The right to employment

According to the law in the majority of countries all over the world, every person can be employed and has the right to get support from the state. People with intellectual disabilities (PID), as well as every other person, have the right to be employed. However, a lot of employers do not know how to provide work in this group of people. This problem leads to low-quality employment process and even to neglect of this right.

In this document, the employment process will be explained in detail in order to help all sides of the employment process to arrange every step correctly.

Who is a person with an intellectual disability or supervised worker?

A person with an intellectual disability is a person who has various limitations (social and/or personal) and cannot accomplish the regular employment process by her or himself. However, he or she can work with guidance at a normal workplace. Also, he or she can easily work at set times during the week and perform different practical tasks, but with the co-operation and support of the job coach or social worker, employer and other staff in the workplace.

Who is a job coach?

A job coach is a person who guides the supervised worker in his or her search for the job in the normal workplace. A job coach should seriously and with respect perceive the desire of a PID to find a job according to his or her abilities. Also, a job coach has to figure out what this person likes to do best and can do best. According to this knowledge job coach looking for a job and then continue to support him or her at the workplace. In order to ensure that the work runs as good as possible, a job coach maintains a continuous collaboration between the supervised worker, employer and him/her self as a job coach. Also, a job coach is responsible for training and support of the other staff, which can work together with a person with an intellectual disability.

Who is an employer?

An employer can be an organization, company or any other institution that in collaboration with the job coach hiring the PID. A permanent work supervisor in the workplace supports the
supervised worker in the hiring process and also creates important conditions for this person.

What is supervised work?

- Cooperation at the normal workplace between the supervised worker, employer, job coach, and other workers;
- Work with guidance at set times during the week which can vary from a few hours to a few days a week.
- Since PID have limited in terms of tasks content, supervised work includes performing simple and practical tasks which a supervised worker can do.

Why is so important for PID to have a job?

PID are highly motivated workers and often have a lot of skills. Work brings them a certain structure to their life and the opportunity to use their own capabilities and skills. Also, it maintains relationships with other people and expands their social network. In addition, a job helps PID to get appreciation and respect from the environment and gives a possibility to make their own choices and influence their environment. By working PID become a fully-fledged part of society. Also, a job contributes to a better quality of life.

What job/tasks a person with an intellectual disability can do at a university campus?

Library:
- Put on/off labels on books;
- Put books beg on shelves;
- Organize newspapers, books or magazines;
- Organize racks;
- Make copies/printing;
- Clean racks, coffee machine, tables, etc.;
- Arrange tables, chairs, etc.;

Cafeteria/dining room:
- Do washing up;
- Cut/arrange cheese/salami/bread, etc.;
- Do simple meal preparation work: cut vegetables, prepare plates, arrange cutlery, etc.;
- Replace candles/flowers/advertisements on the tables;
- Arrange napkins;
- Cut oranges/lemons (for soda or tea);
- Fill in cutlery bags (fork and knife or spoon and knife);
- Sort dirty dishes and prepare them for the machine;
- Bring/arrange clean dishes;
- Wipe/cover tables;
- Prepare drinks;
- Sort empty packages/boxes or waste;
- Prepare coffee trays (milk, cookie, sugar, spoon);
- Collect dirty dishcloths and towels and take them to the washing machine;
- Empty trash cans;
- Replenish toilet paper and soap;
- Clean the floor;
- Supplement milk, sugar, cookies;
- Clean work surfaces.

Cleaning service:
- Wipe the dust;
- Move small furniture before and after brushing;
- Collect garbage bags and hang new ones;
- Refill toilet paper in WCs;
- Brush windows, doors, stairs, railings, etc.

Technical service:
- Prepare classrooms;
- Keep bicycle storage clean;
How to arrange high-quality employment process for the PID?

In order to make all steps of supervised work successful and without harm for PID and other workers, the job coach has to use a fixed methodology (instruction). This instruction makes all steps of supervised work for more easy and correct in relation to PID, employers and other staff.

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Step-by-step instruction for Supported Employment

Step 1 - “Intake”
- A person with an intellectual disability shows a desire to find a job and to be guided;
- Assistant/parent of a person with an intellectual disability contact job coach and inform about this;
- The job coach explains what does supervised work mean and says what concrete steps will be taken;
- The PID agrees with the guidance that he/she will receive;
- The PID agrees that the job coach will look for the proper workplace;
- The PID signs the Accompanied Agreement with the job coach.

Step 2 - “Who is PID?”
Job coach should get the insight into the interests, skills, and attitude of the PID:
- who is PID and how he or she works?
- what PID can do well and what cannot do well?
- what PID like to do and what do not like to do?
- how independently can the PID work?
- what pace is suitable for the PID?
- what problems in the social sphere does PID have?
- how much guidance is needed for effective and good work of the PID?
- can the PID relocate to a work environment?
- what is the situation with the arrival at work?
- does the PID choose a certain sector or working environment?
- does the PID prefer to work indoors or outdoors?
- does the PID prefer to work together or rather alone?
- does the PID prefer a fixed and well-defined assignment or rather a variety of assignments, etc.?

Step 3 - “Which work exists?”
- The job coach examines whether the work that PID wants to do exists;
- The job coach looks at whether PID is able to do this work;

Step 4 - “Matching”
- The job coach examines whether PID can actually do the work that he/she wants;
- If PID is not able to do the work that he/she wants, the job coach looking for other variants which fit him/her.

Step 5 - “Negotiating and job searching”
- If there is a job that meets the expectations and capabilities of the PID, the job coach should have a meeting with the employer;
- The job coach talks to the employer and explains what Supervised Working is;
- The job coach gives the employer an idea of the possibilities and expectations of the PID and of the support that the employer can expect from the job coach.
- The job coach (if needed) tries to convince the employer to work with the PID.
- There are some important aspects, which the job coach has to stick to:
  - the job coach has to give a realistic picture of the possibilities and strengths of the PID;
  - the job coach should discuss the problems that may arise and provide the employer with tips to deal with these problems;
  - the job coach should create clarity about financial and employment consequences for the company (university).
The PID, together with the job coach visit the workplace;
- The job coach tries to map out possible assignments in the company (university);
- The job coach tries to examine the content and circumstances of a job in a systematic way;
- There are some important aspects which the job coach should examine:
  - whether the PID should be able to express himself/herself fluently?
  - whether the PID should be able to read?
  - whether the PID should be able to move easily?
  - whether there are certain physical obstacles, such as stairs?
  - does the PID come into contact with customers?
  - do people who can work with the PID have to work in silence or is there a room for conversation with colleagues?
  - what is the atmosphere among colleagues?
  - whether anyone has a desire to act as a work supervisor, etc.?
- The job coach examines the information from the job analysis and assessment of the PID and checks whether the job meets the expectations and capabilities of the PID;
  - will the PID feel comfortable with the job?
  - is the transport route possible for the client or can this be learned?
  - is there a work supervisor at the workplace who can support the PID?
- After the discussion with the employer, the job coach and the employer decide whether the supervised work should be continued;
- If it is needed, the job coach should provide other staff with lectures, training, and tips about communication and cooperation with the PID;
- The job coach, PID and the employer write these agreements down in an “agreement note”;
- The PID signs these agreements with the employer and the job coach;
- Also, if it is possible the job coach, PID and the employer make and sign the insurance for the PID.

**Step 6 - “Start working”**

- The PID first try to do that work at the workplace (trial period);
- The job coach comes along and teaches the PID specific practical and social skills associated with a job;
- The PID should be learned to perform the job independently;
- The job coach examines whether the PID can perform the duties safely;
- The social integration of the client should be encouraged as much as possible;
- During the first working days, the job coach goes with the PID to guide him or her through the work;
- The job coach gives feedback to the PID and work supervisor;
- If the PID doing the work well (PID knows how to perform a job independently or in collaboration with the work supervisor or other workers), the intensity of supervision in the workplace can be reduced;
- The work supervisor gives the PID tasks;
- If the PID has some problems, the work supervisor helps to solve them;
- Before the end of the trial period, should be a discussion and the evaluation of supervised working;
- The job coach, PID and the employer sit together and discuss:
  - what is good and what is not good?
  - whether the PID can stay at this workplace?
  - whether the PID wants to stay?
- The job coach, PID and the employer solve these issues together and decide whether the supervised work can be continued;
- If everything is OK, the PID can continue the work;
- The supervisor is still with the PID and helps him/her when he/she needs;
- The monitoring of the supervised work can be done via a telephone or in person with the PID and workers who are involved;
- Regularly from time to time (periods are defined by all sides) the job coach, PID, work supervisor and the employer sit together and discuss whether there are any problems at the workplace and what can be improved or changed in order to make the work better for the PID.

**Important - the guidance is never stopped!**