



## Webinar Transcript: Opening the Door: Importance of Great Person-Centered Conversations on Employment

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### SPEAKERS

TeMerra Blackwater, Alixe Bonardi, Lisa Wade, Amy Huppi, Corrine Frazier, Bryn Peterson

#### **Alixé Bonardi** 00:00

Welcome again, we have people still joining in, in this webinar, and as people are joining, I will get started with welcome and the beginning slides so that we can get into our content. Today's webinar is "Opening the door: importance of great person-centered conversations on employment." Next slide please.

#### **Alixé Bonardi** 00:35

My name is Alixe Bonardi, I am one of the co-directors at of the National Center for Advancing Person-Centered Practices and Systems at the Human Services Research Institute. I am a white woman with shoulder length brown hair wearing dark glasses today and currently in my office with a colorful, abstract painting behind me. We are delighted you all are joining us to learn about the importance of person-centered conversations, person centeredness, and conversations on employment. This webinar is co-sponsored by the National Center on Advancing Person-Centered Practices and Systems and the State Employment Leadership Network. NCAPPS is funded by the Administration for Community Living and the Centers for Medicare and Medicaid Services. And we're delighted to be able to present these webinars, and they are free and open to the public. Next slide, please. Just a brief background for those of you who are new to NCAPPS. So, we hope we have some new people joining today. The goal is of the center is to promote systems change that makes person centered principles not just an aspiration, not something just that we're talking about, but of true reality in the lives of people across the lifespan. This is what we accomplished through NCAPPS in a number of ways, including these important webinars in partnership with national colleagues. Next slide please.

#### **Alixé Bonardi** 02:19

A little bit about logistics for this webinar. participants will be muted during the webinar, and you are welcome to and encouraged to use the chat feature in Zoom to post questions and communicate. I see that people are already starting with that. Towards the end of the webinar, our speakers will have an opportunity to respond to questions that are entered into chat, and we will be having a moderated question and answer session. So please go ahead and enter your reflections and questions. The panelists are really looking forward to that opportunity to refer back to your questions. This webinar is live captioned and in English and live interpreted in Spanish. Live English captions can be accessed using the CC button at the bottom of your zoom screen, you may need to look for the more section and there is live Spanish interpretation as well by which can be accessed by clicking the interpretation



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button at the bottom of your zoom screen. Again, you may need to look for where it says more and then look for interpretation. Once you're in the Spanish channel, please make sure to silence the original audio it makes it easier to understand. This live webinar also includes polls and evaluation questions, and we appreciate you being prepared to interact during that poll those polling times. Next slide please. After the webinar, we can send follow up questions to our email address, [ncapps@hsri.org](mailto:ncapps@hsri.org). And please note this email address is not monitored to during the webinar. Our team is working very hard mostly on this webinar to be able to respond to your questions in chat. This recorded webinar along with a PDF version and a plain language summary will be available on the [ncapps.acl.gov](http://ncapps.acl.gov) website. And the slides are available through a link that our colleagues are putting into chat right now. Next slide please.

## **Alixé Bonardi** 04:51

So, we're at the point now of our first poll. This is us learning about you and we're delighted added you are all here. So please respond to this question and what role or roles do you self-identify, you are welcome to select all that apply. There are eight, eight different categories you may respond to as you note, you might need to scroll down on the poll as it comes up on your screen. And noted in chat, we have the different categories have been translated into Spanish, thank you.

## **Alixé Bonardi** 05:43

We have a few more respondents coming in from all of all of you who are participating. And as Bevin noted, thank you. Thank you for noting that we are very much interested in also hearing how you also represent here. Thank you. If you have another category, see, please enter that into chat as well. Thank you. Okay, so it looks like most people have had a chance to respond. The largest group of people who are participating our government as well represent government employees federal, state, tribal, or municipal employees, and social workers, counselors, or care managers. Additionally, we have people with disabilities who are people who use long term supports and services joining us and family members, as well as self-advocates, peer specialists, and we have a few people of 14 people who identify as researchers, analysts, and people who are providing community or faith based service provider organization employees, so provider organizations. Wonderful, thank you all for being here. And with that, I look forward to next slide please.

## **Alixé Bonardi** 07:28

I have the pleasure of introducing our speakers for the next section. We have five panelists who are joining us here today, and I will provide a brief introduction to each of them before handing it over to the team. Amy Huppi, first, is the Program Coordinator for the State Employment Leadership Network, also known as SELN. Within the Institute for Community Inclusion at the University of Massachusetts Boston, Amy has worked for in various direct care and management roles in state government over the last 10 years. Her current work focuses on supporting case managers to develop competencies in the employment process and developing resources and opportunities for state employment leaders to learn promising practices in employment supports. Bryn Peterson started over 10 years ago as an employment specialist supporting independent living and job training. Continued opportunities for growth and learning have led to Customized Employment Training, multiple employment first efforts including direct work with the state employment Leadership Network, a master's degree in public



administration, and most recently as an ambassador with Charting the LifeCourse. Lisa Wade's advocacy on disability issues began more than 20 years ago, when her youngest child was diagnosed with autism. Since then, she has served on committees and with organizations on many disability issues. For three years she worked at the Utah Parent Center as a Person-Centered Planning Consultant. She recently began working for Utah's Developmental Disabilities agency on the employment planning and inclusion team, and she also is a Charting the LifeCourse ambassador. TeMerra Blackwater is an Employment and Community Inclusion Program Specialist for Utah's Division of Services for People with Disabilities. And currently she focuses on employment improving employment, and community groups improving employment and community inclusion outcomes for people with disabilities by partnering with community agencies in project development, strategic planning, training, and committee workgroups to implement person-centered practices. And she is a Charting the LifeCourse ambassador as well. And finally, Corinne Frazier, is contracted with the Utah Division of Services for People with Disabilities to provide case management services. And is the Executive Director for Synergy Case Management, Corinne is committed to assisting special needs participants and their families, and Home and Community-Based Medicaid waiver programs. Corinne has worked in the social work field for over 20 years. And she holds a degree in psychology with a minor in Spanish and a social worker service license. This is a tremendous panel. And we're very, very lucky to have all of you here to talk about person centered employment planning and supports. And with that, I would like to turn it over with the next slide to our colleague, Amy Huppi to take it away.

## **Amy Huppi 11:04**

Thank you, Alixe. So, I am Amy Huppi. I am a Caucasian woman with long blonde hair, I wear glasses, I have on a white button up shirt and a dark pink blazer. And my background is blurred. But it's my home office with a couple of doors in the background. So, the main things that I want to make sure that you all know before you leave this webinar today are what the SELN is, and why we're celebrating National Disability Employment Awareness Month. A spotlight on the importance of person-centered thinking in long term services and supports and home and community-based services, explaining the role and value of employment in people's lives why these employment conversations are essential part of person-centered planning, as well as some key elements to keep in mind to make those conversations really great. And then some of the support and resources that the SELN has available. Next slide.

## **Amy Huppi 12:19**

So, the SELN, or the State Employment Leadership Network is a joint initiative of the University of Massachusetts Boston, the program is the Institute for Community Inclusion within the university, and the National Association of State Directors of Developmental Disability Services. So jointly, we launched this program in 2006. So, we're now celebrating 17 years of providing this support. The main goal of what we do is to improve integrated employment outcomes by supporting states that are doing this work. We do that through technical assistance from both the Institute for Community Inclusion, and the National Association on State Directors of Developmental Disability Services. So, we have staff from both of those groups that provide support. That support is given through a lot of research-based frameworks and information that the Institute develops. One of those specifically is our framework. It's



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the high performing employment systems framework. That's a strategic planning tool has elements for present practices and outcomes that are known to be effective through the research and enabling states to sustain high performing integrated employment systems. We also provide a community of practice so that people can connect, collaborate, and share strategies that they're using within their states. And this is a membership-based program for state agencies on developmental disability services. So that's who is a part of our network. And then we also like to connect with other projects to raise awareness. Just like this project with end caps today. That helps us to stay up to speed on the current state of knowledge and different critical topics that intersect with employment, so that we can, again, use that research and information in our supports, and reinforce them in our work that we do. Next slide. So, this is a map of all of the states that are a part of our network, and they're colored in green, so you can kind of see if your state is part of our network. There are currently 25 Member States spread all across the country, including in Hawaii, many states have been with us since the beginning, some joined more recently. And we also have states that, take a break for a few years and then come back, just depending on their needs and their efforts going on in their state at the time. Next slide. So, every October, most of you probably know, we celebrate National Disability Employment Awareness Month. And it's initiative through the Office of Disability Employment Policy, or ODEP, if you're familiar with them. And it's a really important time to be able to celebrate, celebrate the contributions of workers with disabilities, as well as showcase supportive and inclusive employment policies and practices that are always evolving. This year, the theme is disability part of the equity equation. And it's really to highlight the need and the opportunity, we have to support workers in inclusive employment, and also to advance equity in the workplace, for people with disabilities as well as for all of their other intersectional identities that might play a role in their employment. So today, we are celebrating workers with disabilities, we are excited to showcase some policies and practices that Utah has been developing, as well as talking about person centered conversations about employment, and how we can help people continue to seek out employment to know what it can look like for them and to have that opportunity. Next slide.

### **Amy Huppi 16:50**

So just some context setting. Person-centered thinking is what helps to establish the means for a person to live the life that they want, and that the people that care about them would like to see for them. In other words, actually in NCAPPS words, it really focuses language values, actions, towards respecting the view of the person and their loved ones. And importance is to emphasize the quality of life well-being and informed choice for that person. And this is a key element of long term services and supports, which are Medicaid programs. For people with disabling conditions and chronic illness. In a wide variety of settings, one of those specific types of settings are home and community based services, which, again are Medicaid services that provide are provided in someone's home or in their community, instead of an institution. So, although not all employment supports fall under HCBS. Most of them do and person-centered thinking is critical to ensuring that these services are individualized and allow each person receiving them to be integrated in their community the same as anyone else not receiving services. This is what really makes HCBS distinct from other long term services and supports, particularly institutions. Some may be familiar with the HCBS final Settings Rule. But it's a rule in progress of being implemented, that continues to move forward that core role, that person centered



thinking plays in supporting people, again, to be integrated into their communities, to have choice over their own lives, and to have the same opportunities as their nondisabled peers, which includes community employment. Next slide. So why is employment so important? There are many roles and values that employment plays, and all of our lives and especially for people with disabilities. So, it is a pathway to opportunity like everyone else, many people with any kind of disability want that opportunity to do paid work. And they continue to demonstrate that they want and need to contribute and give back to their communities. They want to develop skills and talents and then be recognized and valued for those skills and talents. They want to try, sometimes fail, and try again, to do things that are new and interesting to them. Employment connects people. When employment is working well. The job matches a person's interests, their skills and are able to gain a whole new per smell on professional network, they can build relationships with coworkers, they can learn new things about themselves and be able to grow personally and professionally. And they're able to engage with their community, whether that's through interacting with the public in their job, or just seeing how their job supports their community. Employment also means equity. And this is the theme of National Disability Employment Awareness Month. So, this is an important one to hit on. But it means that people with disabilities are able to be in the general workforce and a part of their community, a part of the jobs that they see their peers doing. These are jobs that are individual to that person, they are a part of, you know, earning a prevailing wage, whether that's, you know, whatever wage, other people that are doing that job are getting, as well as getting paid in the same manner as this other peers that they work with. And they're also able to get supports and accommodations so that they can thrive in those roles. And lastly, employment means an increased economic opportunity. Many people with disabilities we know live in poverty, and employment is one way to make an impact on that. Earning wages at an above minimum wage provides opportunity for individuals to become more financially self-sufficient to build assets and to learn to lead more independent lives. I know that this can also be a concern for people. But there are a lot of resources, such as ABLE accounts and working with benefits counselors to help balance and increased income with maintaining public benefits, insurance, and other important supports in someone's life. Next slide.

## **Amy Huppi 22:13**

So, part of how we demonstrate that we value employment is through Employment First. This is an idea that supported employment was built on and has been moved forward the idea that everyone can work, and everyone should have the opportunity to work. Employment First specifically, is a national systems change framework that centered on the idea, again, that all individuals including those with the most significant disabilities are capable of fully participating in community employment and in community life. Under this approach, publicly financed systems like Medicaid waivers and state supports are urged to align their policies, their practices and funding to commit to community and integrated employment as the priority option when someone's considering day and employment services. Many states have formally committed to the Employment First framework through official executive proclamations and legislative actions. As us consider that people that you support whether, you know we have a lot of case managers, people in those types of roles or in state roles. It's important to connect with your personal values and seeing people with a variety of needs and strengths, because your belief that they can succeed in the workplace can make the difference in whether they achieve their employment goals.



The quote on this slide is from John Fenley. He's a self-advocate with the people first of New Hampshire. And he said Employment First means that above all else, people with disabilities, people of all abilities need to have a purpose in life. We all have amazing potential to pursue a purpose in life, if given the opportunity. Employment First is about making that your top two your goal in life and really striving to get a job and be a part of your community. We can put the principles of employment first and the action through our quality person centered conversations about employment. Next slide.

## **Amy Huppi 24:40**

So, we keep referencing these employment conversations. So, what are they? They set up the fundamentals for a person to make an informed choice about working. Informed Choice means making decisions voluntarily after careful consideration of options. They Based on reliable and accessible information, and real life experiences, I've listed just a few elements of great person centered conversations that will support a person to be able to make an informed choice, as well as think about what employment could look like for them. Communicating an interest in working people use a wide variety of methods to communicate, verbal language, your facial expressions, body language, through their behavior. It's important to listen and observe the person to gauge their interest or anxiety, maybe their excitement or confusion, and to respond accordingly. Many people will never say, I want to work, or I don't like working here. But they may communicate those same desires in other ways. So, it's important to learn the person's preferred communication style, and include those that know the person best and conversations about employments feeling the urgency, but concept of job readiness are people spend months or years, just getting ready for employment is outdated and ineffective. To show that you feel the person's urgency to work. You can provide access to early work experiences and be ready to take the next step that the person's ready for in their employment journey. People like I said they have an urgency to work to contribute and to lead a more multifaceted life. And you can do that through promoting self-determination, modeling high expectations, as well as, again providing exposure to work. addressing challenges and barriers. Most people face barriers to making a change in their lives. But with persistence, good planning, and appropriate supports and services, many of those barriers can be overcome. multiple solutions often need to be tried before you find success. So, it's important to maintain clear communication, about the role each person plays in finding and trying a solution within your support team to document what you did, and whether it worked or not. And using each prior experience to develop a new action plan with that will help people to stay on board, stay on track, and continue moving forward. The first job might not work out, but the second one, the third one or another one down the road, likely well. So don't lose safe and recognize that it takes trial and error. Arranging opportunities for those that are not working to talk with their peers who are arranging peer to peer mentoring and connecting families that may be hesitant about employment to other families who have seen successes, or valuable experiences to support those that might be really unsure about working. Lastly, asking the right questions. Choosing the questions you ask carefully, is really important. close ended questions such as Do you want to work? Don't expand the conversation? And you typically get a one word answer yes, or no? Or a short, factual answer. Asking open ended questions that elicit more complex answers and more of a discussion allows you to discover a person's knowledge, opinions, and feelings. These questions usually begin with what why how maybe tell me about or describe. These discussions that you facilitate will be varied. As the interests concerns and



belief systems of the individual, their family members and other supporters involved. A person's ability to make an informed choice about employment increases when conversations and work experiences go hand in hand. So be positive and keep going. The next slide.

## **Amy Huppi 29:28**

So, some of the different things that are available to help you to continue to think about these topics include the SELN Guidance for Conversations, which is a lot of the text that I've just described is available in that document. It was developed for support coordinators to have these really good conversations about employment. So, link, I think should be in the chat if you want to find that and it's under the SELN resources. There are plenty of other tools and resources available to help with these conversations, including NCAPPS, Charting the LifeCourse, and Essential Lifestyle Planning just to name a few. For case managers and those in similar roles that are really excited or really interested in learning more about the employment process and how to support people, and are in an SELN member state, we do have an eLearning course that's available. So, you'll want to reach out to your state contact if that's of interest to you. And you can find that, again on the selnhub.org. There's a list of state contexts there. If you're interested in the research that I've talked about, and other you know, success stories, data, and guidance that the Institute for Community Inclusion's developed, that's all available on their website, that should also be in the chat. And like I said, those are some resources that are publicly available. And then as members, we provide that added benefits of Community of Practice technical assistance. And if you're interested in your what your state is working on, if you're a member state, you can again, look at the website and contact the person listed for your state to be more involved if you'd like. So, to give us a sense of what implement initiatives states are working on, we have the team from Utah here to share what they've been doing through their combined support with NCAPPS and the SELN. So, I will hand it off to Bryn.

## **Bryn Peterson 31:50**

Hi, everyone, I hope you're having an excellent afternoon. My name is Bryn Peterson, I'm a white male with glasses and short brown hair. I'm wearing a light blue button up shirt and sitting in an office chair with a blurred background. Again, I hope everyone's having an excellent day. We are excited to be with you as part of National Disability Employment Awareness Month. And we're passionate about this topic, that connection between person-centered planning, employment, and the importance of having those great employment conversations. I work with the Division of Services for People with Disabilities in Utah. I am part of the employment planning and inclusion team. As an Administrator. You'll also hear from Lisa Wade, our Program Manager and TeMerra Blackwater, our Employment First and Community Inclusion Program Specialist in a second. Next slide, please.

## **Bryn Peterson 32:57**

So, I added this slide to show the approach Utah is taking a first intentionally and now just as a natural progression. As it's related to person-centered planning, employment, and inclusion efforts. The first place to start was our motivations. supporting a person to find and live their vision for a good life is absolutely the goal and overall desire to improve person centered planning and our system is a motivator as well and has been our mission and values state self-determination as another motivator.



But similar to the points Amy made, it would be hard to ignore the role that the settings rule and the Employment First Initiative nationally have played in creating need, and ensuring our system policies, practices and actions are truly person centered in Utah. In order to do that well and with quality following those arrows there. We've used help and assistance from the groups sponsoring the webinar today and multiple state partners. Those partners were some state agencies for sure. But also, we received input from people in our services, families, provider agencies, support coordinators, and others are those everyone was included on our projects and their input is and continues to be invaluable. Next slide please. We won't read all the projects here for time but wanted to emphasize that each of the projects in person centered planning has included an element of or significant overlap with any efforts we take to improve competitive and integrated employment and community inclusion. Simply also, this was evidence for us in our state, that we were able to start with our motivations, engage others with and for assistance, and we're seeing some positive results. This is certainly not a complete list. And some of those projects are repeated on each slide on purpose. Due to time, I won't provide additional information on each of these projects. But any of us would be happy to connect afterwards to talk about details or answer questions. Over the next part of the presentation will highlight just a few of the efforts we've taken to have those great employment conversations. And I'll turn it over to TeMerra Blackwater for the first highlight.

## **TeMerra Blackwater 35:34**

Hi, and good afternoon, everyone. I am TeMerra Blackwater. I'm an Indigenous woman from the Navajo Nation. I have dark brown hair, tied in a bun and I'm wearing dark brown glasses. I have a long sleeved gray sweater with a brown beaded necklace and I'm in sitting in front of a black background. And thank you for giving me the opportunity to present today. And I am the employment and community inclusion program specialist for Utah's Division of Services for People with Disabilities, DSPD. My vision of adulthood is our most recent NCAPPS project that we have completed within the past few months. The screenshot provided on the slide is the basic outline and introduction of my vision of adulthood. The complete guide and workflow will be shared in the chat. To continue to improve our system in person centered planning practices and employment first efforts across the lifespan a work group was created in October of 2021, focusing on post-secondary students with disability to successfully transition to adult services or employment. The workgroup consists of representatives from the Utah State Board of Education, the Utah Parent Center, our state's Parent Training and Information Agency, the Utah State University Institute for Disability research, policy and practices and vocational rehabilitation. So, for the next 12 months, we discuss goals identified roles and responsibilities and identified at our target audience. One of the challenges we encountered was it had too much information or it didn't speak to the student. It wasn't person centered. So, we had gone through this process of edits that involve revising the content, organization, and presentation, we want to ensure that the ideas are presented to the student and family as clear as possible. It led to creating a whole new document at the end and what we started off with. The input from the workgroup was very valuable in creating my vision of adulthood. My vision of adulthood introduces a person centered planning approach into the student's Individualized Education Program their IEP transition plan. At each step, the student and family are meaningfully involved in their IEP planning process. By utilizing a person centered tool or tools and involving their support team members by their roles and responsibilities, the



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student would go through each step of their transition plans supported by the important people in their life, to reach their goal of a good life after high school and whether that be competitive or integrated employment, continued education or community inclusion. The guiding workflow consists of four steps to prepare a transition age youth with disability for good life after high school. Step one, creating my vision, which is the pre transition stage where a student is using a person centered planning tool to discover their interests, strengths, and goals, maybe talking with other others about their plans for after high school, or maybe identifying who beyond their IEP transition team. Um, step two is planning my vision, which is when the student is using a person centered planning tool to plan their transition goals and sharing it with their support team. Step three, making my vision happen. It is when the IEP support team members support the student by implementing the transition plan guided by their person centered planning tools. And then step four, living my vision. This is when the transition age youth continues with their vision of a good life out of high school, like either working in competitive, integrated employment or involved in community life by updating their person centered planning tools, sharing it with a current support or identifying other support agencies or natural supports not involved at that time. Next slide please.

### **TeMerra Blackwater 39:56**

The guiding workflow goes into more detail of how we incorporate person centered planning tools into each step of the transition process. To begin an employment conversation in the workflow we have suggested a few person centered planning tools are related to employment. Starting in step two, planning my vision. For the purpose of this presentation and time, I will only go overstep two of the guiding workflow. This is also a condensed version of step two. The full the full document will be shared in the chat. When a student's wants to plan out their vision of what employment will look like for them, depending on their goal, they have several person centered planning to choose from. In this example, the student and their family chose the family perspective on employment from the chart and a life course framework. Maybe the family is not sure if their student will work, or they are not sure what employment supports are available in the community for their students. Once they have filled out the person centered planning tool, they can bring that tool to the IEP transition meeting and begin planning employment goals with the team. Suggested support team members are listed like vocational rehabilitation, the wheel youth, the SPD support coordinators, which are is here in the state of Utah, and are service providers that can use students' employment that can support the student's employment goals, the team member can use that information from the family perspective on employment to support the student's goal for employment. We also added at the end of the guiding workflow a Utah specific list of resources for the youth and family. On the next slide, I will talk about the reference guide that goes along with my vision of adulthood. To provide information to support team members. On the principles of Person centered planning, we created the support team quick guide to go along with my vision of adulthood. This quick guide was adapted for support team members who may be on the IEP transition team like educators, VR counselors, support coordinators and service providers. The guide provides information on the principles of Person Centered thinking and what person centered planning looks like a three column table listing Person Centered tools from my vision of adulthood with the picture, the purpose and how to use each of the tools and how it can be used specifically for the support team member. Again, for the purpose of this presentation, you only see the



condensed version of this document. The complete click, the complete quick guide will be put in the chat. Back to the example from the previous slide. If a VR counselor is not familiar with the family perspective on employment, they can refer to this quick guide. In the example it gives information about the family perspective on employment and its purpose. This helps the VR counselor understand how to use the information from the tool so to support the use goal on employment through the transition planning process. And the third column is how the information they obtained from the person centered planning tool that can align with their own VR assessment or services. If the student is receiving VR services, the VR counselor can also include the family perspective on employment tool into the VR individualized plan for employment the IP. Our next step for my vision of adulthood guiding workflow, and a support team Quick Guide is to pilot with post-secondary students with disabilities and their families. We want to gather feedback on how the workflow is being used and how it's helpful for the student and their support team. Again, thank you for letting me present today and back to you Bryn.

### **Bryn Peterson 44:02**

Thank you, TeMerra. We'll go to the next slide there. So, one of the other projects we wanted to highlight is the tools to plan support webinar series, so is a series of live and recorded trainings on Charting the LifeCourse tools, and other person-centered planning tools. Each training was followed later by dropping hours for parents and people with disabilities to discuss the tools they had tried and what they learned. We partnered with the Utah with Utah State University and the Utah Parent Center on these trainings, the audience was open to all, but the webinars were targeted specifically for people on our waitlist for services to provide some person centered planning resources while they are waiting. We chose to highlight employment as the subject of the last webinar in the series. Our approach was to start with a portfolio of multiple charting the life course tools focused on the family perspective for employment, gathering the individual perspective and vision for employment from a new resource we created called the DSPD Employment Pathway tool. On the next part of this webinar will talk a little bit more about our approach for the DSPD Employment Pathway tool. Next slide, please. So, a little bit of an introduction to this tool. This is a state specific guided employment conversation resource we created with our case managers or support coordinators in mind. But we have seen the tool utilized by service providers, school districts, and others since it was introduced, we ask that each working age person in our system is completing a new or updating an existing tool, at least annually and more often, if needed. Next slide, please. This is a brief overview of the employment pathway tool. It has three sections leading through the employment conversation. We've published two versions of the tool; we have a link to a PDF version available on our website. We also have an electronic version available to our support coordinators, as part of the person centered planning process. In our case management software. The information is presented and formatted slightly different in each version, but the content is the same. Next slide please.

### **Bryn Peterson 46:39**

Informed Choice is at the core of this tool. I don't know that I could emphasize or stress that enough even here. The information on this slide is taken from the Employment Pathway tool's section describing the design, the intention there was not to lose sight of the purpose of providing the opportunity for employment by ensuring every working age person has exposure to the options



available for competitive and integrated employment, the current information connected to those potential options, and some hands on experiences to make a decision about working. We also included as you can see some reminders for case managers and others leading the conversation. Next slide please.

## **Bryn Peterson 47:26**

This is a visual example of what the electronic version of the tool looks like. The tool is organized to begin with very basic, general questions in that first tab, then move later to questions specific to the employment decision, which is what you see on the screen there. We trust our support coordinators to lead the conversation in the right direction. The prompts don't begin only employment focused, we asked about overall happiness, what makes a good day of the week versus a bad day, new activities or experiences the person would like to try and other information says one of the places where other person centered planning tools like a life trajectory, a vision tool, or even a decision making tool could be very helpful. All the information in the pathway tool is presented as either a prompt or a suggestion, the support coordinator can use the suggestions presented or add their own. Again, we ask our support coordinators to use professional judgment in the conversation. But some of the basic requirements for completing the tool are that multiple questions are always asked. And the answers recorded should be directly from the person and or the guardian. They also complete as you can see a past job experience and a current employment tab with similar prompts. And I'm going to describe a little bit more about the pathways on the next slide.

## **Bryn Peterson 49:02**

So, the next step is to choose a pathway. The Employment Pathway tool is organized in four pathways shown on the slide two for people who are currently working and two for people who are not working. Each person in their support team will identify one pathway that best matches the person's current situation. Depending on where the person is at the time of the discussion. They may stay with the pathway they had before or change pathways. Some may indicate that they do not have a desire to work at this time. And there's certainly a pathway that supports that decision as well. Where we discuss multiple alternatives, and other pathways. This tool offers a chance to have discussions when someone is in a job and maybe once a change of some kind, or even an opportunity to talk about where the person wants to go in their career. using myself as an example Oh, I'm certainly not in still employed. And in my first job, I will give a shout out to that Colorado pet store, though, was a fantastic job. I've personally been in each one of these pathways and that initial job, I learned a lot there, and it helped prepare me for the next job. I would bet we have all been in one of these pathways at one time or another, I hope that provides a little bit of an example where of where the conversation can go, and how someone might move between the pathways over time. The last element we want to capture in this tool is that hands on experience needed to make an informed and educated decision about employment. We call that section that, excuse me, we call that section develop a plan. This is one of the sections where Utah's version differed from many of the other resources we reviewed. People using and reviewing the tool in Utah asked for specific details and information on potential next steps. As a response, the resources, and suggestions we provided were organized by life stage under the categories of Person centered planning and vocational rehabilitation. All we asked from our support



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coordinators in that developer plan section is to record what their next steps will be, and especially for those who are not choosing to work, how their next steps are going to look different in the upcoming year compared to years previous. Next slide, please.

### **Bryn Peterson 51:35**

So just some brief information about how Utah pilot tested the DSPD Employment Pathway tool. We started by asking for volunteers from our support coordinators to help us we started that pilot with about five to 10 support coordinators, each with willing participants on their caseloads. Some of our state staff also completed guided conversations to test the tool as well. Each support coordinator was asked to find one or two people to complete the tool with each month. After using the tool, they completed a feedback form and attended a short debrief, we treated each round or month as a phase, highlighting one section of the tool with a connected response question. We want to take this chance here publicly to say thank you to everyone who helped us on this project in any way. And the next slides are just a few comments that were sent in on the tool. Next slide, please.

### **Bryn Peterson 52:37**

Thank you. So, this was feedback received from participants in our pilot project, the first comments that are on your left on the screen and maybe mentioned here, we could have done nine slides of these we didn't, we just picked two. But the first comments on your left of your screen mentioned the opportunity, the pathway tool created for the person to lead the meeting toward the direction they wanted to go with employment. The second quarter comments talked about how the pathway tool discussions and questions helped a person with many employment interests to find, quote, a clearer picture of what would be a good fit for him at this point in his life. We presented these quotes to you today simply to point out our approach to pilot testing one, and that this feedback gave us the validation we needed at the time to know we were offering a useful resource for employment and community inclusion. Next slide, please.

### **Bryn Peterson 53:39**

So just a few pieces about moving forward. Moving forward on some of our next steps we hope. Well, I think it's important to note, we always hope we're a little further along in some of these areas than we currently are. And we won't talk about each one of these, but I'll highlight just a few. As a note, we started using the pathway tool about a year ago. For us that's going to mean many improvements and hopefully more success stories are to come and moving forward on the My vision for adulthood and person-centered planning quick guides. In addition to the pilot that TeMerra referenced, we'll also be providing some outreach and training on these new resources to more school districts, VR offices, families, and people and services and on our wait list, as well as I'm sure a few others. We will introduce a new person-centered planning software for case managers in the next few months. In the future. We also plan to improve on an existing online application we already use, which we call my steps. We hope to improve my steps to allow the person to contribute and communicate electronically about their own person centered plan and meeting as well as use any person centered planning tools to tell their support team and others what they want their good life to look like. And last week just restarted a statewide employment first collaboration group, we're in the initial stages deciding what the role and objective objectives of that group will be.



Hopefully, there's more to come in the future and we can come back and share some successes with you. Soon. I'll give the time now to Lisa Wade and Corinne Frazier to share their experience and story.

## **Lisa Wade 55:28**

Thank you, Bryn. My name is Lisa Wade, and I am a middle aged white woman with shoulder length brown hair, I'm wearing a purple shirt, and my background is blurred. But you can see the outline of a black desk behind me. I am really honored to be here today to share my son's story with you. You should know he has seen the slides and has given me permission to talk about him today. Next slide. This is Brandon. And I always hoped that he would be able to have a job he has these great skills that would be great in a work setting. But he also has these behaviors that could interfere with his ability to work. Next slide. When he started his post type program, they had what I call work based learning experiences. I don't know what the actual name for them was. But they were at a variety of job sites. And with minimal person centered planning, his school team found a site that had tasks my son could do with someone there that could help with manage his behaviors. And so, he began going to that job site. And I don't remember the timing exactly. But I know it wasn't more than a week or two before his behaviors made it impossible for him to return to that job site. So, the team went back to the drawing board tried again, at another job site. And this placement was more successful, but it only lasted a month, maybe a little more before again, his behaviors prevented him from going back. And from that point on his job site and I use air quotes was at the school or the district offices where his behaviors would be less disruptive. And at that time, I remember thinking maybe this is as good as it will get maybe he'll never have a real community job. Next slide.

## **Lisa Wade 57:18**

Around this time, we were introduced to a pilot program that was going on in our state with our employment first team and our developmental disabilities agency that would use my son's self-directed staff as job coaches and developers. So, we went through a modified Customized Employment Training on self-guided discovery, it was a one day training. And Brandon's entire team was there, his parents, staff, his support coordinator, a therapist so that we could all work together to help him find employment and be successful. At that point, we were assigned a coach from a provider organization, who knew the principles of customized employment and, and this coach met with us monthly to talk about what we were doing, help us problem solve, and also give us suggestions for some next steps. Next slide. It took us a long time to get through the person centered discovery activities to come up with Brandon's themes and determine the most appropriate work environment for him and so forth. But we finally got to the point where we were ready to do informational interviews. One of these was at a movie theater because entertainment is a very strong theme for Brandon. He loves movies. The theater had open interviews later that week and invited Brandon to interview with them. He made it to the interview and was offered a job, a job that lasted three years until COVID. Shut down theaters. Next slide. It's ironic to me that his school had a jobsite at that theater, and I'm not trying to be critical of his school team. They were amazing. They did the best they could have thought they had. But Brandon was never considered as a candidate to go to that job site because they were worried about his behaviors. And I understand



that knowing how much he loves movies, he might watch movies instead of being there to work. But instead, what we found is that he had few if any behaviors when he was working at the movie theater. The job for him was a behavior intervention. And it would have been easy for us after his failed work attempts at school to say, well, we tried employment, it didn't work out. Brandon just won't be able to have a job. But I am so grateful that the team did not give up. We believed and Brandon we knew he could be successful. We just had to find the right situation. And I believe that that secret sauce was person-centered planning and customized employment, finding out what was important to Brandon, working at a movie theater was meaningful and important to him and we also have this amazing team of people that support him. And I will turn the time over to Corrine to talk about the team aspect of our success. Corinne.

### **Corrine Frazier 1:00:13**

Hi, my name is Corinne Frazier, I have short blonde hair, I am a middle aged Caucasian woman wearing an orange top with a cream colored plain background. As Lisa had mentioned to Brandon's team attended this Self-Guided Discovery training. Here in this training, I had what I called a light bulb moment, I saw that passions and interests of consumers could be explored and created to develop employment. After this training, I pulled out my binder and looked at Brandon's assessments, I utilized our state's person-centered planning tools, and we went to work. We organized all of our team meetings with a focus of being Brandon's successful employment journey. And it was from these meetings that we were able to develop and plan specific job interventions that we knew would help Brandon be successful. Next slide, please. The Griffin-Hammis training helps me to see the positive results of employment. I took to heart this training and information. And I set out to match Brandon's strengths and interests. From this training, I now try to implement three new practices. I learned that interest and passions make employment successful. I learned that using strength based tools helps with individual job support. And I also learned that employment conversations can happen at any time. After this training, my eyes were open, I would go out into the community and think to myself, hmm, I have a client that loves pets. What conversations can we have about pets and animals? I wonder if they would like working at this pet store. Or I would think of another client and think to myself, oh wait, they really enjoy matching their socks. I wonder if they would enjoy matching these items at the store to the aisle that they belong on. Next slide please. I arranged all the meetings, took notes assigned projects and ensured that all team members had access to all community exchanges. This was not easy. The key was making sure that employment goal and employment success was our vision. Here in the state of Utah, we first have to utilize Vocational Rehabilitation for funding services. That meant that we had to take Brandon's division of service for people with disabilities team and combined it with the Vocational Rehabilitation team here in the state of Utah. Collaboration between agencies at times is not easy. At times, it can be tough. But keep in mind that the vision of successful employment makes it all worth the headache. And with Brandon's team, we really wanted to think outside of the box. We really wanted to make sure that everything that we were putting in place for Brandon would be successful not only at any job that he had, but also at any future jobs he might obtain. Next slide please.

**Corrine Frazier 1:04:43**

One of Brandon's strengths is checkoff lists. Just like me. Brandon loves to be organized. We incorporated his checkoff list with a job task analysis. This approach, we went through the movie theater with his team that included a speech therapist, a behaviorist, a job coach, his mom, and support coordinator, and we broke down each task that Brandon was asked to do. And we did step by step cards to help Brandon understand how to complete his daily routine. In doing so, Brandon had great independence and confidence in making sure that all of his tasks got done thoroughly. One of the neat things that I experienced while visiting Brandon at his job site was on the first day, I went to ensure that Brandon was doing okay. And I asked Brandon, what are you most excited about? And he said, Corinne, look at my name tag. And I saw Brandon's face gleam with excitement. He said, Corinne, this means that I work here, that I have a job. My heart melted. That was more than a nametag to me. That was self-confidence showing up in Brandon's employment. I also remember another time that I visited Brandon at his job site. And Brandon was working with a speech therapist on learning emotions and other people's perspective. During the visit, Brandon asked his manager were shivering. And the manager said, Sharon is sick today. She called and she said she wasn't feeling very good. And then I heard Brandon say, oh, I will make sure that I tell her I miss her next time. And I hope that she's feeling better. This was huge. We celebrated with Brandon and his job coach, his ability to recognize other people's emotions, and to think about others. And this all happened within a natural work environment. Brandon loves all things movies. Another great perk that happened while on the job was that he received a secret top clearance movie release schedule. This allowed Brandon to connect and initiate conversation with team members with his support coordinator with his job coach. Often times I would visit Brandon and he would say, Corinne, guess what's coming out next month? And this was a huge way for Brandon to be able to connect to others, that without his job employment services, he would not have been able to have this skill. Brandon's experience taught me everyone has passion and interests. Let's think outside of the box and take those interests with the person centered approach and create employment opportunities. And let's reinforce employment skills. And let's have a conversation about employment. I hope you too will be able to experience the golden nuggets that come from supporting your consumers on their employment journeys and on their pasts and encouraging your team to have employment conversations. Now let's hear from Lisa how Brandon's employment journey has continued.

**Lisa Wade 1:09:13**

Thank you so much, Corinne. And thank you for leading us on Team Brandon, we appreciate you so much. So, the story did not end with COVID. Thankfully, after not working for about a year, Brandon and I've had some employment conversations which let me know that he was ready to go to work again. Next slide please. His job coach reached out to the movie theater as they were starting to open up again. But they weren't ready to hire him back quite yet. And after a few months of waiting to see if they would rehire him. Brandon and I had some more employment conversations and with his team we decided to move on to Plan B. To find something else for Brandon to do. While shopping at our local dollar store are a favorite place, we noticed that the store was a mess and that they were hiring. And this was during the height of the staffing crisis. Brandon's second strongest theme is organization. Corinne mentioned that and I knew he would enjoy putting things away at the store, while his coworkers



handled the customer service pieces, he's not quite ready to do yet. So, he and his job coach applied and interviewed, and Brandon was offered the job. And he has been working there for over a year now, and he really likes it. His favorite part of working there is being able to shop when his shift is over, he comes home with treasures every day. Again, finding employment that is meaningful and important to brand and has been key to his success. Next slide, please.

**Lisa Wade 1:10:49**

Brandon's employment journey has had a huge impact on him. But it also has had a huge impact on me and my employment journey. After our experience with customized employment and Brandon success, I became a big believer in employment for everyone who wants it, especially if person centered planning can be a part of it. And this eventually led me to a job as a person centered planning consultant with our state's Parent Training and Information Agency, where I worked for three years. More recently, I accepted a job with our state's Developmental Disabilities agency on the employment planning and inclusion team with Bryn and TeMerra. And here, I use my experience as a parent with person-centered planning and with employment, to help others like providers, support coordinators, families and individuals and services, and other state agencies. It's a very interesting job to me, very fulfilling and very meaningful to me. And before I accepted the job offer, I actually consulted my own person-centered planning tools to make sure that this job would fit in with my vision of a good life. It did. And so, I accepted the job offer, which reinforced to me the concept that person-centered planning is helpful for everyone. And it has given me this incredible opportunity to share Brandon's story with all of you. So, thank you. And with that, I will turn the time back to Amy and Alixe.

**Alixé Bonardi 1:12:20**

Perfect, thank you, everyone, for this really, really enriching conversation. This is Alixe again. And actually, as people join, this is the panel section of the of the conversation and so we can take the slides down and I will invite the panelists to turn on their camera and join us all. As promised, I have been keeping an eye on chat. And there are a few things I do want to note. Yes, absolutely. These are, there are a number of resources that people have shared both from your presentations, and also people have shared within chat. We will be compiling those. And we will make those available. We can make those available in the response back to participants after this after this webinar. And we'll have this available as well on the NCAPPS website. We have had a few questions come through and I have a few things that we would really love to dig into. First, this this starts with a question for there were some specific questions for the Utah team. Particularly a question from Jenny Jordan asking about the role of support coordinators. So, the question is in Utah are support coordinators the same as case managers, or is it closer to an employment consultant role? And as a state agency, does DSPD oversee case management activities as well as supported employment services? So, I'm not sure who would be best to take that question, but I'll leave it to you to provide a bit more detail about the structure in your Utah employment services.



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## **Bryn Peterson** 1:14:19

Thanks, Alixe, I can start and if others want to jump in and give some clarification, I think that's great. The support coordinator role is similar to the case manager role and other states advocating for the person ensuring that they have the services they need in an individualized way and ensuring that that we're addressing things in a person centered way. When we talk when we talk about employment, that would mainly be delivered through our service providers in our state. Some of those service providers to work just with vocational rehabilitation, some just work with the Division of Services for People with Disabilities doing employment services, and some work with both.

## **Alixé Bonardi** 1:15:14

Thank you, Bryn. That's great clarification. I hope that provides a bit more guidance to, to our participant who had that question. Wonderful. Thank you. Now, we've, as part of our work at the National Center on Advancing Person-Centered Practices and Systems, our center is lucky enough to also have a Person-Centered Advisory and Leadership Group or Advisory Group known as the PAL group. We've had some conversations over the last week and in the context of National Disability Awareness Month, a few exchanges with members of our PAL group and a few questions actually came up which we thought we would like to pose to you all, this relates to person-centered planning for employment and least maybe this gets to a little bit of some of some of the experiences you described as well. And also, Corinne, that the question that came through was in the context of person-centered planning, how do you help someone plan for what accommodations they may need in the workplace? And then the fall one question, of course, is then advocate for those accommodations sometimes, but maybe just plan for an advocate for workplace accommodations. And who would like to start with that?

## **Lisa Wade** 1:16:43

Corinne, I'll start. In person-centered planning, you come up with strengths, and you all talk a little bit about those barriers, but not barriers as a place to stop but barriers as a place to figure out how to resolve them. And that's where this great team with a lot of different backgrounds and experiences can come in handy to help overcome those barriers. One of my favorite resources is the Job Accommodation Network. When you're thinking about accommodations, [askjan.org](http://askjan.org), which is a great place to get some ideas, but then personalizing those ideas to what helps that individual and what they need to be successful. And Corinne, do you have more you want to add?

## **Corrine Frazier** 1:17:40

I would just like to add with Brandon, and with his accommodations are took a whole team approach. But what I really found was helpful is that these accommodations were individually based with his strengths, like on paper with Brandon and his behaviors, someone would just look at that and run away, but that we actually took it and applied his skill of organization and broke it down. And now we know that this was a successful tool that we can use in any job that it can go in the future with him. And so, I think that kind of goes along with just a question I saw in the chat that with our fields, we do see a lot of turnover as well. But if you're always working on accommodations and making sure that those jobs skills are stream face, and are a living document, no matter what plan is in place, it can go to any work environments. And I think that was really helpful for Brandon.



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**Lisa Wade** 1:19:01

I'm jumping in one more time because I would not be a good Charting the LifeCourse ambassador, if I didn't talk about their tools, the integrated support started that they have really has, you look at a variety of resources, you have to support you, including the individual strengths and abilities, technology assets, natural supports. So, helps you really think about what supports that particular individual.

**Bryn Peterson** 1:19:29

Can, I'll add one other thing and certainly not to take away from Corinne or Lisa. It is that in Utah, at least, as I mentioned, we get we get a lot of requests for very specific next steps or resources, both on the My Vision for Adulthood and the Employment Pathway tool. The request came in what are those specific resources? So that turned us to say, well, we need to provide some links and some direction around accommodations in multiple places on that tool.

**Alixé Bonardi** 1:20:05

Terrific, thank you. We have a question that came in in from chat and I want to thank and the resources, askjan.org is in chat as well. And we'll add that to our list. A question from, from another participant? How would you suggest starting the conversation on self-guided discovery with our state, this will be a state, perhaps not Utah, as we have many agencies that provided supportive, supportive employment services, who also have high turnover? And that might be a question for some of your colleagues in Utah and might be questioned also for Amy, from your representing SELN?

**Amy Huppi** 1:21:01

Like, excuse me, this is Amy, I'll jump in. Not having a lot of context for this question. I think, you know, just you yourself, whether you're a part of an agency or a support team, in some regard, you can just start as small as that and bring us some of the ideas to that group. Another idea, a lot of a lot most states have a Developmental Disabilities Council. And that's always a good place to start. If you don't know where exactly, you know, if it's the state agency, or Vocational Rehab, or if you're referring to agencies that provide the direct employment supports, that counsel can kind of help you look at your state and where advocacy might go, might start the best for you.

**Alixé Bonardi** 1:22:04

Thank you. Thank you, Amy. This is Alex, I have a couple other follow up questions that have come through now there was a question in chat, in response to the My Vision for Adulthood. And about whether this is used for every trend, just transition has used us youth with an IEP, or whether this is something that families have to request. Lisa, you made the note in chat that it is available on the website and made available? Is there any interest in really strongly encouraging people to pick it up? How are your communications going?

**Lisa Wade** 1:22:53

TeMerra, you should answer this. This is this is your passion project.

**TeMerra Blackwater 1:22:58**

So, the idea is that it's an introduction to person-centered planning, right. And we want to introduce that idea to the population that transition age youth and having it provide to families introducing that idea, introduce that thinking introduce that process into their IEP. And so, the idea is to have those tools, and then start sharing them with your support team members, VR counselors, the educators, educators start learning about person centered planning, having employment conversations, using it into their own assessments, caring that updating those updating those person centered planning to through the school years post high school, and then into adult services. So that's kind of just in a we want to try and make it universal to where now only people in services are using this. My Vision of Adulthood, but also other kids that, that do not qualify for disability services, we you know, like all the person centered planning tools are available for anybody like Lisa gave an example of her using the tool. You know, I've used it on my daughter planning for her employment as well. And so, it's that's kind of how universal those tools are. So, we wanted to use those tools in my vision of adulthood so that even we had teachers, I had a couple of meetings with teachers and letting them know, because they were asking, is this only for kids that are in DSPD services because we have a long wait list, or they don't qualify? And I said no that it should be, you know, available to all students that are in the IEP transition planning.

**Alixé Bonardi 1:24:44**

So, getting it baked into the entire process within education.

**TeMerra Blackwater 1:24:48**

With that workgroup, we even asked how we can make sure that you, your agency is using it and so we had had that discussion, like that's why we had that work come together. Make putting in their inputs. And we asked like, where's this gonna fit with your agency? Where's this going to be used? And so, like I said, what the VR, if the VR counselor or support coordinator is not sure how to use this tool, then that guy comes in and they can review it really quick, a certain tool and they can come and be like, Okay, I understand what this is, this is how we're going to use it for our person-centered planning tool.

**Alixé Bonardi 1:25:26**

Terrific.

**Lisa Wade 1:25:27**

This is Lisa, if I can jump in that quick guide, we had people from USBE and our State Board of Education, excuse me, and Vocational Rehabilitation that actually wrote, here's where this tool fits in with what we do. So that the vocational rehabilitation counselor can just look at the Quick Guide and go, oh, this is how it you we use it in our paperwork or in our assessment system, or whatever makes sense to them. It's very clear cut. Obviously, that works great in our state, it might not translate to every state. But that's part of the universal design. We wanted to make it really easy.

**Alixé Bonardi 1:26:08**

Terrific, thank you. I have one probably one last question. Before we get to our final question. Now, this, this webinar is being co-sponsored by NCAPPS and SELN. And I wanted to note, of course that, that



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we at NCAPPS have had the opportunity to work with colleagues in Utah as part of technical assistance as has SELN. And I wanted to ask posed to you just to share with people if you could, how has working with both SELN and NCAPPS supported the work of these projects and these terrific resources that you've been able to share from Utah?

### **Bryn Peterson** 1:26:57

I am almost positive that there'll be a piece of this. I will I will look over. But I think one of the very simple answers is that the folks that worked on our NCAPPS projects and the people that were working with us on our SELN projects ended up being on the same team. And so, when we talked about, and you saw at the beginning some of those projects on either side employment or person-centered planning. Specifically, I can think even just the communication strategy wasn't aligned and combined communication strategy that took our plan from the state employment Leadership Network, and the outcomes and the three year plan with the National Center on Advancing Person-Centered Practices and Systems and align those together. And then we just look for those opportunities. As we moved along, including that webinar series where we said we have this chance to, to talk about employment pretty significantly and take those person centered planning tools and this are state specific tools and combine them and use them to help people to reach those good outcomes, those great conversations on employment. I think that's just a part of the answer, though. We got work to do. And we're gonna keep working.

### **Alixé Bonardi** 1:28:17

This is Alixe, I would agree. We all have work to do. But this, this has been a tremendous opportunity to collaborate and work together to share some of these resources as well. As we're getting to wrapping up. Amy, I wanted to turn it to you to see if you had any closing remarks that you wanted to share with this with our participants.

### **Amy Huppi** 1:28:39

Thank you, this is Amy again. I think just again, thanking the rest of the panelists, the team from Utah for being here, and showing all the work that they've been doing. There's some really great examples of how embedding person-centered thinking into employment efforts throughout the lifespan, you know, for the youth in transition for adults, is really valuable as a state. And also hitting on the importance of, you know, the family member and the support team as part of that employment conversation. I think I would just reiterate that we celebrate and value all workers with disabilities, and that everyone is capable of working and should have that opportunity. And hopefully, there are some new resources and skills that you can take away to help improve those conversations about employment, so that you can keep opening that door just a little bit more. Because again, it's not just one conversation and then you forget about it. It's a continuous conversation over time. It's trying new things and exploring different options for the person.

### **Alixé Bonardi** 1:29:58

Thank you, Amy. Thank you, everyone. We will be bringing up an evaluation. It's up. And we really appreciate you all taking a moment before you sign off. Entering your responses to the six question



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webinar evaluation. It should be available for folks to enter their responses for the post webinar evaluation. It will be open and available for you to respond to. Thank you, everyone. And please look out on the NCAPPS site for upcoming webinars on additional topics all related to person-centered practices and improving supports for people living with disabilities across the lifespan. Enjoy the rest of your day.