

7

DISABILITY IS NOT A RELIABLE PREDICTOR OF PEOPLE'S ASPIRATIONS

POINT #2

8

Watch this again at: www.tennesseeworks.org/success-stories

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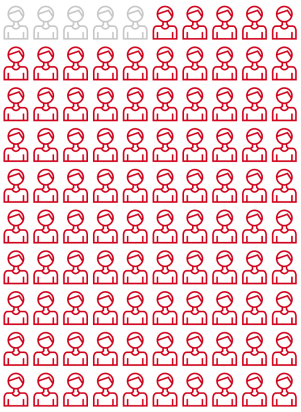

95% OF YOUTH WITH AUTISM EXPECT TO HAVE A JOB

94% OF YOUTH WITH INTELLECTUAL DISABILITY EXPECT TO HAVE A JOB

EMPLOYMENT ASPIRATIONS

Source: https://www.mathematica-mpr.com/our-publications-and-findings/projects/national-longitudinal-transition-study

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80% OF YOUTH WITH AUTISM EXPECT TO BE LIVING ON THEIR OWN

72% OF YOUTH WITH INTELLECTUAL DISABILITY EXPECT TO BE LIVING ON THEIR OWN

RESIDENTIAL ASPIRATIONS

Source: https://www.mathematica-mpr.com/our-publications-and-findings/projects/national-longitudinal-transition-study

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84% OF PEOPLE WITH DISABILITIES SAY THEIR FAITH IS IMPORTANT TO THEM

FAITH ASPIRATIONS

Sources: Carter (2007); National Organization on Disability (2004)
To learn more visit: www.faithanddisability.org

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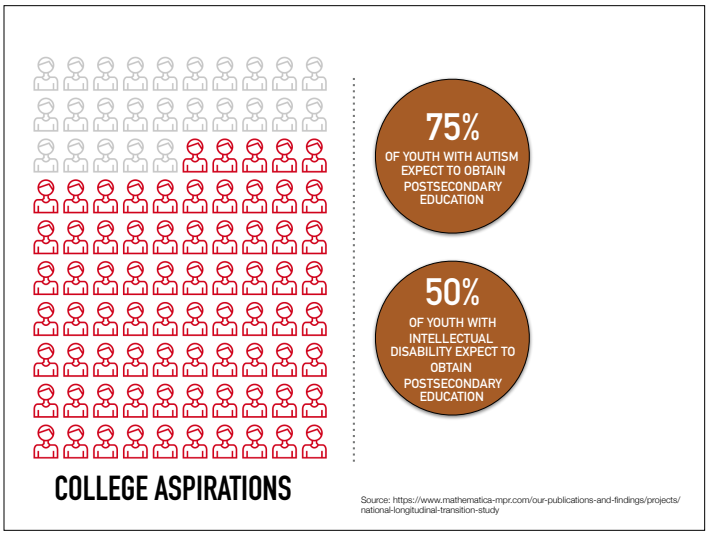

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PEOPLE WITH DISABILITIES DON'T HAVE "SPECIAL NEEDS"

POINT #3

14

https://www.youtube.com/watch?v=kNMJaXuFuWQ

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BRIDGING THE GAP

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COMPLIANCE IS OUR FLOOR, NOT OUR CEILING

POINT #4

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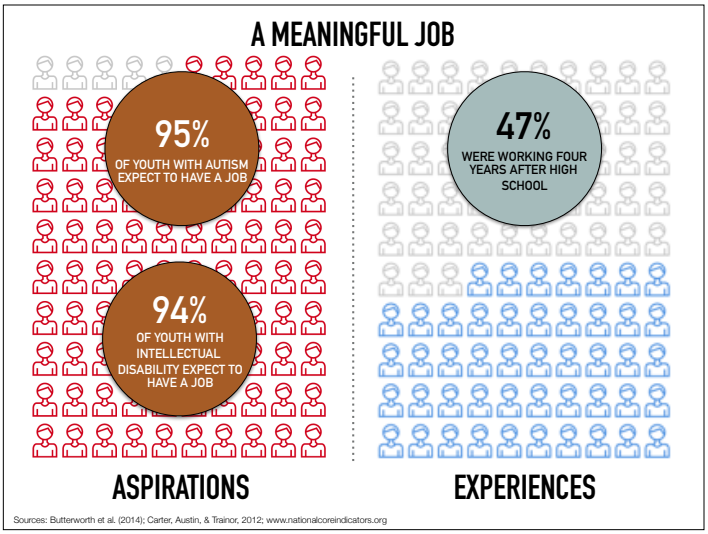

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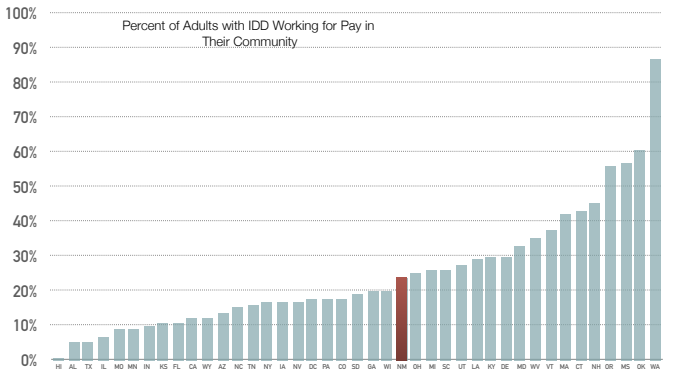
STATE-BY-STATE VARIATIONS: INTEGRATED EMPLOYMENT



Source: 2016 ICI National Survey of State IDD Agencies: www.statedata.info

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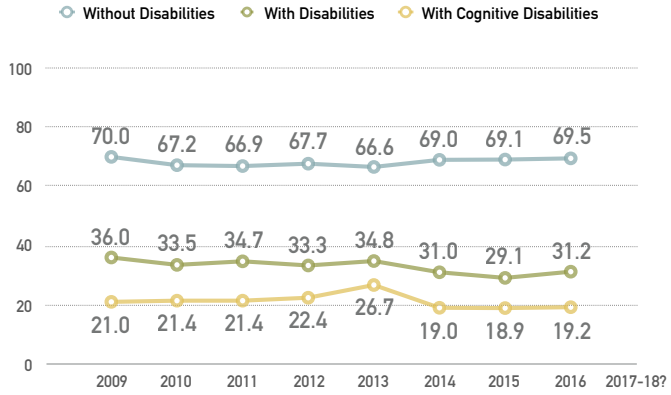
NEW MEXICO EMPLOYMENT DATA



Source: https://www.statedata.info/ibbstates/New_Mexico.pdf

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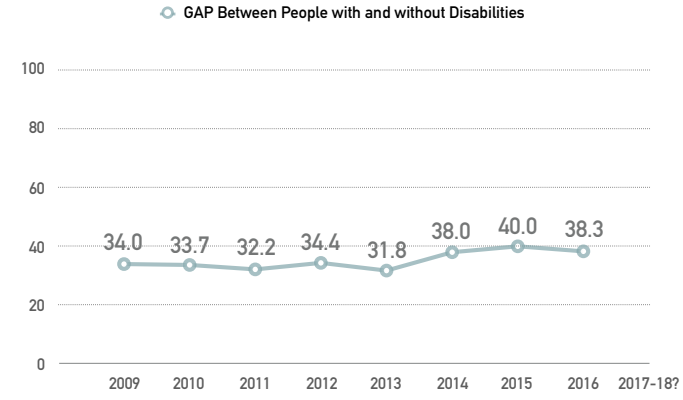
NEW MEXICO EMPLOYMENT DATA



Source: https://www.statedata.info/ibbstates/New_Mexico.pdf

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YOUR LOCAL EMPLOYMENT DATA

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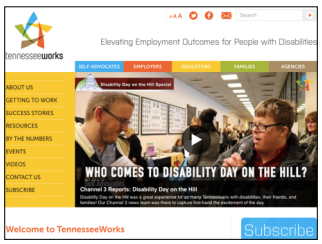
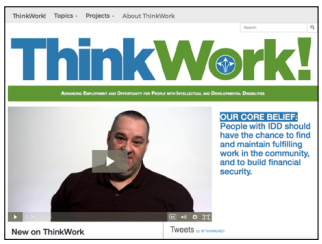
GREAT EMPLOYMENT RESOURCES...



WWW.TENNESSEEWORKS.ORG



WWW.THINKWORK.ORG

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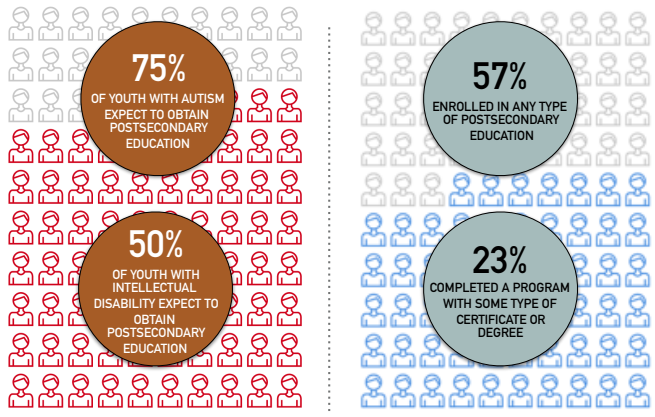
LIFELONG LEARNING



Sources: Newman, Wagner, Cameto, & Knokey (2009); www.thinkcollege.org

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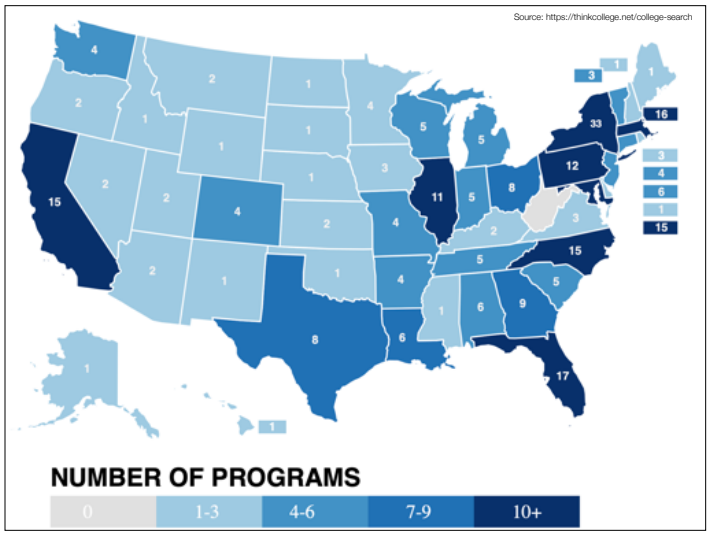

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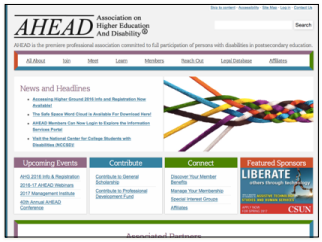
GREAT POSTSECONDARY EDUCATION RESOURCES…

WWW.THINKCOLLEGE.NET



WWW.AHEAD.ORG

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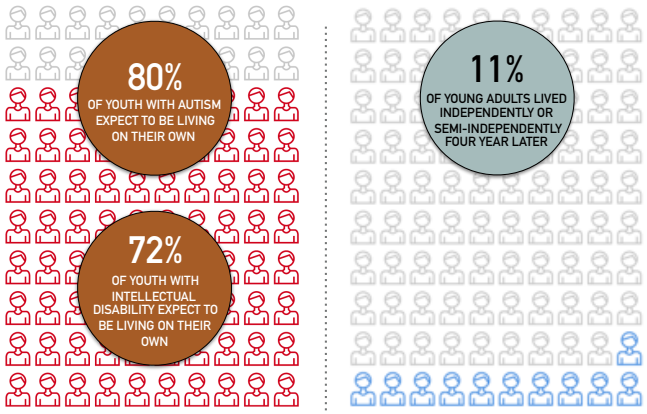
A GREAT PLACE TO LIVE



Sources: www.nlts2.org and www.stateofthestates.org

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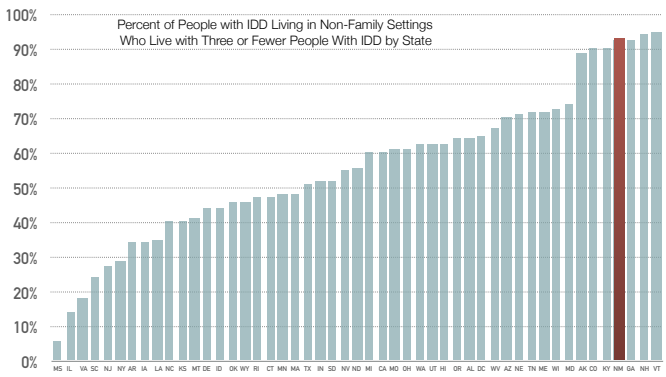
STATE-BY-STATE VARIATIONS: INTEGRATED RESIDENTIAL



Source: Residential Information Systems Project (RISP); https://risp.umn.edu/

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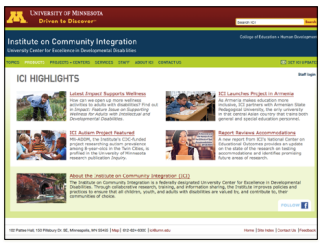
GREAT COMMUNITY INCLUSION RESOURCES…



WWW.ICI.UMN.EDU

WWW.COMMUNITYINCLUSION.ORG

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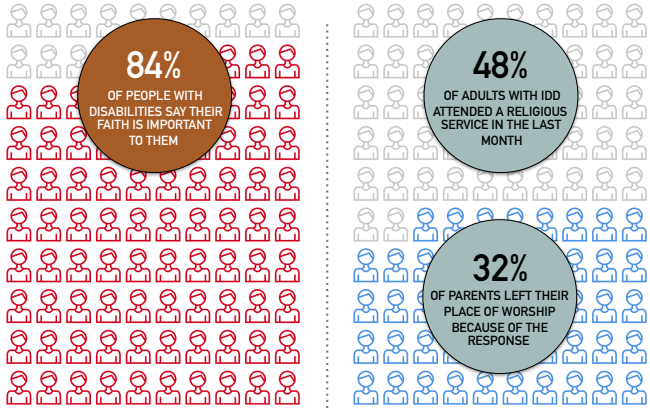
A COMMUNITY OF FAITH



Sources: Carter, Kleinert, et al. (2016); Ault, Collins, & Carter (2013)
To learn more visit: www.faithanddisability.org

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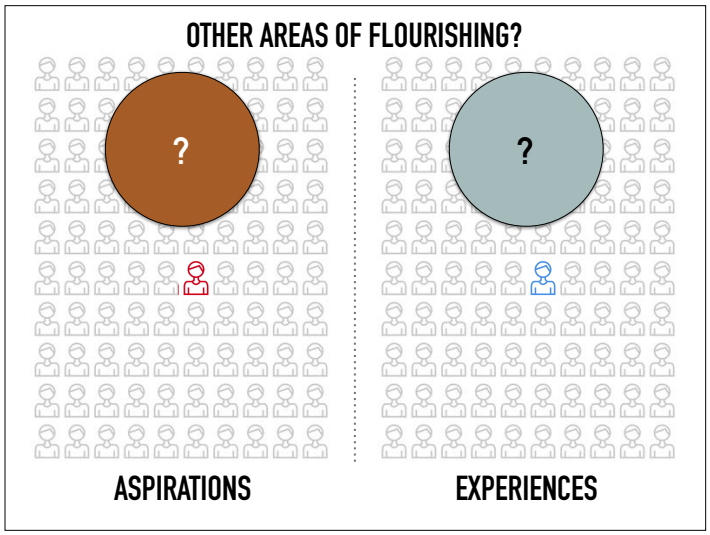

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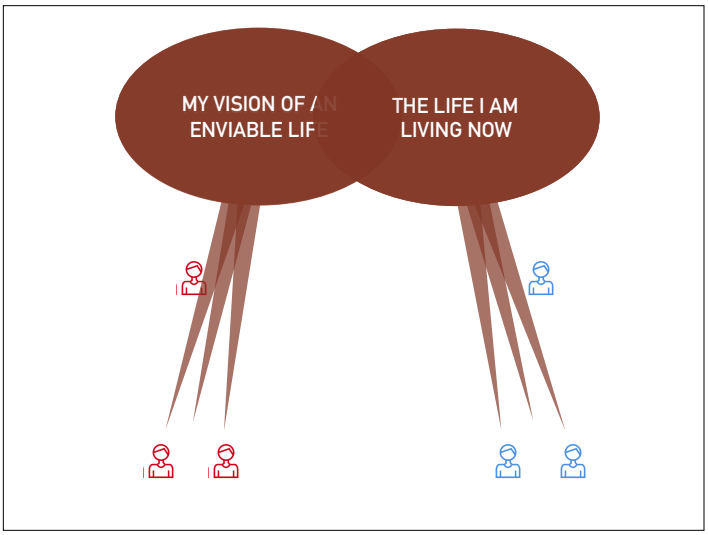

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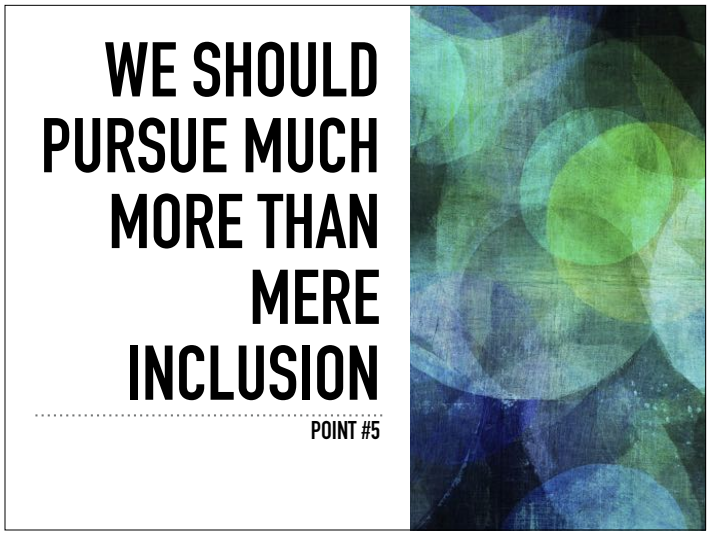

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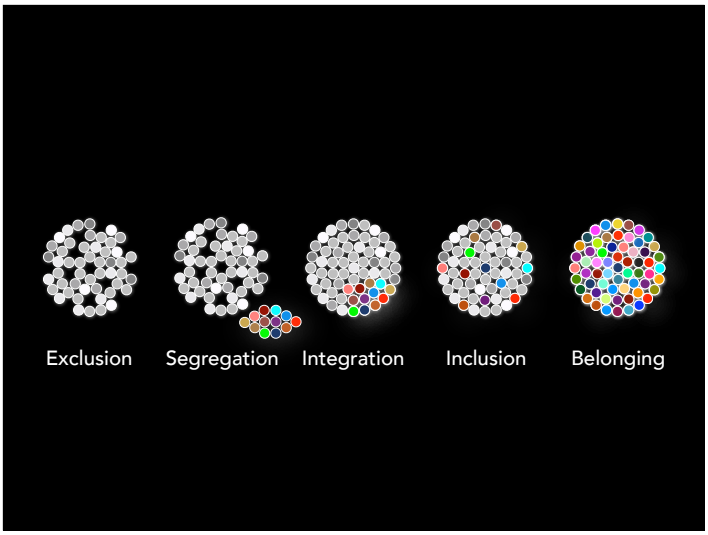

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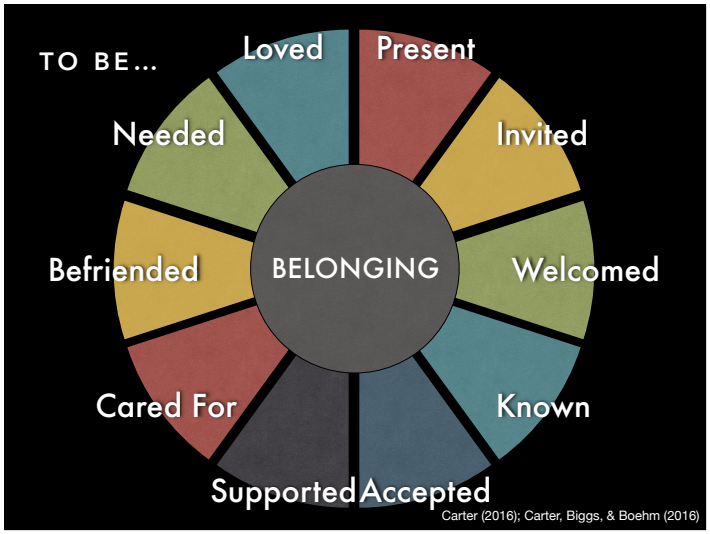

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THE POSTURES WE ADOPT

37

POWERFUL POSTURES

- Communicating high expectations
- Recognizing individuality
- Prioritizing strengths
- Presuming competence
- Forging connections
- Affirming intrinsic worth and dignity

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THE EXPECTATIONS WE HAVE

39

5x
THE ODDS OF HAVING A PAID COMMUNITY JOB IN ADULTHOOD

15x
THE ODDS OF HAVING A PAID JOB

Source: Carter, Austin, & Trainor (2012); Carter et al. (2010)

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CAN YOU ENVISION EMPLOYMENT?

www.tennesseeworks.org/videos

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28%
PROPORTION OF PEOPLE WHO HAVE A GOAL OF INTEGRATED EMPLOYMENT IN THEIR INDIVIDUALIZED SERVICE PLAN [UNITED STATES]

29%
PROPORTION OF PEOPLE WHO HAVE A GOAL OF INTEGRATED EMPLOYMENT IN THEIR INDIVIDUALIZED SERVICE PLAN [TENNESSEE]

Source: https://www.nationalcoreindicators.org/charts/

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THE VALUES WE HOLD

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THE VIEWS WE EMBRACE

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THE GIFTS WE SEE

45

Intellectual disability is "a disability characterized by **SIGNIFICANT LIMITATIONS** both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills."

AAIDD definition (2010)

Autism spectrum disorder is characterized by...

- **DEFICITS** in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
- **DEFICITS** in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
- **DEFICITS** in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.

DSM-V Definition

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Watch this video at: https://www.youtube.com/watch?v=F-TyPfYMDK8

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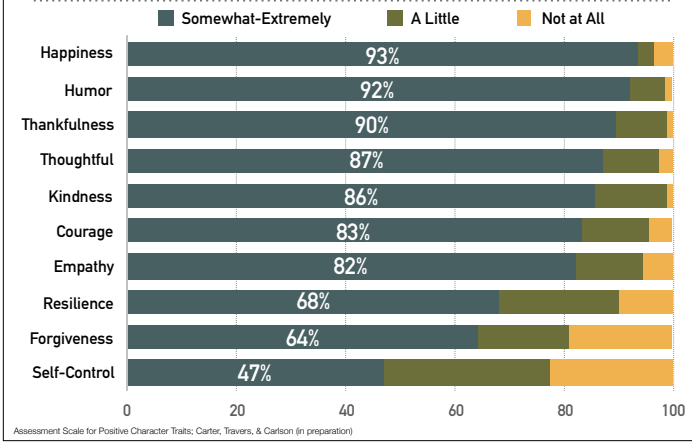
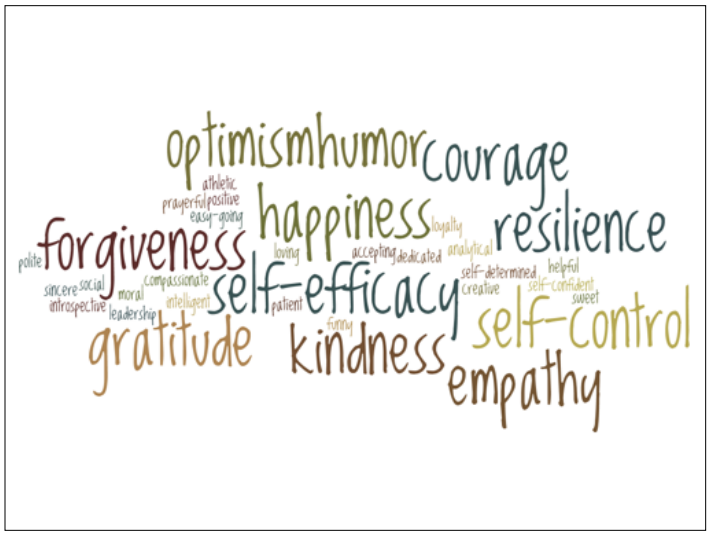
HOW MUCH IS EACH TRAIT CHARACTERISTIC OF YOUR SIBLING?



Assessment Scale for Positive Character Traits; Carter, Travers, & Carlson (in preparation)

48



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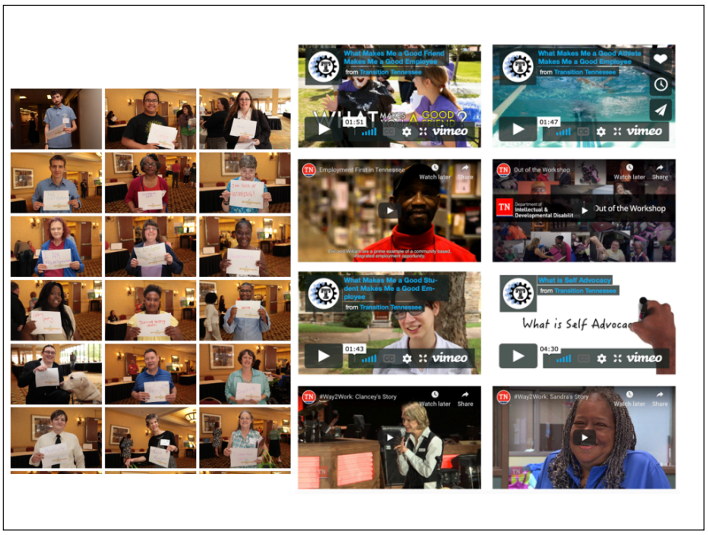

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OUR POSTURES MUST BE EXPERIENCED

POINT #6

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THE PRACTICES WE PURSUE

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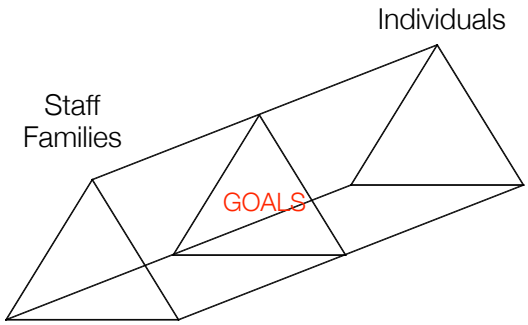
ENHANCING SELF-DETERMINATION

57



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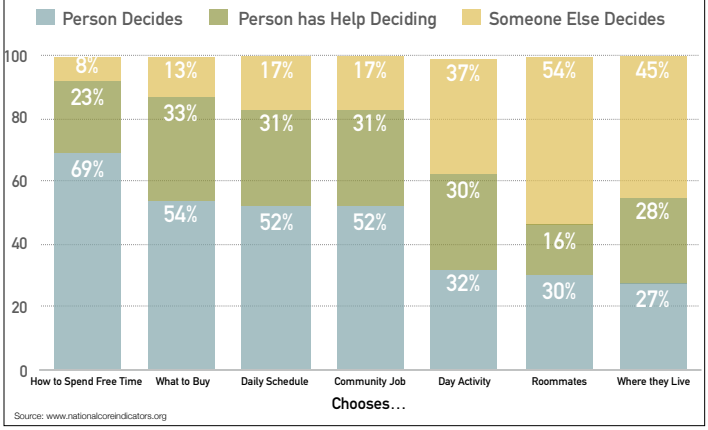
MAKING CHOICES ABOUT ONE'S EVERYDAY LIVES



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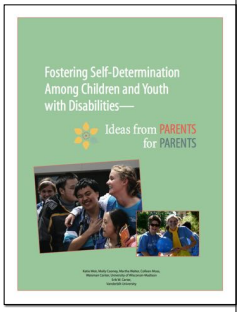
ADDRESSING SELF-DETERMINATION SKILLS AND OPPORTUNITIES

- Choice-making
- Decision-making
- Problem-solving
- Goal-setting
- Self-management strategies
- Self-advocacy and leadership
- Self-awareness & self-knowledge



http://www.waisman.wisc.edu/naturalsupports/pdfs/FosteringSelfDetermination.pdf

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WHAT IS SELF-DETERMINATION?

www.tennesseeworks.org/videos

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CONNECTING TO INCLUSIVE COMMUNITY EXPERIENCES

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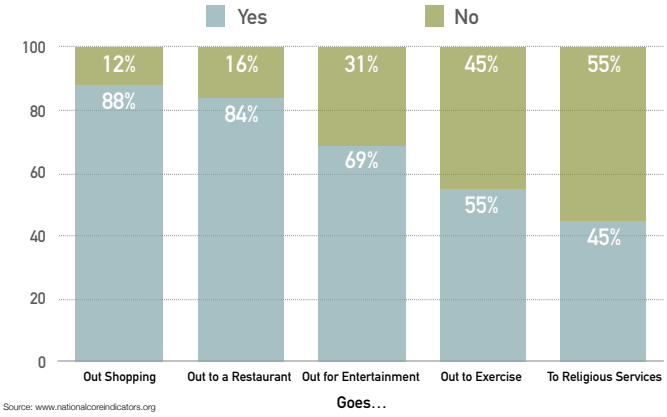
COMMUNITY INVOLVEMENT IN THE LAST MONTH



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SUPPORTING MEANINGFUL WORK

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EARLY EXPOSURE

- Industry speaker in the classroom
- Career fair
- Field trips
- Career videos
- Dress for Success Day
- Career interest surveys
- Informational interviews
- Mentorships
- Career/Tech student organizations

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EARLY WORK EXPERIENCES

- School-based enterprises
- On-campus jobs
- School-supported jobs
- After-school jobs
- Summer employment

66

STRONG INSTRUCTION

- Work Production-Related Behaviors
- Task-Related Social Behaviors
- Non-Task Related Social Behaviors
- General Work Behaviors

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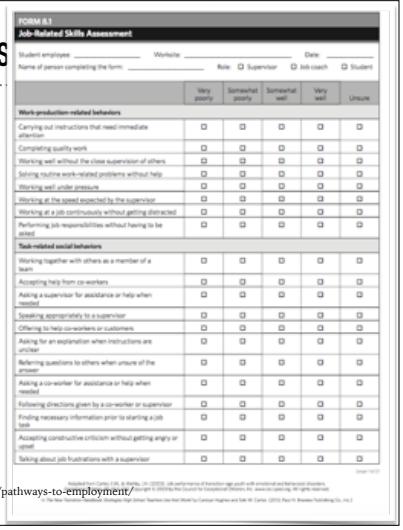
CORE EMPLOYMENT SKILLS


FORM B.1
Job-Related Skills Assessment

Source: www.transitiontn.org/pathways-to-employment/

Source: Hughes & Carter (2012)

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COMPELLING SUPPORTS

Can the employee do it...

- ...on his or her own?
- ...if given the right technology or adaptations?
- ...if provided additional skill instruction?
- ...if taught self-management strategies?
- ...with help from a co-worker?
- ...with occasional help from a job coach?
- ...with ongoing help from a job coach?

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SUPPORTING CONTRIBUTIONS

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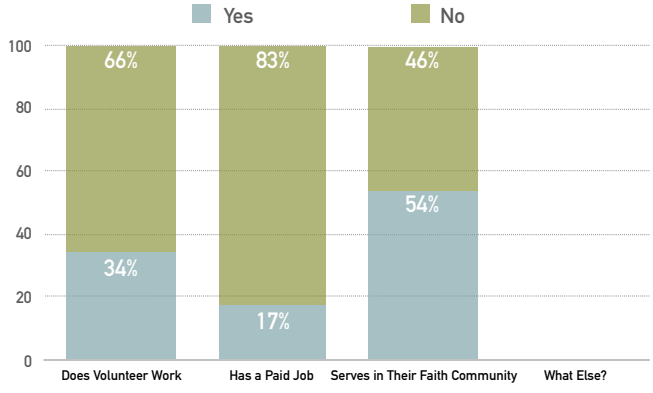
CONTRIBUTING IN ONE'S COMMUNITY



Source: www.nationalcoreindicators.org; Carter et al. (in preparation)

71

THE PEOPLE WE ENGAGE

72

IT IS NOT GOOD TO BE ALONE

POINT #7

73

"... alone we are poor, together we are rich."

–Sue Mosteller

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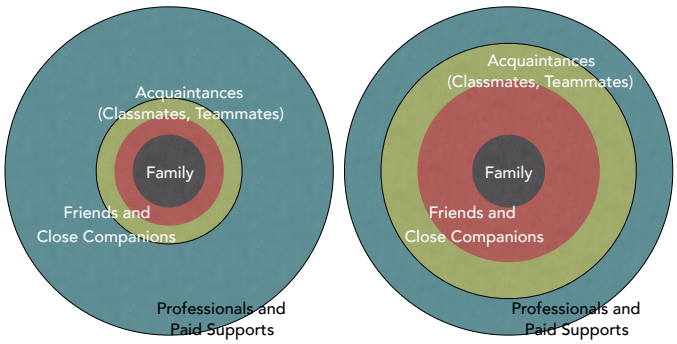
THE RELATIONSHIPS OF YOUNG PEOPLE



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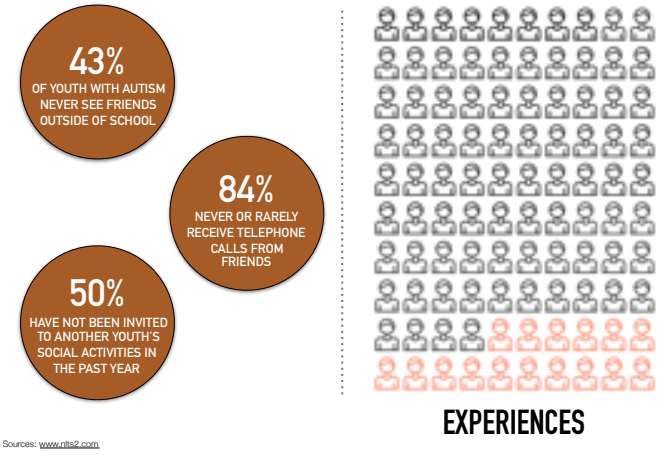

Sources: www.nlts2.com

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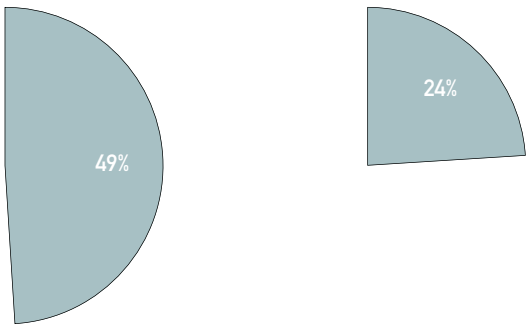

Never invited to a social activity with friends in the last 12 months

Have no friends outside of staff and family

77

Young Adults With...	Who Saw Friends Outside Of Work At Least Weekly
Intellectual Disability	58%
Autism	48%
Multiple Disabilities	53%
Deaf-Blindness	63%
Orthopedic Impairment	66%
Emotional Disturbance	75%
Hearing Impairment	75%
Traumatic Brain Injury	77%
Visual Impairment	77%
Other Health Impairment	80%
Learning Disabilities	83%
Speech/Language	84%

Source: Newman, Wagner, Knokey, Marder, et al. (2011)

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PEOPLE NEED RELATIONSHIPS MORE THAN PROGRAMS

POINT #8

79

> Whatever it is that rights and choice can do—and we do not have to prove that they can do a lot of very important things—**but whatever rights and choice can do, they are not going to make me your friend.**
>
> –Hans Reinders

80

CAN WE NAME PEOPLE SHE CAN...

- Eat with?
- Walk with?
- Celebrate with?
- Cry with?
- Play with?
- Pray with?
- Shop with?
- Watch the big game with?
- Do absolutely nothing with?

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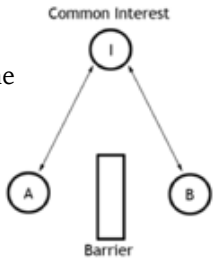
FRIENDSHIP FORMULA

Shared activities

+ Common interests
+ Sufficient support
+ Regular opportunities over time
+ [Valued roles]



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FORGING COMMUNITY CONNECTIONS

- Strategy 1: Identify who the person already knows and where the relationship can be strengthened and deepened
- Strategy 2: Identify who would appreciate this person's gifts
- Strategy 3: Identify where you can find an interested person
- Strategy 4: Identify associations and clubs
- Strategy 5: Identify community places where people engage in one of this person's interests
- Strategy 6: Identify community places that are hospitable and welcoming
- Strategy 7: Identify places where the person can fit in just they way they are

http://rtc.umn.edu/docs/Friends_Connecting_people_with_disabilities_and_community_members.pdf

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IT IS NOT INTEGRATED EMPLOYMENT IF NO ONE CALLS HER FRIEND

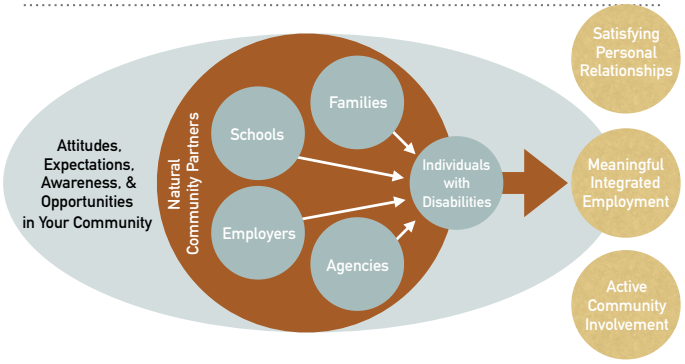
84

WE MUST THINK BEYOND THE SYSTEM

POINT #9

85

IMPROVING COMMUNITY ENGAGEMENT



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SOME POSSIBILITIES

- Chambers of commerce
- Business liaisons
- Local advisory teams
- Faith communities
- Community conversations

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CHAMBERS AS PARTNERS?

Our organization could partner with our local high school to…

- …co-sponsor a job fair
- …co-sponsor a "job shadowing" day or a career exploration event for youth
- …help match youth to job openings in the community
- …create a directory of employers with jobs or internships available to youth
- …provide feedback to teachers on their career development/vocational programs
- …offer mock interviewing or resume writing practice for youth

Our organization could…

- …include information about the school's vocational programs on our website/newsletters
- …help raise funds for the local high school(s) to expand their employment programs
- …invite guest speakers from the high schools to talk about the employment needs of referent at one of our meetings

Our organization could help identify employers in our organization willing to…

- …offer "job shadow" experiences to youth
- …provide paid or unpaid work experiences for youth
- …speak to other employers about their positive experiences hiring youth
- …meet with schools to talk with youth about what businesses are looking for in employees
- …develop on-the-job training programs

Our organization could invite teachers to talk with employers in our organization about…

- …the benefits of hiring youth
- …tax incentives for hiring youth
- …ways to recruit youth as employees
- …supports provided by schools to employers who hire youth

Carter, Trainor, Cakiroglu, Cole, Swedeen, Ditchman, & Owens (2010)

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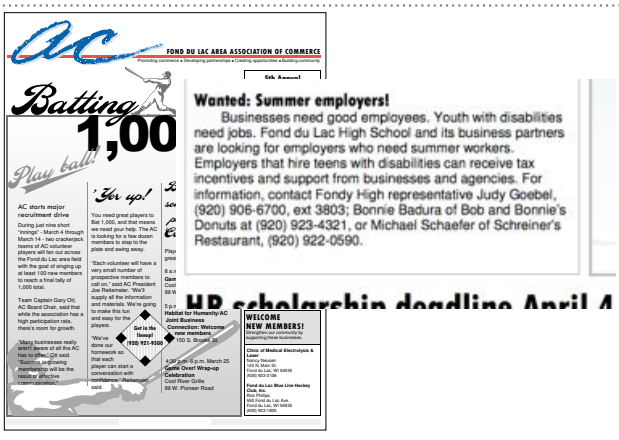
CHAMBERS AS PARTNERS?



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EMPLOYER OR COMMUNITY LIAISONS

- Relationships, relationships, relationships
- Provides perspective of someone who knows business needs
- Provides a resource and help to teachers so they don't have to do it all
- Identifies jobs that individuals and families would otherwise not find or know about

ROTARY INTERNATIONAL

Baraboo AREA CHAMBER OF COMMERCE

Velkommen till STOUGHTON WISCONSIN

WEST BEND AREA CHAMBER

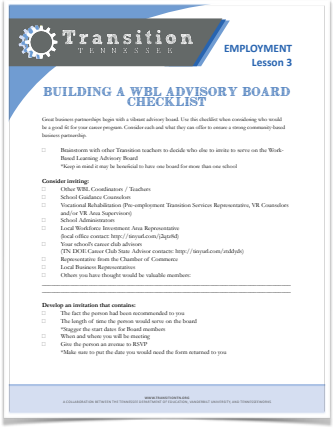
Stoughton Chamber of Commerce

careeronestop PATHWAYS TO CAREER SUCCESS

LIONS CLUBS INTERNATIONAL

90

Source: Hughes & Carter (2012)
www.transitiontn.org/pathways-to-employment/


Transition TENNESSEE
EMPLOYMENT Lesson 3

BUILDING A WBL ADVISORY BOARD CHECKLIST

Great business partnerships begin with a vibrant advisory board. Use the checklist when considering who would be a good fit for your career program. Consider each and what they can offer to ensure a strong community-based business partnership.

- ☐ Brainstorm with other Transition teachers to decide who else to invite to serve on the Work-Based Learning Advisory Board
  *Keep in mind it may be beneficial to have one board for more than one school

Consider inviting:
- ☐ Other WBL Coordinators / Teachers
- ☐ School Guidance Counselors
- ☐ Vocational Rehabilitation (Pre-employment Transition Services Representative, VR Counselors and/or VR Area Supervisors)
- ☐ School Administrators
- ☐ Local Workforce Investment Area Representative
  (local office contact: http://tinyurl.com/j2q6t8f)
- ☐ Your school's career club advisors
  (TN DOE Career Club State Advisor contacts: http://tinyurl.com/mkhjvhh)
- ☐ Representative from the Chamber of Commerce
- ☐ Local Business Representatives
- ☐ Others you have thought would be valuable members:

_____
_____

Develop an invitation that contains:
- ☐ The fact the person had been recommended to you
- ☐ The length of time the person would serve on the board
- ☐ *Stagger the start dates for Board members
- ☐ When and where you will be meeting
- ☐ Give the person an avenue to RSVP
  *Make sure to put the date you would need the form returned to you

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Transition TENNESSEE
EMPLOYMENT Lesson 3

ADVISORY BOARD INVITATION

Below is an example of a letter that can be used to invite nominees to join a work-based learning advisory board. Fill out this template with the pertinent specific information!

Date
Name
Address
City/State/Zip

Dear_____,

Superstar School is committed to excellence in its work-based learning program. To help us achieve this goal, we reach out to leaders in business and industry, to community leaders, and to parents in our community by asking them to work with us in an advisory capacity to improve our work-based learning curriculum and job training locations.

You have been recommended to us as a person who is interested in work-based learning and as one who would make a valuable contribution to the program. We invite you to serve a *length of time* term on this career and technical education advisory board. **(NOTE – The term should be staggered if a newly formed board.)** By participating on this board, you will have an opportunity to guide Superstar School in preparing students for those next steps and to promote and improve career and technical education.

The work-based learning advisory board meets _____ times each school year. The first meeting will be (*date*) in the *[career and technical education program area]* Department. The meeting will begin at *(time)* and end at *(time)*. Meetings are usually held *(date and location)*. In addition, calls to board members are occasionally made at the need arises.

Please indicate your willingness to serve on this board by checking the appropriate box and signing where indicated. Return this letter to our office in the enclosed envelope or fax to: _____ by (*date*).

A duplicate copy of this letter is enclosed for your files. Please contact me at *[telephone number]* if you have questions.

(letter continued below)

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FAITH COMMUNITIES

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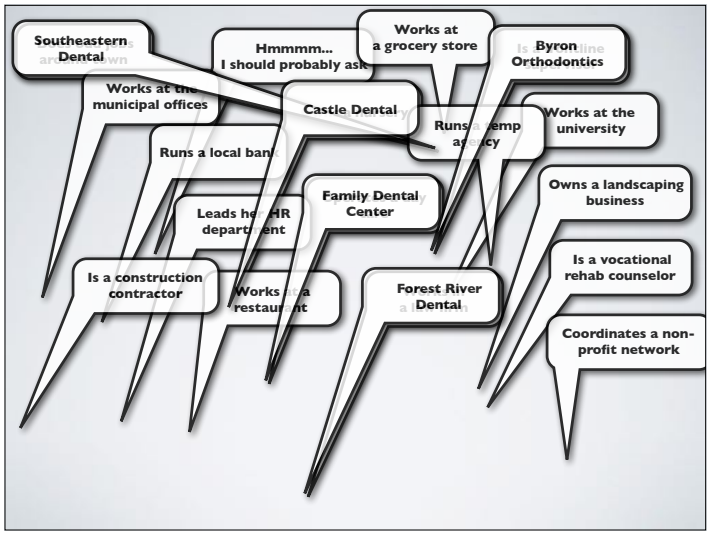

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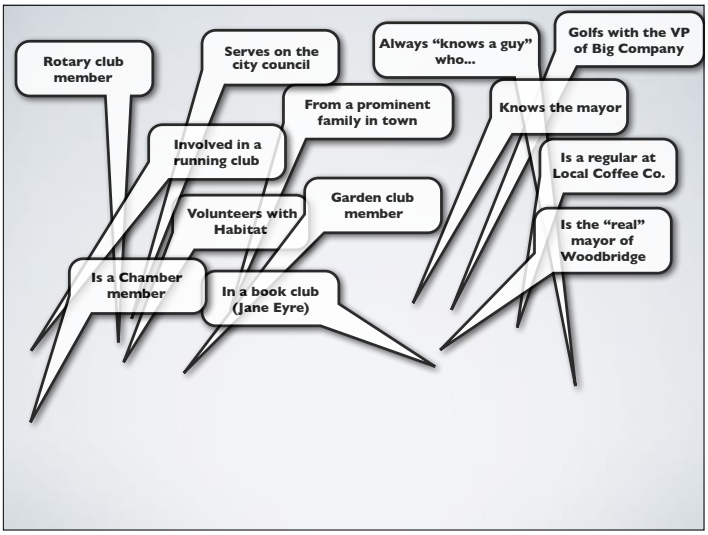

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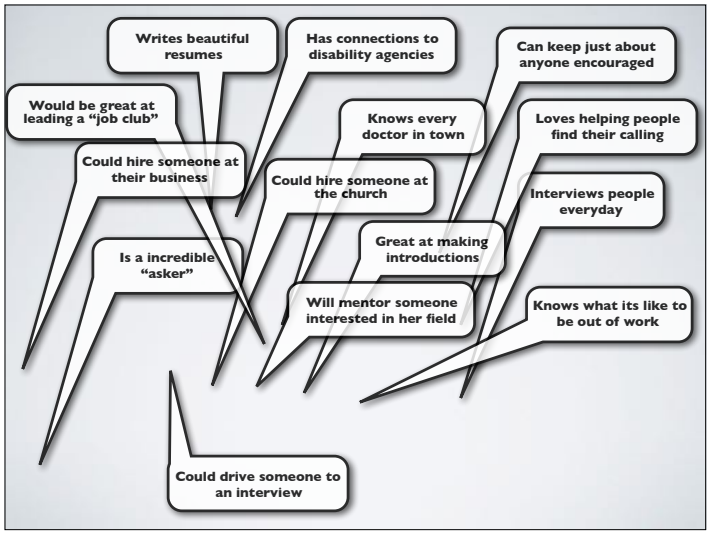

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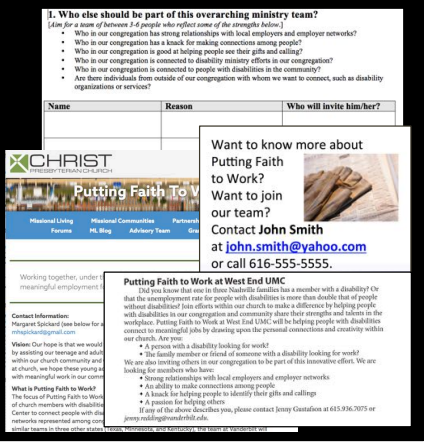
INVITING CONGREGATION MEMBERS

- Bulletin inserts
- Announcements
- Social media
- Newsletters
- Personal invitations
- Other approaches


1. Who else should be part of this overarching ministry team?
[Aim for a team of between 3-6 people who reflect some of the strengths below.]
- Who in our congregation has strong relationships with local employers and employer networks?
- Who in our congregation has a knack for making connections among people?
- Who in our congregation is good at helping people see their gifts and calling?
- Who in our congregation is connected to disability ministry efforts in our congregation?
- Who in our congregation is connected to people with disabilities in the community?
- Are there individuals from outside of our congregation with whom we want to connect, such as disability organizations or services?

Name	Reason	Who will invite him/her?

CHRIST PRESBYTERIAN CHURCH
Putting Faith To W
Missional Living Forums | Missional Communities ML Blog | Partnersh Advisory Team | Gra

Want to know more about Putting Faith to Work? Want to join our team? Contact **John Smith** at john.smith@yahoo.com or call 616-555-5555.

Working together, under
meaningful employment

Contact Information:
Margaret Spickard (see below for a
mhspickard@gmail.com

Vision: Our hope is that we would
by assisting our teenage and adul
within our church community and
at church, we hope these young a
with meaningful work in our comm

What is Putting Faith to Work?
The focus of Putting Faith to Work
of church members with disabiliti
Center to connect people with dis
networks represented among con
similar teams in three other states (Texas, Minnesota, and Kentucky), the team at Vanderbilt will

Putting Faith to Work at West End UMC

Did you know that one in three Nashville families has a member with a disability? Or that the unemployment rate for people with disabilities is more than double that of people without disabilities? Join efforts within our church to make a difference by helping people with disabilities in our congregation and community share their strengths and talents in the workplace. Putting Faith to Work at West End UMC will be helping people with disabilities connect to meaningful jobs by drawing upon the personal connections and creativity within our church. Are you:

- A person with a disability looking for work?
- The family member or friend of someone with a disability looking for work?

We are also inviting others in our congregation to be part of this innovative effort. We are looking for members who have:

- Strong relationships with local employers and employer networks
- An ability to make connections among people
- A knack for helping people to identify their gifts and callings
- A passion for helping others

If any of the above describes you, please contact Jenny Gustafson at 615.936.7075 or *jenny.redding@vanderbilt.edu*.

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QUESTIONS TO ANSWER

- Which strengths, gifts, and passions should we consider when thinking about a meaningful job?
- Which prior experiences should we remember when considering possible jobs?
- What types of job responsibilities might be a really great fit?
- What are possible businesses and organizations in our community where these types of jobs exist?
- Who should we talk to in our congregation (or beyond) who may have connections to such employers?
- What supports do we think will be needed to promote success?
- What are our next steps as a group?

Source: www.puttingfaithtowork.org

97

1. STRENGTHS, GIFTS, AND PASSIONS

- Tell us about yourself.
- What do you love to do for fun (at home or in the community)?
- What do you love to talk about with people?
- What special interests, passions, or hobbies do you have?
- What do you consider to be some of your strengths?
- What have people complimented you on?
- What personality traits or qualities would a potential employer love to know about you?
- What are you really good at (or becoming good at)?
- Are there skills or talents you have that no one really knows about?

Source: www.puttingfaithtowork.org

98

2. WORK-RELATED EXPERIENCES

- Have you had any paid or unpaid jobs in the past? If yes:
  - Tell us about the job.
  - What did you love about it?
  - What did you not like about it?
  - What sort of things helped you to be successful?
  - Is there someone we could talk to who could tell us more or be a reference?
- Tell us about any volunteer or service experiences you have had.
- Tell us about any responsibilities or chores you have had at home.
- What work-related training or experiences did you have in school?
- Are there other experiences you have had in the community or at church?

Source: www.puttingfaithtowork.org

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3. JOB INTERESTS

- Is there something you feel "called" to do?
- What types of jobs do you think would be really interesting?
- Are there things in the community you enjoy doing that would make a great job?
- What types of job responsibilities would be a really good fit for you?
- What types of job responsibilities should you definitely avoid?
- Think about the following features of a job. Which are really important for us to consider?
  - Number of hours you work per week?
  - Days/hours you are scheduled during the week?
  - Location in the community?
  - Amount of pay?
  - Social nature of the job?
  - Start date?
  - Anything else?

Source: www.puttingfaithtowork.org

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4. POSSIBLE PLACES & CONNECTIONS

- Where are all the places in our community that have these types of jobs?
- Who attends our congregation and also works in these types of places?
- Who could we talk to in our congregation who is really connected to businesses and organizations in our community?
- Who could we talk to in our congregation who is connected to other community groups?
- Who are some of the people you already know in the community that we could talk with? For example, family members, friends, relatives, neighbors, or others.
- Are there other job possibilities that should be considered, even if they are not a close match with your interests?

Source: www.puttingfaithtowork.org

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5. SUPPORTS FOR SUCCESS

- Which of the following supports do you think you'll need to find and keep a job?
  - Help developing a resume or one-page profile
  - A mentor to help you think about the kinds of things you'd love to do
  - A mentor to help you learn about a particular type of job
  - Someone with whom to practice for an interview
  - Extra training or practice to learn job skills before finding a job
  - Someone to encourage you throughout the job search
  - Someone to help you connect to employers
  - Extra help from someone to learn the job when you first start (like a job coach)
  - Extra help from someone to help you keep the job over time (like a job coach)
  - Assistance getting to or from work
  - Modifications or changes to a job to make you more successful
  - Extra training for an employer so they know how best to support you
  - For each support we think would be helpful, who do we know in our congregation who could help?
  - Are there outside groups or programs we should contact to find out about these supports?

Source: www.puttingfaithtowork.org

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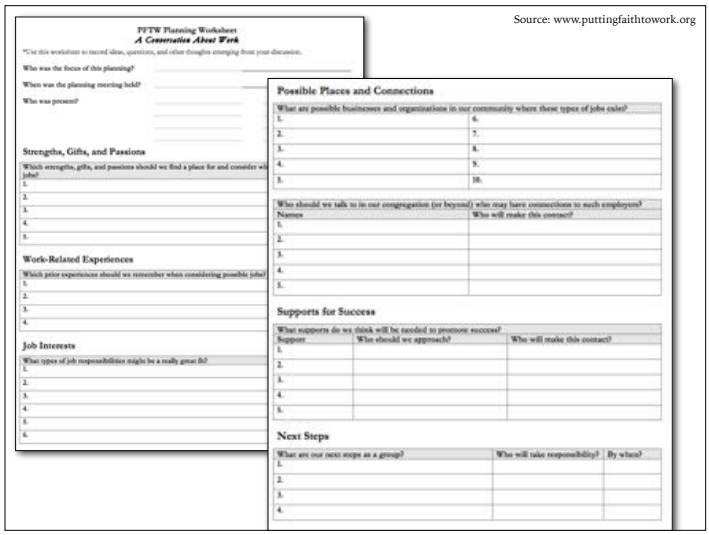

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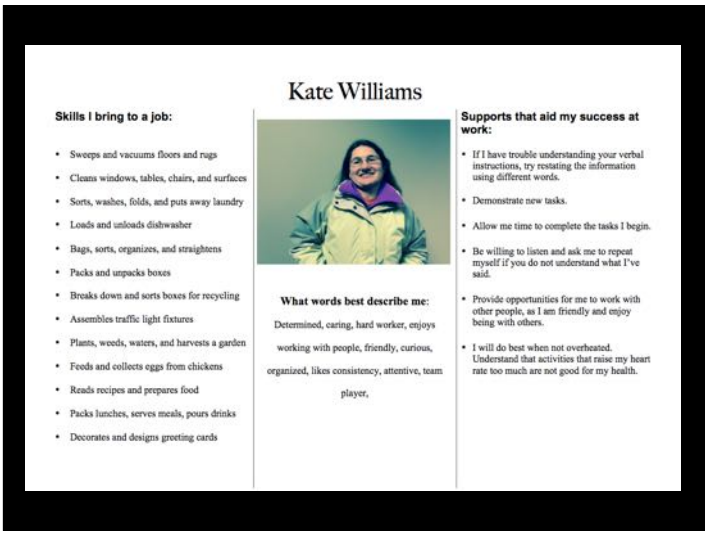

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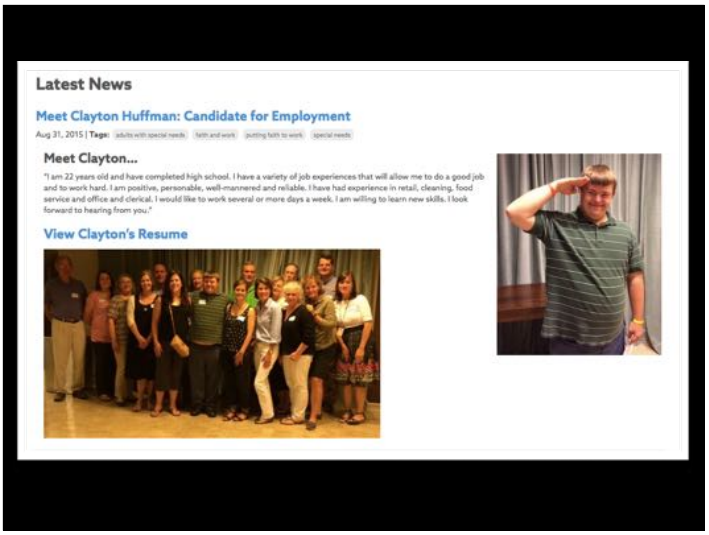

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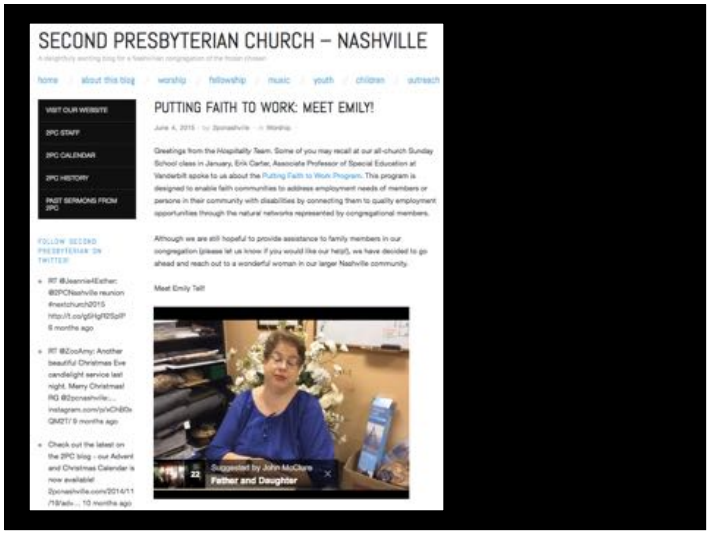

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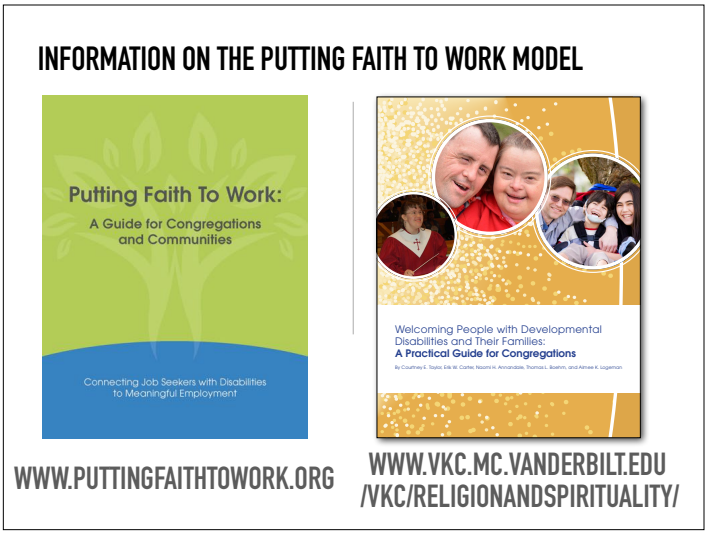

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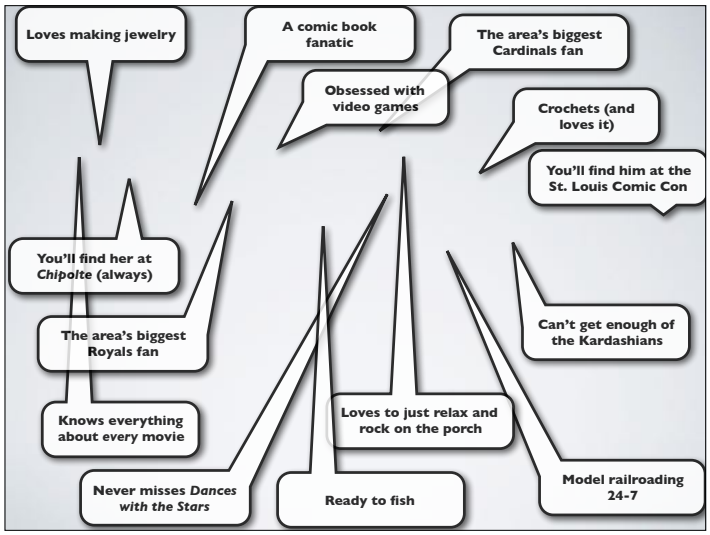

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WWW.TRANSITIONTN.ORG/SUPPORTS-PARTNERSHIPS

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USE THE VERY BEST PRACTICES AVAILABLE

POINT #10

111

NTACT National Technical Assistance Center on Transition

CSESA

ThinkWork!

YES! Youth Employment Solutions Center

Transition TENNESSEE

tennesseeworks

Center on transition innovations

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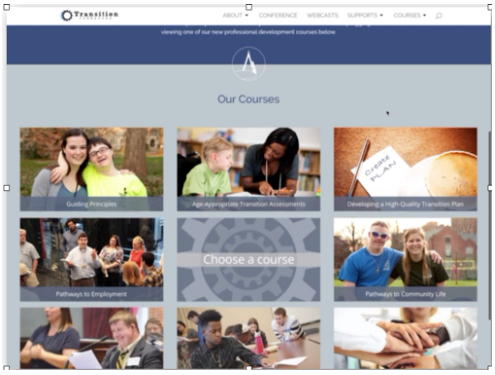

WWW.TRANSITIONTN.ORG

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WHAT DO FAMILIES SAY THEY KNOW?

How familiar are you with programs addressing...	How familiar (%)			
	Not at all	A little	Somewhat	Very
Family supports/programs	46.5	25.8	16.8	11.0
Health-related services/supports	52.4	21.9	16.9	8.7
Social relationships/friendships	52.9	24.5	14.1	8.5
Recreation and leisure options/supports	54.0	23.2	14.7	8.0
Other community activities/supports	53.7	26.1	14.3	6.0
Financial/benefits resources/supports	54.5	24.7	14.7	6.1
Vocational/work options/supports	57.2	23.2	13.6	5.9
Residential options/support	61.0	21.6	11.0	6.4
Postsecondary education options/supports	61.7	20.6	12.6	5.1

114

DATA ISN'T A FOUR-LETTER WORD*

POINT #11

*TECHNICALLY IT IS.

115

"

If you don't know where you're going, you might not get there.

-Yogi Berra

116

"

If we have data, let's look at data. If all we have are opinions, let's go with mine..

-Jim Barksdale, former Netscape CEO

117

"

What gets measured, gets managed.

-Peter Drucker

118

"

In God we trust. All others must bring data.

-W. Edwards Deming

119

REFLECT ON YOUR PRACTICES

POINT #12

120

WHEN IT COMES TO POSTURES, PRACTICES, AND PEOPLE?

- What are we doing **well** right now?
- What could we be doing **better** or **more of**?
- What could we be doing **differently**?
- What can we begin doing **next** in each of these areas?

Forest & Pearpoint

121

FIND NEW ALLIES AND PARTNERS

POINT #13

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COMMUNITY CONVERSATIONS

To Learn More: Carter, Blustein, Rowan, & Harvey (2014); Carter, Blustein, Bumble, Harvey, Henderson, & McMillan (in press); Carter, Owens, Swedeen, Trainor, Thomaspon, Ditchman, & Cole (2009); Carter, Swedeen, Cooney, Walter, & Moss (2012); Trainor, Carter, Swedeen, & Pickett (2012)
www.tennesseeworks.org/minigrant

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EMPLOYMENT & DISABILITY COMMUNITY CONVERSATIONS

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INDEPENDENT LIVING COMMUNITY CONVERSATIONS

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TRANSITION COMMUNITY CONVERSATIONS

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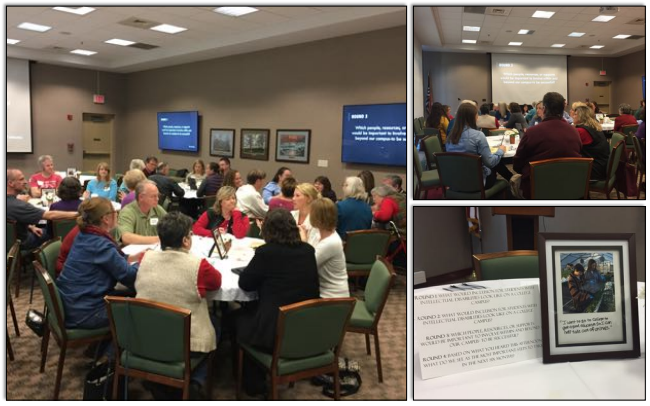

INCLUSIVE HIGHER EDUCATION COMMUNITY CONVERSATIONS

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FAITH & DISABILITY COMMUNITY CONVERSATIONS

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WE ARE SOMEONE'S BARBAROUS ANCESTORS

POINT #14

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PRESS ON

POINT #15

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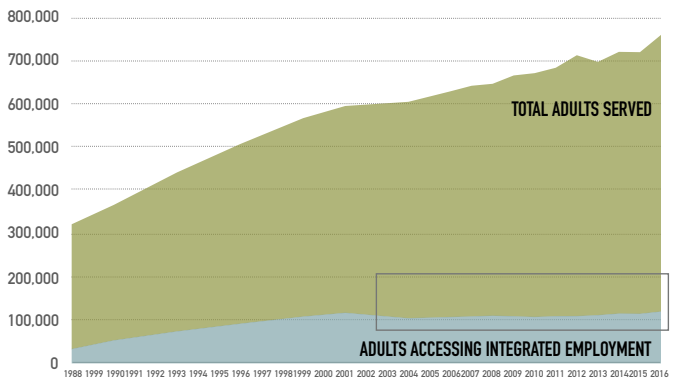
STATE OF STUCK: INTEGRATED EMPLOYMENT



Source: Butterworth et al. (2014); ICI National Survey of State IDD Agencies; www.thinkwork.org

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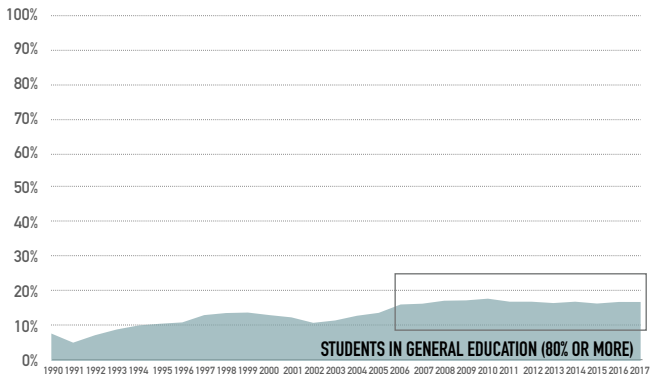
STATE OF STUCK: INCLUSIVE SCHOOLING



Source: www.ideadata.org

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