

Florida Provider Network



University of South Florida,
Division of Applied Research and
Education Support
Funded by the
Florida Developmental
Disabilities Council



Helping Students in Transition in Florida

FYITransition Web Site Adds Health Learning Module

The web site FYITransition.com, Florida's innovative learning portal for students and their families who are transitioning out of high school, has added a new learning feature. *Manage Your Health*, is an elearning module targeted to students that is offered in two levels, one for non-readers and the other for more advanced use.

The module covers areas of self-support that young people can do to maintain fitness and health. It includes video, flash, downloadable forms, and speaking avatars. Pages discuss health interactions with physicians, understanding health insurance, as well as exercise and healthy eating habits.

The next elearning module to be developed is on *Managing Your Money*. It will focus on understanding currency, banking, check-writing, paying bills and budgeting, as well as other areas related to basic personal finance.

FYITransition is funded by the Florida Developmental Disabilities Council, and can be found at:

<http://www.fyitransition.com>

Little Progress in Meaningful Employment

UCP Case for Inclusion 2010: Where Does Florida Stand?

Since 2006, United Cerebral Palsy (UCP) has annually released rankings of the 50 states and the District of Columbia to show what states are actually achieving regarding the use of Medicaid for those with developmental disabilities. The report does a "holistic analysis" to chart each state's ranking in supporting individuals to achieve a quality, meaningful and community-inclusive life. The report notes that "too often the goals of independence, productivity and community inclusion are at odds with reality."

Data for this year's report is mostly from state fiscal year 2008 - for most states ending in June 2008 and before the most significant budget deficits states experienced due to economic concerns. Nationwide, Medicaid served 608,000 individuals with intellectual and developmental disabilities in 2008, up 72,000 (13.4 percent) from 536,000 in just three years.

Medicaid spending rose to \$34.3 billion or about \$56,400 per person for 2008, up from \$29.3 billion in 2005 (a 17 percent increase in 3 years). Although this is a tiny portion of the 58.7 million individuals enrolled in Medicaid and the estimated \$339 billion spent in 2008, Americans with intellectual and developmental disabilities are some of the most vulnerable Medicaid recipients.

Individuals with intellectual and developmental disabilities make up one percent of all Medicaid recipients, but a generous 10 percent of Medicaid spending. In addition to the noted Medicaid spending, states collectively spend another \$17.2 billion to support individuals with intellectual and developmental disabilities in the community. Some conclusions:

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<http://trn-store.com/drupal/node/762>



Florida Ranking in UCP Inclusion Report

Community Life

Too many Americans with intellectual and developmental disabilities still do not live in the community, although notable progress has been made over the last year:

- **Florida** is one of only 10 states (up from nine last year) that report more than 2,000 residents still living in large public or private institutions. The others are California, Illinois, Mississippi, New Jersey, New York, North Carolina, Ohio, Pennsylvania & Texas.
- There are still 168 large state institutions (only one closed since last year's report) housing 35,035 Americans. Nine states have no large state institutions - Alaska, Hawaii, Maine, New Hampshire, New Mexico, Rhode Island, Vermont and West Virginia, and the District of Columbia.
- 15.6 percent of those living in institutions consume 36 percent of all Medicaid funding spent on those with intellectual and developmental disabilities.

Waiting Lists

Waiting lists have increased dramatically overall, but performance is quite mixed by state. Most states are not serving all those in need:

- Overall the number of Americans with intellectual and developmental disabilities on waiting lists for residential services has increased 56 percent from 2005 to 2008 (to 115,000 from 74,000).
- Only seven states – California, D.C., Hawaii, Idaho, Massachusetts, Rhode Island, and Vermont - report maintaining a waiting list with no one waiting for residential services.
- Eighteen states report having a residential services waiting list so large that their programs would have to grow by at least 25 percent to accommodate the need.
- **Florida's** wait list for the Medicaid Waiver is the fourth highest in the country, following Texas, Ohio and Indiana.

Employment

There has been little change in providing a greater percentage of individuals with integrated employment. There are great differences between states in this regard (see chart at right):

- **Florida** remains ranked at 22nd in supporting meaningful work, with 22% of those served in supported or competitive employment.
- The top states are Oklahoma (77%), Washington (61%), Connecticut (51%) and Vermont (48%).
- The worst performing states are Arkansas (2%), Alabama (5%), Hawaii (8%), Missouri (9%), and Kansas and D.C. (10% respectively).

For a complete copy of the report, go to:

http://www.disabilitycoop.com/reports/100413_Case_for_Inclusion.pdf

Supporting Meaningful Work

% in Supportive or Competitive Employment		Rank
77%	Oklahoma	1
61%	Washington	2
51%	Connecticut	3
48%	Vermont	4
45%	Louisiana	5
44%	Massachusetts	6
38%	Maryland	7
38%	Pennsylvania	7
35%	Alaska	9
35%	Colorado	9
34%	New Mexico	11
34%	Oregon	11
32%	Utah	13
30%	South Dakota	14
29%	Nebraska	15
29%	New Hampshire	15
28%	Iowa	17
26%	Delaware	18
26%	Georgia	18
24%	Michigan	20
23%	Virginia	21
22%	Florida	22
22%	Indiana	22
22%	Ohio	22
21%	Kentucky	25
21%	Maine	25
21%	Wyoming	25
20%	Rhode Island	28
20%	Tennessee	28
20%	Texas	28
19%	North Carolina	31
16%	Nevada	32
16%	Wisconsin	32
15%	Idaho	34
15%	Minnesota	34
15%	Mississippi	34
15%	North Dakota	34
14%	Arizona	38
14%	Montana	38
14%	New Jersey	38
13%	California	41
13%	Illinois	41
12%	New York	43
12%	South Carolina	43
11%	West Virginia	45
10%	Dist. of Columbia	46
10%	Kansas	46
9%	Missouri	48
8%	Hawaii	49
5%	Alabama	50
2%	Arkansas	51
21%	US Average	



Job Site Fading

Why Job Coaches Find It Difficult to Leave Job Sites

by Dale DiLeo

Fading is a term used by job coaches and other trainers to describe a process used after a supported employee has learned one or a set of tasks. The job coach tries to reduce the person's dependency on those external support structures that the employee has needed in order to learn a task.

Unfortunately, the fading process is one of the most misunderstood learning strategies in human services. It is often viewed as the end point of a personal training model in which the job coach is the source of all the external support structures. This creates problems for the job coach, which are usually realized when fading efforts begin.

A traditional training model might look like this:

The job coach:

- learns the job from employer
- tries to teach the job to supported employee
- realizes the supported employee will need special learning strategies
- institutes special strategies by providing them him or herself (begins prompting, gesturing, redesigning, getting materials, helping finish, motivating, reinforcing, correcting mistakes, etc.)

After the person has "learned" the job, mostly with the assistance above, the job coach begins the fading process. This is usually defined as observing that the person is "Doing pretty well on his or her own, and now I should reduce how much help I give."

After some attempts by the job coach to "fade" time at the job site, problems occur. The supported employee generally finds a way to need more

support that only the job coach can provide. This usually takes the form of job performance difficulties or problematic social behavior.

The job coach returns to try to set the situation straight. The supported employee remarkably improves performance or behavior, and the fading process begins anew. Unfortunately, the process tends to repeat over and over, effectively prohibiting any long-term job performance independent of the job coach.

Over-Reliance on the Job Coach for Training

If this pattern is examined carefully, some clear issues emerge. First, the job coach can become exhausted. Multiply the effort described above by three, five or 15 supported employees, and the likelihood of the job coach staying in a vocational career is reduced.

Also, the centralness of the job coach to success also can set her or him up as the key social relationship at a new job site for the supported employee. Efforts at fading are thus often felt by the supported employee as abandonment: "The only person I know and am comfortable with is leaving."

"View fading as more of a building up of supports rather than a reduction"

Finally, the job coach role, when performed in this way, is viewed by others as a disability professional with specialized knowledge about being with a supported employee. Supervisors and co-workers often report delegating to the job coach the support roles they usually fill for each other.

"The reduction of your time spent on a job site is not the process of fading, it is the outcome."

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Job Site Fading

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Evolve Your On-the-Job Approach to Solving Problems

The best way to resolve these issues is to evolve the “job coach as primary trainer” function. A job coach knows that helping a new employee succeed at a job is a big part of the job description. The reflex of being the initial source of training and support, with the idea of fading later, seems like the most straightforward way to begin, but actually produces a dependency that is resistant to fading.

One solution is to broaden the scope of the job coach role, and in turn view fading as more of a building up of supports rather than a reduction. What does this mean?

- In the initial job analysis, assess how new employees are taught their jobs. Remember, this can be a very informal process reliant on a veteran co-worker or the supervisor.
- Convey your role to the employer and co-workers as a consultant and resource to them, rather than as the trainer of the supported employee.
- Help supported employees learn their tasks, not just by providing direct training, but by giving advice and tips to co-workers and others on learning styles and how best to train the supported employee.
- Expand training of the supported employee to include such things as self-instruction, how to seek help if confused or in need of assistance, etc.
- Consult with the employer on practical styles of personal supervision for the supported employee.
- If you know the supported employee through career

planning and personal involvement, you have the advantage of knowing the person’s interests and experiences. Find and link the supported employee to others at or around the work site who share some of these interests.

- Don’t limit your role as an “attachment” to the new employee; expand your presence to support the job functions of the work setting so that the supported employee fits into the whole work culture.
- Don’t position yourself in one physical location so that people expect your presence in a defined territory – this leads to problems when trying to reduce your presence.

Fading: An Active Process

Fading does not mean leaving the employee alone by going away to read a magazine. Fading is an active process that requires you to build bridges of support for each possible area where a supported employee might need assistance. Whenever possible, you are looking for support that can become “self-sustaining,” rather than dependent on outside assistance.

The reduction of your time spent on a job site is not the process of fading, it is the outcome. If you succeed in building natural supports on the job over time, your presence on the job will become less and less needed.

Job supports evolve and change, of course, as new tasks and people are introduced, or as the employee determines it is time for the next step in his or her career. Providing ongoing flexible support to the supported employee and the work environment does not mean that fading was a failure, it is just part of the nature of supported employment.

New Study: Immigrants with Disabilities have Higher Work Rates Than US Born with Disabilities

According to a new study in the American Journal of Industrial Medicine, for every type of disability, both foreign-born and non-citizens with disabilities were more likely than their U.S.-born people with disabilities to be employed. In addition, the median wage/salary incomes of foreign-born persons with mental impairments, self-care limitations, or participation restrictions exceeded those of US-born persons with these same disabilities.

<http://www3.interscience.wiley.com/journal/123301682/abstract>