KEEPING UP THE GOOD WORK:

A Practitioner’s Guidebook for Building a Job Retention Culture for People Who Experience Homelessness

Chronic Homelessness Employment Technical Assistance Center (CHETA)

March 2008
Disclaimer

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Dedication:

If you have a history of living life without a home for long periods of time, leaving homelessness for an affordable permanent home and work is both the best thing that ever happens to you and at the same time one of the scariest events in your life. It takes courage, determination, and willingness to work with, and trust, helpers.

In five American cities, a group of people previously fell through the cracks of all of our safety net programs and ended up homeless for a long time. They were living on the streets or in shelters in Boston, Indianapolis, Portland, San Francisco, and Los Angeles. From the fall of 2003 through the present, nearly 500 of these persons responded to an invitation from professional staff to join them in an innovative set of services to end homelessness through employment and housing. Offered an opportunity to have affordable housing and assistance to get a job, they took it.

CHETA dedicates this *Keeping Up the Good Work* guidebook to the men and women who took the steps to change and to those who provided the staircase for this group of people to climb up—from the streets and unemployment into permanent supportive housing and a job. We thank them for teaching us about life and we wish them well as they maintain their homes and their rightful place in the labor force.


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Appendix I. U.S. Department of Labor, and Housing and Urban Development, *Ending Chronic Homelessness through Employment and Housing Demonstration Projects*

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A man’s work is his dilemma: his job is his bondage, but it also gives him a fair share of his identity and keeps him from being a bystander in somebody else’s world.
- Melvin Maddocks

Chapter 1 – Introduction and Overview – How to Use This Guidebook

Keeping Up the Good Work is a response to the gap in resources for homeless assistance, supportive housing and workforce development practitioners to help tenants of supportive housing, shelter residents and homeless people keep their jobs. It is about how practitioners can help job seekers and workers maintain an attachment to the labor force. The Chronic Homelessness Employment Technical Assistance Center (CHETA) received numerous requests for tangible assistance that would improve job retention outcomes for chronically homeless people. CHETA staff researched the literature and found very little information specific to helping this population stay in the workforce. We pulled some of the best information and resources from the literature on job retention, as well as practices in the field. We then met with employment specialists who were working with this population in the “Ending Chronic Homelessness Through Employment and Housing” initiative\(^1\) and reached consensus with them about which material seemed most useful in their job retention work. This guidebook reflects their perspectives as well as the evidence available in the literature about successful job retention.

Helping disadvantaged or vulnerable populations enter and stay connected to the labor force requires particular attention from workforce development practitioners. Being homeless impacts people differently and in unique ways that should inform interventions aimed at helping them. People who have been homeless frequently experience loss at the most profound levels. Most obviously is the loss of one’s physical home the place where we live, the roof over our head, the place we lay ourselves down each night. Absent a place in a neighborhood, a standing in our community, we lose the support network and the people who give life meaning. Living without the connections of our home and community, one can incur further loss in one’s sense of identity, self-esteem, love and productivity.\(^2\) Job loss is one of the top reasons homeless people cite as a reason for their homelessness. However, assistance to regain their stake in the workforce is not always considered a priority, nor is the myriad of consequences of job loss, beyond that of losing earned income. In addition to income, working provides a lot more.

The former Chief of the Center for the Study of Work and Mental Health of the National Institute of Mental Health described the meaning of work, beyond a paycheck, for homeless

\(^1\) See Appendix I. U.S. Department of Labor and Housing and Urban Development, Ending Chronic Homelessness Through Employment and Housing.

women, “The energy the homeless women put into working and looking for work is in part a measure of their determination to leave the streets, in part a measure of the limited economic rewards of work and in part a measure of the non-economic rewards of work. The women value work over and above its economic rewards for much the same reasons that other people do – because it is through work that we engage the world and become part of it, and through work that we lay claim to membership in the larger community and, in getting paid for our work, have that membership confirmed by others. For most people, including Vicki and Elsie and others, this social value of work is experienced, at the individual level, as a principal source of independence and self-respect.” 3 This guidebook acknowledges the importance of work to the homeless women and men who seek out employment every day and struggle to keep it. Many pursue work, often overcoming many obstacles, only to arrive at low-pay, low-status jobs, but still find fulfillment in having a place where they are needed and where their contributions are rewarded. We honor these heroic efforts.

Throughout the guidebook we refer to the ultimate beneficiaries of these resources (those who are assisted in their employment) as workers, employees, or job seekers as well as tenants, residents and homeless people. We chose not to use such terms as consumers, customers, clients, or patients because we want to focus the readers’ attention on the fact that we are writing about working people or people who aspire a satisfying job and want to keep it once they get it.

**Target Audience**

The guidebook is intended to be used quickly and easily by employment specialists, case managers, workforce development staff, housing staff working on employment issues, and others who are part of an integrated support services strategy aimed at serving chronically homeless people. Out of respect for the busy nature of providing direct services, and understanding that assistance for direct service providers is most useful if it is presented in a simple, “easy-to-use” manner, the guidebook is structured to allow the reader to obtain information with minimal effort. Since the chapters are not written in a developmental sequence, with one chapter depending on another, users can directly utilize any individual chapter or tool in either the hard copy or electronic versions of the guidebook.

Whether new to this work or seasoned staff in the fields of employment services, supportive housing, or shelter services, we expect this guidebook will prove useful. You will gain knowledge and access to tools that will help you provide the best possible job retention services to homeless job seekers or workers facing numerous barriers to employment. The tools and related suggestions for practice can be used in their current form or adapted to address the unique employment retention needs of different homeless sub-populations. The information and tools in *Keeping Up the Good Work* were reviewed by over fifty practitioners in the field, and, therefore, this resource includes their valuable insights and contributions as well.

This guidebook is also intended to support direct services staff working in the homeless assistance, supportive housing, workforce development and mental health systems who want to

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provide integrated job retention services for chronically homeless people. The services offered by each system are often necessary for success and must be well-coordinated for employees who have histories of homelessness, disabilities or other barriers that may shorten, or in anyway threaten, labor force attachment.

The overall goal of *Keeping Up the Good Work* is to improve job retention among tenants of supportive housing, residents of homeless shelters and those on the streets. By using the information and tools in the guidebook, practitioners can equip themselves to:

- intervene with job seekers and workers, using job-keeping strategies that produce results;
- create a job retention culture in their programs;
- address the impact of substance use relapses, psychiatric episodes and other triggers, that might result in negative consequences for employment;
- adopt job retention practices that benefit both employees and employers; and
- develop job retention plans with each job seeker, promoting housing retention, behavioral health and employment stability.

These objectives are supported by the content of the guidebook. Through reading the material in the text and using the exercises and tools with job seekers and workers, practitioners will be more likely to improve the labor force attachment of homeless and formerly homeless individuals.

The authors hope this guidebook assists practitioners in diverse systems to understand why integrated approaches to job retention are necessary, when services for job retention begin, and how they can be the most effective in supporting workers. Simply put, it is about developing a *job retention culture*. The preparation of this guidebook benefited from the experience and knowledge of many practitioners in the field, including the US DOL-HUD pilot initiative to End Chronic Homelessness Through Employment and Housing. The diligent and tenacious work that staff in these communities undertake to help homeless and formerly homeless people stay employed is represented in this compilation. Everyday, these staff persons go to their jobs dedicated to improving the lives of individuals who are homeless and living with disabilities and/or other barriers to employment. Without their contributions this guidebook would be an inferior product.

**Overview of Guidebook**

*Keeping Up the Good Work* begins with the rationale for job retention services, and the principles, methods and tools practitioners can use when assisting workers to remain employed. We provide guidance on assisting job seekers to create a job retention plan even before placement in a job occurs. The emphasis is on defining triggers, barriers and potential relapse issues honestly in this plan, so that the worker can ideally anticipate a response to job threatening situations before they arise. It also discusses why job retention is important, how it needs to be offered as an ongoing service, not just immediately after securing employment. The different core elements of an effective job retention plan are identified and described. The guide would be incomplete without a chapter devoted to working effectively with employers and, therefore, we included information about interventions with employers. This daunting task is approached from
the perspective of creating a relationship between the worker, the job retention service provider, and the employer and is presented as a positive experience for all three parties.

It is important for practitioners to think about “labor force attachment” —the idea of remaining employed over time at a certain level of work hours and continuously looking for work in between jobs—and, therefore, we discuss employment retention as the priority and the chief aim of the guidebook. Helping workers spend more time working during more of the calendar year is the central goal for practitioner interventions. For some workers that may mean maintaining a continuous relationship with the same employer; for others it means transitioning from one employer to the next, with the least amount of unemployment. Lastly, career advancement is presented as another aspect of job retention, with the underlying belief that workers will remain attached to the labor force if job satisfaction, on-the-job performance, planning and growth are central features of practitioner assistance to workers. Career advancement refers to a pathway of sequenced jobs in an industry offering the opportunity for more satisfying work, and a step-up to better pay and benefits. Workers achieve career advancement chiefly by acquiring new skills and recognition of their performance or mastery at a particular job position. Career advancement, including raises and promotions, are important to successful labor force attachment.

Throughout *Keeping Up the Good Work*, the prevailing principle is to plan for challenges before they arise, so that adequate supports and potential action steps can be rapidly mobilized. We seek to improve practitioner and worker foresight, not hindsight; and to be more proactive than reactive. Job seekers and workers themselves should identify not only what might cause them difficulty at work, but also how they prefer to be helped by practitioners. It is our belief that if job seekers plan together with their employment specialists, case managers and clinicians, they can effectively resolve the inherent difficulties likely to be encountered on the job. Through person-centered advanced planning, workers will have the best possibility of retaining employment and truly rebuilding greater self-sufficiency in their lives.

**Structure of Guidebook**

*Keeping Up the Good Work* is divided into eight chapters. Each chapter is structured with an introduction, description of key ideas for the chapter topic, text boxes that summarize key principles, suggested interventions, related tools and a summary. The guidebook ends with three appendices: a description of the U.S. Departments of Labor and Housing and Urban Development initiative and their grantees; a list of job retention resources for the reader; and the authors’ acknowledgement to contributors to *Keeping Up the Good Work*. The content of the chapters can stand alone and thus, users can go read the chapter that most interests them first. If they are confident it the use of a particular tool, users can go use the tools without reading the respective chapter.

Chapter One: *Introduction and Overview of Guidebook*, describes the overall intent of this guidebook, how it is structured and brief suggestions to practitioners about how to best locate and use the contents.
Chapter Two: Why Job Retention Services Are Necessary, describes the general employment needs of chronically homeless people, based on research evidences as well as observation from practitioners in the field. It includes a discussion about why job retention services, as well as the sub-categories of “Labor Force Attachment” and “Career Advancement” services, are important and needed by workers with histories of homelessness. Users will find two tools – one that is a good handout to job seekers and workers to insure job success; the second is an exercise practitioners can conduct with workers and job-seekers to analyze typical workplace scenarios that could jeopardize job retention.

Chapter Three: Planning for Job Retention, prepares you to work with job seekers as thoroughly as possible, to plan for job retention, labor force attachment and career advancement, beginning at intake or enrollment and continuing through job changes. This chapter reinforces practitioner behaviors designed to assist job seekers to know the challenges, triggers, and other barriers that will arise on the job and how relevant they are to individual job seekers. Anticipation of threats to job retention can improve worker confidence and makes planning for these risks a positive part of the employment process, rather than something that is dreaded. The two tools in this Chapter focus on job retention risk management strategies that can be used to bolster worker efforts to keep their jobs.

Chapter Four: Implementing Job Retention Focused Services – for Employment Staff, emphasizes why certain strategies and interventions may be helpful, and describes how to do them. This theme of effective intervention is continued through the next three chapters, focusing on different topics. There are four intervention tools in this chapter. The first is a job placement and retention plan; the second is a group exercise on work related triggers; the third and fourth tools build awareness and experience with teamwork exercises.

Chapter Five: Implementing Job Retention-Focused Services – for Case Management Staff, discusses how traditional case management services can and should be integrated as part of the overall job retention process. Although this chapter targets a particular discipline, staff from different disciplines must work together to prepare and implement a job retention plan with job seekers and workers. There are seven tools in the Chapter, ranging from information to help a job seeker consider budgeting issues with earned income to planning for potential relapses and managing other crises.

Chapter Six: Promoting a Win for Employers, is about effective strategies to use when intervening with employers on behalf of a particular worker or prospective worker. This section covers workplace accommodations in response to disability, as well as ideas for how to support employers when they hire job seekers with extensive chronic homeless experiences and/or substance use issues. There are six tools in this Chapter, from the Job Accommodation Network, that will help improve employer understanding of certain worker disabilities or issues.

Chapter Seven: Supporting People to Grow and Advance in Their Vocation, covers basic elements of labor force attachment and career advancement services are addressed. Once again, the emphasis is on planning for these from the beginning, so that workers do no think that their first job or first reconnection to the labor force is the end, but rather as a step down a road where other job opportunities will present themselves. The message to practitioners is that they need to
help job seekers and the newly employed understand that their present job is not simply a means to address immediate needs, but is part of a long-term endeavor that will reflect changes in both job and life’s circumstances over time. Four tools in this chapter may help practitioners prepare job seekers or workers to take stock of their abilities and planning long-term employment goals.

Chapter Eight: Conclusion, offers a summary of the highlights of this guidebook and suggests next steps for practitioners.

Keeping Up the Good Work is available online at the website for the Chronic Homelessness Employment Technical Assistance Center, hosted by the Corporation for Supportive Housing at www.csh.org/cheta. This material is for public benefit and may be used freely. We request that any use or reproduction of the materials utilize the appropriate citation.
Chapter 2 – Why Job Retention Services are Necessary

Introduction

In this chapter we explore the key reasons why targeted services are necessary – to keep a job, to maintain employment, and to get a better job. The services to address these objectives are called job retention, labor force attachment, and career advancement, respectively. A basic premise of this guidebook is that employment is an integral element to ending chronic homelessness, benefiting individuals with increased income as well as society, in terms of decreased reliance on public supports. People need to earn an income. Earning income is a behavior that one has control over and a resource that supportive services can impact. This means as a worker or employed person, you always have the potential to increase (or decrease) your income. Service systems can also modulate job support services to match the intensity of service needed by workers with disabilities. Work is a life activity that brings with it not only money, but social relationships, a sense of belonging and improved self-esteem. These intrinsic effects of working frequently compound to enhance the outcomes of clinical care and housing. Housing and clinical supports are equally important, and our intent in this guidebook is to lead practitioners through the mix of employment, housing and case management as an integrated strategy to achieve stability and greater self-sufficiency.

For non-disabled, housed workers, the length of time a worker remains with the same employer increases with the age at which the worker began the job. Of jobs that workers began when they were ages 18 to 21, 73 percent ended in less than a year and 95 percent ended in fewer than 5 years. Among jobs started by workers when they were ages 36 to 40, 36 percent ended in less than a year and 72 percent ended in fewer than 5 years. We do not have specific information about the effects of age on homeless or formerly homeless workers. For some vulnerable populations we do know a bit more. For example, people with mental illnesses who maintain their employment efforts seem to work longer at fewer jobs and gradually regain their stake in the labor force.

When working with homeless job seekers or people who have multiple barriers to employment, it is imperative to plan for retention from the beginning of the employment search. It is equally important to integrate individualized, personal strategies into a job retention plan, so that the newly hired worker feels supported and prepared to retain a job and to face the numerous challenges that will arise. There is also evidence that shows a relationship between health and

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housing, which are likely to impact job retention. There is a strong correlation between a person’s housing status and her or his recovery from substance abuse. A person who has stable housing is significantly more likely to maintain her or his sobriety than someone who is temporarily housed or chronically homeless. In another study, three out of four homeless mothers showed a lifetime drug use disorder, mental disorder, or both. In reviewing different programs that offer job retention services – especially when linked with supportive housing – and looking at data regarding workers who are successful in retaining employment, the presence of these services and supports is a consistent factor associated with favorable results.

**Primary Concepts of Job Retention**

Let’s begin by addressing the question “what do we need to consider to assist people who are or have been homeless retain employment?” Formerly homeless people who are working often need extensive supports to assist them to stay connected to the workforce, whether in the same or different job. There is some debate in the psychiatric vocational rehabilitation field whether such support is best provided by professional staff at a workers job site or if it is more valuable for mentally ill job seekers to learn how to manage the work environment without such direct on-site assistance. Nonetheless, addressing the numerous personal challenges that arise at, or outside of, the workplace is a key element of providing adequate job retention support. Until we have more research on the topic to inform the practice, each program must determine where that support may best take place.

The key point is that most individuals who have experienced homelessness, including those with special needs (such as mental illness and multiple barriers), do want to work. Unfortunately, absent services and supports, fewer maintain their employment over long time periods and therefore do not earn enough to support themselves in housing, or to compensate for the loss of benefits (SSI, SSDI) that may have been a safety net during the time of unemployment. When

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6 Dr. Stefan Kertesz, et. al: Homeless Chronicity and Health-Related Quality of Life Trajectories Among Adults With Addictions, Medical Care, American Public Health Association, June 2005.


adequate supports and planning are in place from the beginning of the job seeking process, practitioners can enhance the likelihood of these workers finding and retaining employment in a positive, productive manner.

In order to provide adequate supports and develop a suitable job retention plan, it is helpful to have a better understanding how employers view homeless populations as well as opinions among the general public, potential co-workers, and even colleagues providing supportive services.

Measuring Employment Success

Homeless job seekers and people with disabilities enter employment at different rates and in a manner different from populations that do not share these features. Nonetheless, the desire for employment is a common pursuit.

The workforce investment system (funded by the Workforce Investment Act or “WIA”), State Vocational Rehabilitation, U.S. Department of Housing and Urban Development (“HUD”), and the Substance Abuse and Mental Health Services Administration (“SAMHSA”) all measure the outcomes for these activities in different ways. However, these systems do share the common theme: that services should lead to an employment outcome. For example:

- Successful job retention under the WIA common performance measures is not simply holding a job for 6 months. Employment retention is measured by calculating, for those who are employed in the first quarter after program exit, the number of adult workers who are employed in both the second and third quarters after program exit;
- In the Vocational Rehabilitation system, a worker is considered successful if they worked at the same job continuously for 90 days, preferably at the rate of 20 hours per week or more;
- In its Government Program Reporting Act (GPRA) requirement, HUD measures the success of Continuum of Care grantees by the number of people who exit a funded program with employment. HUD’s national goal is 18 percent of those who exit should be employed, but “employment” is not defined; and
- SAMHSA’s Action Plan for Homelessness annually measures the increase in percentage of homeless persons who obtain and maintain employment, as measured from entry to 6-month follow-up after exit from an episode of care.

These outcome measurements vary between programs and funding sources. Local or state jurisdiction may impose additional measures of employment, especially for services funded with their dollars. Thus, it is crucial for a service provider to understand the different program terms and how they apply to their work. Working across systems makes it vitally important that everyone work with the same expectations and understandings of basic concepts. Caution should be exercised when reporting employment outcomes to funders, as well as the general public, to reduce confusion and misunderstanding when promoting your employment services, clear explanations of the exact measures should be provided.

Some Sample Entered Employment and Retention Rates

The list below provides a snapshot of entered employment and retention rates amongst homeless people who receive retention services from providers:

- 65% of the homeless job seekers at Impact Employment Services obtained and maintained employment for at least 3 months\textsuperscript{12}
- 47% of chronically homeless adults entered employment\textsuperscript{13}
- 55% of people with serious mental illness entered employment in the EIDP study\textsuperscript{14}
- 75% of homeless individuals participate in a job readiness/self job search model\textsuperscript{15}
- 36% of homeless job seekers in 65 communities entered the labor force\textsuperscript{16}
- 49% of homeless job seekers entered employment through a hospitality industry initiative\textsuperscript{17}

Given the number of homeless persons who are seeking and entering employment, as evidenced by the above rates, there is a clear need for better retention services and to bring retention services to scale to meet the challenge that individuals have in sustaining employment over time. Some of this is the natural cycle of transition that homeless people experience, but in many cases these rates can be improved in your program by offering better retention services. Minimally, this could include more frequent contact with the worker as well as the employer, more targeted attention on job retention and planning for it in advance, assisting the worker to consciously pay attention to triggers and personal barriers stimulated at the workplace, and placing greater emphasis on addressing relapse issues in the context of the work environment. Overall retention rates for people with special needs may still be lower than for other populations, but consistent, responsive job retention services play an integral role in improving them.

Something to remember: when employers were asked what they needed most from employment services staff in order to promote successful placements with chronically homeless job seekers, the primary need identified was to have consistent, predictable and regular contact with the employment specialist or case manager, and to know these helpers are accessible to the employer and employee when a situation arises.

\textsuperscript{12} IMPACT Employment Services, Boston, MA. \url{www.endhomelessness.org/best/IMPACT.htm} downloaded 5/26/06.
\textsuperscript{14} See \url{http://www.psych.uic.edu/eidp/}.
\textsuperscript{15} Reported from Tori Lyon, Exec Director of Jericho Project at Supportive Housing Network of New York conference June 1, 2006. Also see \url{www.jerichoproject.org}.
\textsuperscript{17} Targeting Employment and Job Retention for Individuals who are Homeless. Research Brief. Boston University, Sargent College of Health and Rehabilitation Sciences. Norma C. Hursch, ScD, and Community Work Services, Inc., William T. McCarriston, Jr., EdD. Downloaded on 5-24-06 from \url{www.people.bu.edu/nhursh/research1.htm}.
Do Homeless People Want Employment?

- Employment is a primary need for homeless individuals; many state that lack of employment is a major factor in their homelessness.
- Employment-related services are the most frequently cited unmet need in surveys of homeless people.
- Employment and other vocational activities are often the primary reason that people remain stable after ending experience of homelessness.
- Absent employment once housed, tenant idleness is a concern.
- Once employed, many workers request and require sustained job retention services.
- It is important to work with workers to understand that getting a first job is a part of a process that can and will lead to loftier goals.

Are Homeless People “Work Shirkers”?

There is often public debate about whether homeless people are interested in employment or whether employment is central to ending their homelessness. In answer to the question posed above (are homeless people work shirkers?), the research evidence responds with a resounding “No”. The information available supports the premise that homeless people generally do desire employment and that employment it is necessary to reduce the incidence of homelessness. If given the right employment services and supports, homeless people can substantially increase their work activity. In addition to wanting employment, many service providers, academics and policy experts, as well as individuals who are or have been homeless, view employment as a key factor in ending one’s experience of homelessness, as well as offsetting the possibility, and negative impact, of idleness that can occur after moving into permanent housing without a work-ordered day. Experience demonstrates that homeless people are motivated to work, often have diverse work histories, have many gifts and talents, and also have different barriers that make sustaining work difficult. Some individual job seekers may be able to obtain employment with little difficulty due to his/her qualifications or work history, and yet may face significant barriers once employed. Providing responsive, individualized job retention services is necessary to address the full dimension of challenges facing newly hired workers in the labor force.

Job retention should be ‘everybody’s business.’ As part of an integrated team strategy, this includes staff across the housing, health care, corrections and employment disciplines, as well as the job seeker. We’ll discuss integrated teams in detail later on in the guidebook. In brief, these disciplines should form a functional team with expertise in the areas of relapse prevention and other treatment services, assistance with benefits and money management issues, knowledge of legal and health services in the community, housing retention, and access to diverse vocational and educational opportunities.

Stereotyping and stigma can pose challenges to the case manager and employment specialist in their efforts to implement a cross-discipline job retention plan. Subtle, and sometimes not-so-subtle, employer practices can creep into hiring and retention decisions. Methods for countering inhibiting factors, including employer and co-worker perceptions, must be considered in the job retention plan. Hand and Tryssenaar’s exploration of beliefs, concerns and willingness to hire a person with mental illness is instructive. Among employer and practitioner views, the following deeply held perceptions were noted:

- Doubts that this group of people want to work or are able to obtain a job
- Cultural biases/stereotypes that perpetuate marginalization of homeless people
- Questions about the motivation, capabilities and reliability of the population
- Concerns about how workers will integrate into the workplace
- Misconceptions about appearance and personal presentation that feed biases
- Personal doubts and fears from the workers about own capabilities
- Working with employers to learn that with the proper supports, people moving from homelessness can be very productive contributors in the workplace.

In addition to these biases, the newly hired worker may have personal challenges to overcome, including special needs, disabilities, and skill or educational deficits. Additionally, the traumatic experience of homelessness means people need to cope with that experience and related memories. The stress of building a worklife in the labor market can trigger thoughts about these past experiences. Case managers and employment specialists would do well to consider whether job seeker stress stems from the job-getting and -keeping tasks, or if there is a significant component attributable to many years of negative experiences. These experiences may have been abusive, filled with judgment and scrutiny, and often involved rejection and the feeling of being marginalized as a homeless person. This is often true if the worker has challenges with literacy, mental illness, substance use, learning disabilities, or other factors that can seriously impact one’s ability to function and perform according to external rules and structure.

Staff and worker should work together to navigate the employment process. Such partnership seeks to build self-esteem, self-confidence, and the personal skills and commitment needed to pursue, obtain and keep work. This includes identifying potential experiences of work that are positive and reaffirming for the job seeker. Staff interventions can foster vocational change, assisting would be job seekers from pre-contemplation through performing the necessary action steps to secure a job, as well as to prevent relapse and loss of employment. Building job seeker commitment to change and planning for retention and advancement begins right from the start.

When thinking about job retention services, service providers are encouraged to reflect on the job seeker’s values and the life that he/she desires. The approach is individualized, person-centered and responsive to the individual. In programs with a strong job retention culture, the staff encourage job seekers to think about job retention and plan for it before starting work so that the potential barriers are consciously addressed from the beginning of employment.

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Employment Retention, Labor Force Attachment and Career Advancement

- Employment Retention: keeping a specific job with a specific company; working towards a job that is a good match for the individual
- Labor Force Attachment: staying employed in the workforce over time; and gaining skills, experience and positions that increasingly meet the individual’s needs
- Career Advancement: getting a better job
  - Higher wages
  - employer-provided benefits
  - regular hours or full-time status
  - more consistent with personal interests and job goals

We are looking at “job retention” in 3 different contexts:

1) **Employment retention**: keeping a certain job, and coping with barriers, challenges and issues that arise and are a negative influence; and

2) **Labor force attachment**: working towards an unbroken employment track record. That means understanding that job changes can be a positive way to meet personal vocational goals, but quitting jobs without other options in place can be counterproductive; and

3) **Career advancement**: where workers actively pursue jobs within the same workplace, or new workplace in the same industry, to use new skills, improve compensation levels and benefits, and better meet their long-term work interests.

Each of these may require different interventions and levels of support, but they share the common goal: to help workers stay engaged in employment activity and reap the rewards that come from being employed.
When working with this population, we often hear different versions of why there are problems in the workplace, from the employee and the employer. Miscommunication, not really ‘hearing’ what others have to say, preconceptions, unclear directions, defensiveness, and past history of rejection all can underlie the reasons workers give for job loss. Employers may not see these ‘symptoms’ and react according to the workplace standards they expect to be followed.

Both may be right. The retention staff’s job is to work with workers to help them understand how their own workplace behavior affects their ability to keep a job. Part of the process is to validate how the worker perceives their own behavior, and to also help him understand why the employer may see things differently. Retention staff need to consider the employer’s needs. Employers need to get work done and make money. A job is not a charitable event and staff should not expect the employer to act as a social worker.

It is also important for the newly hired worker to not only accept constructive criticism and feedback from the employer, but to also learn from it. Employers expect workers to change
negative behaviors and are often willing to support changes to improve productivity or teamwork. Case managers and employment specialists may be a source of information on the best ways to offer job performance feedback to the homeless, or formerly homeless, worker and to identify issues that need attention, solicit their opinions, and arrive at the best solution to a workplace problem.

Suggested Interventions:

• Approach job retention issues in an integrated manner whenever possible; involve clinical treatment, housing, case management and other staff as part of the job retention support team for any given individual.

• Plan for retention and advancement from the beginning, with the job seeker and the integrated team involved in all discussions.

• It is important to help workers differentiate between real issues that are arising on the job and perceived problems that may stem from the worker’s fear of being judged or marginalized.

• If there is a real issue, the role of the retention staff is to help the worker understand how to work with supervisor and co-workers to address the actual issue, and continue functioning as a member of the workplace team.

• People transitioning from homelessness may have difficulty in accepting direction from others and supporting the decisions of others in positions of authority. Thus it is important for staff who are providing job retention support to create tools and exercises that teach the worker how to be more comfortable with accepting directions or directives.

• Staff should work with workers to understand how to reconcile past attitudes toward persons in authority or generally being told what to do. Some common ways of doing this are to anticipate different types of situations, practice how to recognize and cope with these attitudes when they arise, and develop personal strategies to use when these “old” attitudes have potential impact on a work situation.

• Staff can anticipate that many workers will need support in learning how to adapt to having a schedule that is governed by someone else; to be respectful of timelines that are developed by someone else; and to integrate lessons learned from life on the street into useful job skills. By planning for these situations in advance, many serious problems at the workplace can be avoided.

• If the worker is feeling that coworkers don’t like him, or that the boss is being unfair, staff need to explore and define what is causing the worker to feel this way. This feeling may be based on real experiences, or may be part of a lingering perception of feeling marginalized or “different”, common amongst individuals experiencing homelessness.

• If the employer feels that the worker is not working quickly enough or not fitting into the team, it is important to ensure that the worker understands this concern. Staff can assist the worker to prepare a plan for approaching the employer and requesting clarification and feedback about what tasks need to be done differently, as well as how to perform them more quickly.

• By working with workers to clarify job expectations with one’s supervisor at a job site early in the employment experience, the chances for the worker being effective and successful at the job improve significantly.
• Work with the worker to deal with problem situations early; using proactive requests for assistance from one’s supervisor demonstrates self-initiative and gives the worker the chance to talk directly with the employer in a positive way.

• Staff can help workers develop insight into how others may view a troublesome situation. An important job retention survival tool is developing the fine art and skill of compromise as well as appreciating different perspectives and points of view.

• It is important to discuss how the viewpoints of the employer and co-worker may also be different. The worker’s goal in this process is to learn how each viewpoint is valid and needs to be given consideration and respect.

• Promoting this dialogue with the worker and supporting him/her to have it with the co-worker, employer and staff will help with making communication more direct and clear

**Conclusion**

In order to address the high incidence of chronic homelessness in this country, significant resources are needed, with an emphasis on affordable housing, effective support systems for individuals, and comprehensive employment and job retention services that encourage people to overcome fears and barriers to pursue appropriate jobs. There is ample evidence to support the claim that homeless people do want to work, are able to work, especially if they have access to adequate supports. The majority of homeless individuals, when asked about their employment, believe that a job will be a key factor in ending their own cycles of homelessness.

At the same time, it is frequently true that individuals placed in employment have diverse challenges once on the job. In order to ensure long-term connections to the labor force, responsive and flexible job retention services and resources are needed. These are provided by a cadre of helpers including case managers, employment specialists, substance abuse counselors, mental health clinicians and supportive housing staff, including property managers.
**Tool 2-1 Tips for Success**

This tool offers some general tips and principles for workers that are useful to have with them as a reminder of the practices that can lead to success. These tips are also useful to discuss in a group setting and to use as a foundation for creating the group’s own “Tips for Success”. This tool is included as an example of a simple, easy-to-use support that can be of real assistance to the worker.

Job retention services are necessary, but often under-funded. If funded, job retention services are often funded for minimal amounts of time once a worker has been placed – the most typical timeframes range from 30-90 days. Yet we know from experience that people often need services for much longer periods of time.

In this training we are encouraging employment and case management staff to think about job retention in a different way, in which services are viewed as part of a continuum. It is helpful to think about it as the next step in a sequence of services, as an integral support to assisting an individual to end his/her personal cycle of homelessness, and as a crucial component of reducing poverty for individuals as well as the overall homeless population.

**Tool 2-2 Group Exercise on Maintaining Employment**

This exercise promotes group discussion of the typical challenges that arise at the workplace, how these situations can become problematic, and what types of actions can be taken to resolve or prevent these situations. The exercise also encourages peers to get together and share different ideas and solutions for achieving job retention.
The following tips will help you to be successful at any job.

1. Review personnel policies and make sure you know and follow the employer’s rules.

2. Arrive on time for work. If you’re running late, call.

3. Look for ways a job can be done instead of reasons why it can’t be done.

4. If a project seems too difficult or complicated, break it into several steps. Reward yourself each time you complete a step.

5. Ask yourself if the work you are doing is getting you where you want to go in life. If not, consider looking for a different position within the same company or moving to a new company.

6. When you leave a company, leave on a positive note.

7. Ask your supervisor to rate your performance every month or two, rather than twice a year. This will give you a clear idea of how you are doing.

8. Never assume it’s okay to swear, even if others do.

9. When your supervisor suggests a change, try it. If it doesn’t work, you can always suggest going back to the old way.

10. Never say anything at work you wouldn’t want your co-workers or supervisor to hear.

11. Don’t borrow money from your co-workers.

12. If you believe you are a victim of sexual, racial, age or religious discrimination or abuse, tell your supervisor. If your supervisor won’t or can’t help you, tell the next person up the line of command.

13. Break down your yearly goals into monthly, weekly and daily goals. Review your goals every day and check that you are making progress toward accomplishing them.

14. Try not to be sick on Fridays or Mondays. No one will believe you.

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15. Don’t let things build up. If you have a problem with a co-worker, talk about it and find a solution that works for both of you.

16. Don’t date someone you work with. You can get distracted from your work and, if the relationship ends, it will be especially difficult to deal with.

17. Take notes when your supervisor gives you instructions. Ask your supervisor to slow down and repeat anything that you missed or did not understand.

18. If you don’t have anything to do, find something.

19. Look for ways to save your manager and your company time and money.

20. When you tell your supervisor about a problem, have a few solutions to suggest.
The following group exercise involves job seekers reading and analyzing typical scenarios that represent common issues for new workers.

**Instructions**
To use this exercise in a workshop, place the workers into groups of three or four. Give each group a copy of the scenarios from part one. Ask the groups to brainstorm ideas for handling each situation as well as the consequences of the suggested responses. Then, using the possible answers provided in part two of this document as a guide, lead the entire class in a discussion of each group’s ideas.

**Part 1: Scenarios**

A. **Maintain confidentiality**
Tom’s work schedule has been changed and he will have to report to work at 8:00 a.m. (instead of 8:30). Tom needs to pick up his methadone once a week and the earliest he can do this is at 7:30 a.m. It will be impossible for him to get his methadone and get to work on time. Tom’s supervisor does not know he is on methadone, and Tom does not want to tell him.

B. **Asking for help**
Jean was hired as a receptionist for a large photocopy supply company and her main responsibility is handling the switchboard. In her employment interview, Jean said that she had more switchboard experience than she really has. She is now having trouble operating the switchboard but she’s afraid to admit it to her boss.

C. **Staying sober and being social**
Peter enjoys his job. He gets along well with his co-workers and they have begun to invite Peter to parties and activities after work. Peter would like to accept these invitations and remain friendly with his co-workers, but he is a recovering alcoholic. Peter is worried about handling the alcohol that may be available at these gatherings. In addition, he attends meetings after work to help him stay sober. If Peter hangs out with his co-workers after work, he will miss these meetings.

D. **Flexibility and perspective**
Ron was hired as an inventory/stock clerk in a stationery store. Since he began his job, some people have been laid off because the store is not making enough money. Ron has been told that, as a result, the company expects him to help in the shipping department after he completes his assigned tasks. Although Ron admits that he does not have a full day’s work at the moment, he resents his new assignment and thinks the boss is taking advantage of him.

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E. Setting boundaries and saying no
During the past two years that Margaret has worked for this company, her supervisor and co-workers have occasionally asked her to help them with projects. At first, she didn’t mind the additional work and she felt good to be needed. Now, however, the situation has gotten out of hand and Margaret is finding that they call on her so often she has trouble completing her assigned work.

Part II: Possible Responses

A. Maintaining confidentiality
1. Tom can request that his methadone program put him on a take-home schedule.
2. Tom can try to locate a methadone program closer to his job where he can make a morning pick-up and still arrive at work on time. Or, he can locate a program that he can go to after work. Tom can also try to locate a methadone program that opens earlier than his current program.
3. Tom can ask his supervisor if he can arrive at 8:30 a.m. one day a week and in return work an extra half an hour at the end of the day.

B. Asking for help
1. Jean can tell the supervisor that this switchboard is different from the one she had used previously and that she would appreciate it if someone (preferably the supervisor) would give her instructions so she does not make any mistakes.
2. Jean can make sure that she asks questions, pays careful attention and takes notes. Once she begins work at the switchboard, she should ask questions about what she doesn’t understand.

C. Staying sober and being social
1. Peter can join his co-workers for activities that do not include alcohol or suggest alternate activities.
2. Peter can suggest activities that do not take place at the same time as his meetings.

D. Flexibility and perspective
1. Ron can talk to his boss and clarify how these new responsibilities will impact his current job. He can then ask the boss how to schedule each assignment so that he is able to complete all of the work during his scheduled hours.
2. Ron can discuss the way he feels with his job coach to get other perspectives and avoid building up resentment.

E. Setting boundaries and saying no
1. Margaret can limit taking on additional responsibilities and explain that she will help out when her own work is completed.
2. Margaret can set limits by stating when she is available to do extra work and when she is not.
Choose a job you love, and you will never have to work a day in your life.
Confucius

Chapter 3 – Planning for Job Retention

Introduction

This chapter helps staff and program managers to understand why job retention services for homeless individuals are vital, and how to work with workers to plan for and think about job retention as part of the overall employment process. In many homeless and workforce programs, job retention services are listed as an available resource, but are often an “afterthought” or not seen as a core service and goal embraced by the full program staff, as well as management. Job retention is also something that many workers may have trouble thinking about in early phases of the employment process, since much of their attention may be focused on getting a job quickly, to have more income or something to do.

Nonetheless, it is recommended that all discussions about employment include in-depth references to job retention, career attachment and career advancement goals so that the worker includes these conversations in defining his/her overall employment goals.

The most important principle of job retention is for outreach and contact to continue during placement and after the job seeker is working. Developing and sustaining the relationship between the staff, worker and employer during placement and throughout job retention support is strong insurance towards the worker retaining a certain job and/or continuing with overall competitive employment. Unless there are consistent and scheduled check-ins with workers--with, at a minimum, regular formal reviews at 30, 60 and 90 days as well as beyond this time--workers may feel isolated and unsupported. By maintaining regular contact and offering ongoing and responsive support, potential challenges and problems that impact job retention can usually be overcome.

Job retention services should be made available for as long as the worker is requesting them. Addressing barriers and other long-term job retention issues takes considerable time, often years, so planning for and funding these services should be thought of as a permanent element of homeless, workforce and housing programs.
Logistical challenges for workers that can impact job retention

- Obtaining proper attire and tools for a job until a regular income is established
- Affording other aspects of the job, such as health exams, transportation, laundry or dry cleaning, personal care and meals
- Telephone service or another means for the worker and employer to communicate
- Obtaining initial accommodations at the workplace, if needed
- Managing the workplace supervisors in the event of the worker’s illness, lateness or other personal emergency
- Having and maintaining adequate permanent housing that supports remaining employed

Primary Concepts of Planning for Job Retention

According to one corollary of Murphy’s Law – *if everything seems to be going well, you have obviously overlooked something*. Job retention planning won’t cover every possible or inevitable event that threatens a workers continued employment, but we can manage retention risks by planning for the risk factors that are known. No doubt, reading the list above, you would agree that these are routine circumstances applicable to most job seekers. Indeed, employment specialists, case managers and others who want to boost job retention results should consider how these and the following factors are addressed in a coordinated team effort with the newly hired worker.

- Assisting the worker to learn the “culture and cues” of the workplace.
- Assisting with learning how to comply with a structured schedule.
- Supporting the worker to learn appropriate behavior for the particular workplace (general behavior as well as specific to a certain work environment).
- Supporting the worker to make the psychological (and material) transition from being homeless and having limited daily responsibilities to others to the new lifestyle of having a set schedule and working.
- Working with the worker to effectively manage debts, child support payments, back taxes, fines, etc., and assessing their affect on disposable income.
- Teaching the worker how to adapt to having a personal space that is secure and safe for possessions, and to effectively share such a space that is still regarded as “personal” in a workplace. This can be a difficult lesson for someone who has learned to survive by keeping all possessions on his/her person at all times.
- Learning how to perform basic work practices such as operating office equipment, creating and using voice mail, creating an email account, following proper email “etiquette” and basic knowledge of using a computer.
- Understanding written directions such as Personnel Policies of the workplace; and knowing how to judge the general ambience of the work environment (i.e., observing dress codes, determining appropriate language, seeing how often people take breaks or have casual conversations with each other, etc.).
- Observing and responding appropriately to workplace politics and avoiding conflicts.
- Determining how wages can change rent payment amounts, budgeting to meet work and household expenses, establishing a checking account (automatic deposit, ATM card use) or other place to cash paychecks.
- Identifying other work-related supports that are needed by the individual worker

### The “hidden” challenges for homeless workers

- Trauma is an experience for many people who are or have been homeless, either experienced prior to, and/or during, their homelessness.
- Homelessness creates a survival mentality, and may limit one’s ability to feel safe, experience privacy, and feel a strong sense of well-being.
- The experience of homelessness often leads individuals to need immediate gratification, stemming from the ongoing struggles of daily survival.
- Homelessness is an experience of being marginalized, oppressed and viewed with bias and prejudice.
- Many individuals who experience homelessness feel judged, criticized and scrutinized.
- Experience of homelessness can lead to or exacerbate mental illness (such as anxiety or depression or substance use).

There are many “hidden” emotional impacts caused, or exacerbated by, the experience of homelessness. There are more than can be listed, and the amount of influence on the individual worker, in terms of job retention, is always different based on unique circumstances. Some important ones to remember are:

- The experience of loss—of housing, friends, family, spouses, freedom and possessions—when becoming homeless, institutionalized or incarcerated can create long-term emotional and psychological trauma
- Being in an unfamiliar environment or around strangers can create stress
- People who have been homeless may be defensive in the workplace if they feel judged, scrutinized, attacked or otherwise unsafe.
- People who have been homeless have experienced bias, prejudice, marginalization and oppression, and this can influence their behavior at work
- Homelessness can create long-term impacts on an individual’s ideas about privacy, personal space, safety and territory that can create issues in the workplace
- Transitioning out of homelessness requires a shift of mentality away from a focus on immediate needs, gratification, and survival, that is not conducive to effective task and goal planning
- Surviving when homeless may require the individual to focus on selfish needs, whereas working with others requires that individuals think as part of a team. This transition can be difficult and stressful for someone who has been homeless.
The principles and services described in the following section are intended to address these specific needs.

Think about how you might handle the following job retention scenario:

An individual who was homeless, on and off, for five years is now living in supportive housing. He has not totally adjusted to the demands of living in a community and being responsible for a home. His general affect around the housing is gruff, and he has not gotten to know many of his neighbors. He has also recently obtained a part-time job as a maintenance worker, and is enjoying the work. However, there are numerous complaints from his co-workers, as well as his supervisor, to his employment specialist that he is not very easy to work with, and the supervisor is requesting that the employment staff address these issues with him.

The primary issues that need addressing are:

- Poor hygiene that is annoying to others
- Unwillingness to work with others on certain tasks
- Only communication with others is gruff and rude

Suggested Interventions

- The most effective way to address hygiene issues is to bring up the topic directly and put it in the context of learning new ways of presenting oneself now that he is living indoors and has access to regular showers, etc. Make the conversation about expectations from typical workplaces rather than being a personal comment towards him.
- Explore specific reasons why hygiene may be an issue to determine if there are practical, logistical interventions that might occur easily. For example, many hygiene issues often stem from not having adequate access to clean clothes, shoes, etc., and can be remedied by a referral to a used clothing store, tokens to a laundry, etc. However, hygiene issues can also be indicative of deeper health and mental health issues.
- Involve the case manager in this conversation, since the hygiene issues are probably a problem in the housing as well and could be an indicator of other clinical issues.
- Approach the conversation about his unwillingness to work with others as part of the team in the context of the expectations of the job, and why they exist. Instead of focusing the conversation on working better with others, a useful tactic might be to elaborate on the full pressures that the employer faces in terms of having workers act as a team in order to perform tasks safely, to emphasize the value of teamwork in the context of making each person’s part of the work easier, and that one way to impress the employer and move upward is to make efforts to assist others with their parts of the task. The end result can be this individual being viewed as a “hero” or “stand-out” at the job without having to have a confrontation.
- A more confrontational way to address the situation, would be to appeal to his desire to keep the job since it is one of the most positive parts of his life, Thus, negotiate with him so that he decides to try and work better with others for at least two weeks, and see if his own attitude towards doing this changes during this time.
• **In terms of his communication style** which is experienced as gruff and rude by co-workers, one approach would be to try negotiating with him and challenging him to practice more friendly communication with his co-workers for the next week, and then discuss his own experience – was it overly challenging, was it pleasant, was it not satisfying at all, etc. Helping an individual develop insight about his behavior in the workplace and how it impacts judgment about his performance is an integral part of the job retention process.

• **Be sure to involve case management, and perhaps other clinical staff, in these conversations so that the ongoing development of his personal insight about these behaviors can be further supported in their own work with him.**

In researching the tools and programmatic issues for this Guidebook, some key differences emerged between the way employment services for people with special needs have been provided traditionally and the way provision of these services are currently being encouraged by public funding agencies, academics, and experienced practitioners in the field. These differences are highlighted below.

### Traditional Ways for Offering Job and Retention Services

- Work as therapy in residential treatment (substance use/mental health), with the focus on the treatment, not work, as an outcome.
- Sheltered work settings where contract piece work is frequently used to occupy and test job seeker capacity.
- Work seen as an adjunct or extra activity, secondary to some greater goal.
- Retention often means moving an individual to a different job rather than addressing the issues and challenges at current job.
- Work programs have work readiness criteria that often means those needing the most help are not included in employment services.
- A linear approach to employment services, where employment is sequenced in the recovery queue for an eventual later date after treatment goals are achieved, rather than integrating treatment and employment services as important concurrent activities.

Traditional employment service programs including the provision of job-retention services have usually focused on several primary elements:

- Program placement – into pre-employment settings that do not have real expectations of competitive workplace.
- Less emphasis on worker choice and more emphasis on following a predetermined, pre-structured vocational path.
- Staff, not the individual, are primarily responsible for identifying acceptable work settings for workers.
- People need to jump through a number of readiness hoops before they get help obtaining competitive employment.
Job retention focused more on keeping the (often) low-wage, entry level job rather than risking advancement or managing work and learning new skills simultaneously. Placing people into “protected” work settings that do not prepare people, or lead to, a pathway for a real work life. Workers must choose among a set group of vocational program options rather than having services customized to individual needs. Employment and job retention services have not been viewed as part of an overall integrated strategy to improve an individuals’ life.

New Strategies for Building a Job Retention Culture

More recently, job retention strategies and services are embracing evidenced based principles. This means that research and evaluation confirms the effectiveness of the strategy. The overall goal of “new” job retention services is to support the worker in whatever ways are needed to survive and thrive in the work setting, and to advance to other work responsibilities and settings as desired. The focus is on getting a job when an individual first requests work rather than sending the job seeker through a series of steps before placement occurs. In the past, these steps were sometime purposefully constructed to test the job seekers motivation for employment. For example, a vocational rehabilitation counselor would want to see if the job seeker really wants to work. So the counselor would make an 8:00 a.m. appointment, which meant the job seeker needed to get up at 5:00 a.m., to ride a bus for two hours in order to arrive on time. If the job seeker failed this test, services would be discontinued. Nowadays, this test is viewed as a way to whittle down caseloads, rather than helping a person with a disability access services needed to get a job.

Supported Employment (“SE”) is an evidence based practice (“EBP”). That means that the practices have been evaluated for effectiveness and a fidelity scale established for implementation as well as the cost impacts of adhering to high fidelity. SE promotes ‘zero exclusion’ from employment services, rapid access to competitive jobs, integrated team planning that includes an employment specialist, and ongoing time-unlimited support. This approach begins at the start of the vocational process, during discovery and job search process, and continues after a job seeker is employed. The job retention plan and resulting retention and growth services must be designed and delivered based on the individual needs and circumstances of the worker, and sustained for as long as is requested and needed, rather than for a predetermined amount of time.

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New Strategies for Building a Job Retention Culture

Supportive Housing Tenants and Homeless Job seekers and workers want and need:
- Meaningful, real work opportunities.
- Jobs in natural, mainstream work settings.
- Cross-systems service coordination to support job goals.
- Close coordination with employer.
- Focus on long-term career-planning for the individual from the beginning.
- Conscious attention paid to triggers.
- Person-centered planning.
- A job description that embraces and integrates personal disabilities into the tasks and responsibilities, and provides accommodation in order for positive performance to occur.
- Customized services and opportunities in all aspects of the employment process – workers need to be viewed as unique individuals, with unique needs, from the beginning point of contact.

Supported Employment principles that focus on customization:
- Integrate follow-along supports.
- Customized employment practices that extend from intake and engagement through assessment, job negotiation and job retention support.
- No one who wants to work is excluded.
- Evidence does not support exclusion on basis of diagnosis, previous work history, or symptom levels.
- There are no requirements for completing extensive pre-employment assessment and training or intermediate work experiences (like prevocational work units, transitional employment, or sheltered workshops).
- Support continues as long as consumer wants the assistance.
- Support is provided in the field to the worker – focus is on meeting the individual where they are at, not making them come to the service provider.
- Choices and decisions about work and support are individualized based on the person’s preferences, strengths, and experiences.
- Coordinated supports provided by all members of the integrated services team
- Assessments performed at the work-place to determine what real challenges exist.
An important element of the new approach to job retention also includes an emphasis on “customization” during every aspect of the employment plan. This includes determining short and long-term goals that reflect the unique goals of a specific worker, and subsequent negotiations with employers. It also includes job retention, workforce attachment and career advancement strategies that again reflect the specific needs of an individual worker.

Job retention should be considered an integral part of employment planning and, thus, included in an individual’s overall employment plan, one that is driven by personal interests, talents, and motivation. During this planning process, it may be helpful to pose the following questions to the job seeker, in order to reflect on how homelessness has impacted employability:

- What factors arising from a homeless lifestyle might interfere with retaining a job?
- Who would the job seeker like to include as members of his employment support team?
- What coping mechanisms for avoiding relapse might work for the worker based on his/her own experience and knowledge of own behavior patterns?

Members of the integrated services team all have a stake in helping people retain housing and jobs. Retention plan reviews should be an ongoing agenda item at team meetings. A comprehensive job retention plan may include: regular contact and support for the workers with clinical case management staff to address relapse issues; benefits or case management staff to plan for how benefits are impacted by employment; and ongoing discussions about training needs for overall career advancement with employment specialists. In order for the integrated services team to be most effective in supporting job retention with workers, especially within this new framework, it is helpful to think about the following principles:

- Job retention services can be viewed as an overall component of community-building.
- Job retention activities should be individualized and customized just like other services.
- The emphasis on the new approach to job retention is based on a belief that anyone can work with adequate supports.
- In this approach, disability is viewed as a situation or condition that can happen to anyone and which requires accommodation and responsive support, rather than as a situation or condition that results in the individual not being capable of productive activities. The American with Disabilities Act (ADA) gives legal backing to this view.
- Work with workers to identify how personal vocational and employment goals can be linked to mainstream employment services, such as the One Stop Career Centers, which provide services to all job seekers and additional support and resources to job-seekers with disabilities.
- Offer workers a full range of integrated services that have a goal of supporting employment as well as housing retention and overall personal stability.
- Focus on Person-Centered Planning, driven by the worker, rather than Staff-Driven Planning.
• Develop a job retention plan that evolves with the worker and is responsive to changing situations, rather than referring the worker from one program to another. Whenever possible, maintaining continuity of job retention services is important for most workers.

**New Understanding and Integration of “Hidden” Issues in Job Retention**

- Recognize and validate the fact that often people who have suffered many losses relinquish hope as a part of survival tactics
- Recognize the role of trauma in a worker’s own recovery
- Understanding how events in workplace can trigger traumatic experiences
- Recognize how past trauma can ignite triggers
- Job retention is based on building endurance and confidence for current and future jobs
- Understanding how productive activity is crucial in life
- Job duties/expectations and worksite need to be comfortable for worker

In continuing the discussion of how employment and retention services are now focused more on supporting workers to pursue personal employment goals, it is important for staff and workers to anticipate, acknowledge, and explore the emotional issues that often impact job retention. When individuals are homeless, as workers they often have experiences of setbacks and ’failures,’ and may be treated with prejudice or insensitivity by the general public, as well as individuals at businesses, organizations or even care-giving institutions.

Persons who have been homeless may experience some of the following work-related scenarios:

- They have struggled with substance abuse and/or mental illness and/or physical challenges that affect their ability to get and keep jobs.
- Emotional issues can also surface as someone gets more familiar with the workplace, becomes more relaxed and less “guarded” about behavior, or as the expectations about his/her performance increase.
- Work can also often act as a “trigger” itself, when tasks and demands create new stress, financial complexities, relationship challenges, and interpersonal conflicts.

Think about how you might handle the following job retention scenario:

*An individual identifies triggers she believes will make her think about drinking again. These include her supervisor telling her what to do in a “bossy” way, other co-workers making her feel “stupid”, and having to work around other people every minute of the day. When these occur, she tries to deal with them but the stress of confronting the issues in an objective and non-judgmental way, and a feeling that she will never make the grade in the job, make her want to hide from the problems. The treatment program that she attends is located quite a distance from*
her job, and more stress is created due to not knowing how to access her case manager when she is feeling stress. She has some well-defined skills and is doing fine with the tasks of her job, but is experiencing increased anxiety about working with a lot of people and worrying about her boss.

Suggested interventions:

- Explore the possibility of working alternative shifts so that she is exposed to as few other people as possible. Some people who have similar experiences enjoy the “graveyard” shift, since it allows them the greatest amount of solitude and autonomy.
- Discuss how she can reduce her anxiety about her co-workers by becoming more familiar with them and by creating a private space at her job that she can claim as her own and be a place where she can take a break, when needed.
- Develop a “cheat sheet” with her that gives her concrete steps to take when she starts feeling uncomfortable about her co-workers or supervisor. This might include times and phone numbers for contacting treatment counselors or taking a break and doing something that brings her comfort (eating a piece of candy, taking a brief walk outside, getting another cup of coffee).
- Ask to have access to an agency ‘warm line’ or ‘recovery buddy’ so she can call someone if she starts to think about drinking again.
- Identify and develop skills for establishing natural workplace supports that she can access and arrive at possible solutions to stresses related to supervisors and co-workers.

Each of these interventions can be planned early in the employment process and integrated in the job retention plan. By exploring these types of issues, and their potential solutions, the apprehension and fear connected to these potential situations can be dramatically reduced. Job retention services are frequently needed to assist the worker to address previously-known barriers as well as new, unforeseen ones that arise in the context of the job.

A Worker’s Vocational Growth

Helping people transition from a ‘life role’ of homeless person to one of employee, tenant, or other community role, involves developing insights necessary to make the shift and the skills to succeed in the new role. These insights and skills are not specific to job retention, but are instead key principles in the Stages of Change Model. Staff should examine how they currently help people develop both insights and skills needed for job retention, then map the gaps and identify the tools that help people keep and advance in jobs.

Staff should also think about how motivation and insights can be enhanced and cultivated with a job seeker throughout the employment process. By thinking about this process in the context of levels of motivation, the focus is on supporting the individual at their current level of insight, skill and aspiration, and moving with him/her as the goals change.

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Indicators of Worker’s Vocational Growth

Insight Development
- Identify values, preferences, choices
- Prepare for change
- Honest self-assessment
- Increased understanding of personal issues and behaviors
- Trust in self and others
- Hope for the future

Skill Development
- Setting personal and work goals
- Testing work preferences
- Evaluating skills and supports against goals
- Skills Development: tasks and work habits that respond to insights as well as goals
- Support service planning that makes goal attainment easier

Principles of Building Worker Motivation
- Motivation is a state of being, not a trait - it can change over time and be influenced, including by factors at the job
- Ambivalence is good: tease out both sides, help tip balance towards change – especially in the context of behavior related to work
- Resistance is not a force to be overcome – roll with it, including when dealing with work stresses
- Focus on person as ally, not adversary – also focus on employer as potential ally and support
- Recovery, change and growth are intrinsic to being human, including while performing work tasks
- Remember that people who have suffered many losses may relinquish hope to survive – employment can serve as a significant catalyst towards hope and “thriving”

A recent study tried to identify the predictors of a working alliance in a sample of clients receiving services from Assertive Community Treatment (ACT) teams. All of the clients suffered from severe mental illness, had a substance use disorder, and were homeless at baseline. Researchers found that motivation to change explained more of the variance of the client's rating.
of the working alliance than treatment variables or client change on the outcome variables.\textsuperscript{25} While a working alliance is essential, during the vocational rehabilitation process you should expect the job seeker or worker will resist changing their behavior, even when that behavior is inconsistent with their goal of getting or keeping a job. The task in rehabilitation is to increase motivation to change and provide support for it.

It is helpful to identify why people appear resistant or lack a commitment to change, and to determine what tools can be used to address this resistance. This resistance can stem from a variety of factors, ranging from logistic and immediate challenges to significant emotional and psychiatric concerns related to the idea of change. The key is to validate the worker in the current phase of his/her experience, and then move forward from that point, being careful to move at a pace that is dictated by the worker.

It is also important for staff to avoid making summary conclusions or generalizations about workers, and to remember that the person’s Stage of Change and level of motivation is totally individualized and personal. A primary challenge of assisting people to develop personal motivation for services that could have a positive effect on their lives is to facilitate the questioning of their current situation and choices. This can create ambivalence about a current outlook and create an opening for change. If workers begin to realize that the fear of the future may be less challenging than the pain and anxiety created by current circumstances, they may be more likely to consider alternatives.

**Staff Role in Job Retention**

In order for job retention services to be most effective, all staff must understand their role in the process. This includes the employment specialist, who should be the lead for employment-related services, and also other members of the integrated services team working with the worker to maintain employment. It also involves staff from the local One-Stop Career Center, particularly the Disability Program Navigator, since being connected to the mainstream workforce system is always an option for all participants.

\textsuperscript{25} Calsyn, R.J., Klinkenberg, W.D., Morse, G.A. and Lemmng, M.R. (2006). Predictors of the working alliance in assertive community treatment, Community Mental Health Journal, 42:2, 161-175
Staff Role in Job Retention

- Build a working alliance with the job seeker or worker
- Recognize and emphasize strengths of worker
- Facilitate resolution to the discrepancy between worker behavior and job retention goals
- Recognize and anticipate the complex needs of worker as they occur
- Initiate and maintain consistent contact and communication with worker, after the job begins
- Address personal dignity and self-worth
- Assist and support worker to plan solutions for anticipated challenges
- Reinforce personal responsibility and choice
- Provide comprehensive, flexible, long-term supports

The impact of mental health problems on the well-being of both employees and employers makes it essential that, whenever possible, effective interventions address employee emotional and mental health problems before they significantly undermine job performance. The challenge for the employment specialist and the mental health clinician is to build a relationship with both the employee and the employer in which the employee sees the counselor as a treatment resource and an ally and advocate for his or her interests, and the employer sees the mental health and employment professionals as a provider of services that help ensure the viability and productivity of the workplace. 26

Staff involved in retention planning must rely heavily on a relationship built on trust and a working rehabilitation alliance. This is the foundation of job retention. Promoting honest, open communication about the activities and dynamics of the worker’s job, as well as barriers and other challenges may occur. It is most useful to anticipate the types of triggers and barriers that will surface based on previous experience, and to plan for how to act and prevent harm when they recur. Staff should pay close attention to the dynamics of the worker’s work experience and environment during the first several months of employment, and have consistent contact with the worker to identify positive and negative experiences as they occur.

Staff should also respect the choices and decisions of the worker, and assist him/her to initiate making decisions. Staff should adapt services and interventions to respond to the changing needs of the worker, and work with the worker to review and adapt his/her desired services, vocational choices and goals, as needed.

Finally, it is the responsibility of staff to maintain consistent communication with the worker, and with each other, so that ongoing supports can be adapted and provided as needed.

Tool 3-1 Seven Ways to Boost Job Retention

This tool is targeted for staff and offers seven suggestions for planning effectively for job retention and then providing useful job retention services. It is structured as a list of suggestions that can be implemented over a period of time.

Tool 3-2 Addressing Barriers Once Employed

This tool helps identify and address all of an individual’s barriers while employed, and provides methods to help practitioners share difficult information with clients in a way that generates a positive outcome.
Here are seven ways to help ensure that your residents find and keep a job:

1. **Enforce attendance standards in your pre-employment program.** Tardiness and absenteeism are leading causes for people being fired. By maintaining strict attendance standards during the pre-placement phase of your jobs program, you can ensure that workers who tend to be late improve their behavior before seeking a job. Part of ensuring good attendance is understanding why it is important. If people understand not only the rules, but the benefits behind the rules, it can help them make a more conscious decision to follow them. So be sure you explain not only the rules but the reasons!

2. **Make quality job placements.** The quality of a job placement is affected by the job itself (pay, nature of the work, career opportunities, etc.), by the level of a person’s participation and agreement in choosing a particular job, and the appropriateness of the job match, from both the job-seeker and employer standpoint. By helping workers to make quality job placements, you can help to ensure that they not only remain employed but have job satisfaction and growth.

3. **Conduct a “personal barrier check” prior to the job start.** Before a candidate begins work, a staff person should work with the candidate to identify and overcome any barriers that might cause problems for the person during the early weeks on the job. Potential barriers include transportation and health issues, availability of child care and financial problems. This often derives from a process of discovery and assessment. The personal barrier list should also include a benefits management plan that clearly identifies how wage-earning employment will affect Social Security and other benefits, and a schedule for regular meetings with benefit planners to review and update the plan. For a complete list of possible barriers, see Tool 3-2 for the Employment Barrier Checklist.

4. **Prepare a “job starter kit” prior to placement.** Job placement staff should work directly with workers to make their own customized ‘job starter kit’. The kit should include handy tips and reminders on surviving the first weeks on the job, an envelope to hold pay stubs, official information (such as health benefit and tax documents), and any other items that you’ve both identified as potentially useful.

5. **Complete the Advanced Earned Income Tax Credit form.** Upon starting work, all clients should receive help completing the Advanced Earned Income Tax Credit form, available at www.irs.gov, which usually adds at least $.25 per hour to a worker’s wage.

6. **Visit the client on the first day of work.** It’s always a good idea to visit a client on the first day of work to provide any needed support, information, etc. In most cases these meetings will be outside of normal working hours and away from the job site.

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7. **Provide intensive follow-up services.** A retention staff person should be in contact with the client and the direct supervisor on a regular basis to address potential performance issues and personal matters that might cause trouble at work. Many successful employment placement entities implement the following schedule to ensure that clients retain their jobs:

- Week one: Daily
- Weeks two to 12: Once a week
- Weeks 13 to 26: Once every other week
- Weeks 27 on: Monthly
It is important to identify and address all of an individual’s barriers while employed. This list will help you identify the resident’s barriers, so that together you can create a plan to address them. At the end of this list are eight steps you can take to help you share what you have identified in a respectful and effective manner.

**Teamwork issues**

**Criminal Record**

**Learning disability**

**Physical disability**

**Domestic Violence survivor**

**Lack of employment history**

**Gang member issues**

**Homeless**

**Lack of identification**

**Immigration status**

**Medical benefits needs**

**Residential instability**

**Lacks phone/phone number**

**Lacks confidence, self-esteem**

**Single parent**

**Lacks education**

**Illiteracy**

**Fear of rejection, failure, responsibility**

**Lacks vocational skills**

**Worker’s compensation claims**

**Federal assistance/benefits needs or reliance**

**Cultural barriers**

**Lack of Address**

**Appearance (proper attire, hygiene, etc)**

**Poor language skills**

**Anger management issues**

**Lacks initiative**

**Doesn’t get along with coworkers**

**Lacks knowledge of business culture**

**Lacks reliable Child Care**

**Inappropriate behavior**

**Chronic Illness**

**Lacks transportation to job**

**Substance Abuse issues**

**Relapse Issues**

**Arrives late**

**Computer literacy/skills**

**Poor work history (fired, bad references,**

**Takes too many sick/personal days**

**Poor vocabulary, grammar, etc.**

**Trouble communicating**

**(w/supervisor, coworkers)**

**Communicating about Employment Barriers**

No one likes to tell someone that they have bad breath or body odor or an attitude that will turn off an employer minutes into a job interview. But, as a resident services coordinator who helps connect people with jobs, you often need to deal with exactly such personal issues.

Here are eight steps that you can take to make sure that you share difficult information with clients in a way that generates a positive outcome:

1. **Introduce the idea in general:** Raise the subject during an orientation or group setting and speak in general terms. This allows the person to hear about the topic without feeling targeted.

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2. **Build trust:** Assure the client that you have his or her best interest at heart and offer real help and practical solutions, not just advice.

3. **Create a regular opportunity to say the hard things:** When you meet to discuss clients’ plans and progress, don't avoid the hard topics. Offer your praise and support first, but then address the negatives.

4. **Ask permission to share the “hard things”**: Never offer an unwanted opinion, make sure that the client is interested in improvement.

5. **Start and end with a positive attitude:** Don't dive directly into a difficult topic and make sure that you end on a positive note. This can help to take the edge off the negative.

6. **Remember, it is their life.** Listen as well as talk.

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Chapter 4 - Implementing Job Retention Services – for Employment Staff

Introduction

In this Chapter, the emphasis is on actual services that are typically part of a job retention plan or process. Not all of these services will be necessary or requested by all workers, but it is accurate to anticipate that most workers will request or need a majority of them. The services are listed in a certain order, but this is not meant to be a linear script. Instead, most services will be needed at different times, in order to respond to different situations.

As an example, the service of Assessment often carries the connotation that it is performed at the beginning of the service relationship, and happens once, before moving onto the rest of the services. However, in this Guidebook, it is recommended that assessment be done on a recurring basis so that the worker, services staff (and, when appropriate, the employer), are all involved in re-establishing current employment goals.

Another suggestion in this Chapter is to try and coordinate and integrate employment activities of participants with staff at the One-Stop Career Centers. By including these mainstream workforce services in a participant’s employment plan from the beginning, the goal of using their resources can be more easily activated. Resources that can be especially useful for participants with disabilities and who have been homeless are the Disability Program Navigators (DPN), who are a part of each One-Stop Career Center. The DPN role at each Center varies somewhat according to the particular structure, but in every Center the goal of the DPN is to facilitate the creation of a path towards employment success for persons with disabilities. This includes identifying specific resources that will provide appropriate supports to the participant for long-term job retention success.

The DPN has the responsibility of developing a plan that works for an individual and is respectful of, and responsive to, the specific needs, talents and challenges of the job seeker. Thus coordination between the Integrated Services Team and the DPN can itself be a significant resource in developing effective job selection as well as job retention supports.
Good Job Match = Good Retention!

Good job match means:

- It meets the interest and aptitude of worker
- The work environment and tasks appeal to the worker
- The job is attractive in terms of type of work, location, hours of work, wage scale and co-workers
- The job offers good benefits that add to the quality of life of the worker: health insurance; time off; training and educational opportunities; paid leave for personal time; positive social interactions
- The job is an integral step in the career goal of the worker, and offers a sense of moving forward and personal growth

Primary Concepts of Implementing Job Retention Focused Services – For Employment Staff

The statement of “Good Job Match = Good Retention” emphasizes the point that retention should be considered throughout the entire employment process. In more traditional employment services, greater emphasis is on locating job opportunities and presenting the options to a job seeker, who would then choose from the list of available jobs. In a customized approach, greater emphasis is placed on identifying a job seeker’s preferences and skills and then seeking an employment opportunity that matches these. This more customized approach is necessary for helping chronically homeless job seekers choose an employer. Case managers and employment specialists should learn how to directly match job seeker interests, preferences, skills, gifts, and aptitude. If these job seeker qualities are present in a job opportunity, there is greater likelihood of positive performance and longer job retention.

Many job seekers may need multiple job trials to learn more about which aspects of a work environment or job tasks best fit their interests, personality and capacity. This may be due to many factors, but one important aspect is that a job is often quite different for the job seeker once they are employed than it appeared on paper or in conversations between the job seeker and their case manager or employment specialist. The real challenge for many new workers is learning how to function and thrive within the specific work culture of the job. This dynamic can create a challenge for the retention staff, since a “perfect job” is never available and yet a better work environment might suit the individual worker’s needs more directly. The best way to determine an appropriate course of action is to sustain regular contact with the worker, so issues are addressed in a continuing way and problems are tackled with early interventions that cause the least negative impact to the worker and overall situation.

Building on the key principles of job retention outlined in the previous section, there are distinct and specific services that can and should be made available to workers in order to provide comprehensive assistance in retaining jobs. Not every service is needed by every worker, but the
services described in this section cover the primary areas that tend to surface when workers who have been homeless return to the workplace and are once again faced with potential work challenges and barriers.

One thing to remember is that job retention services for this population will often be needed for a much longer time post-employment than has traditionally been the norm in the field. By having job retention services available indefinitely, so that the worker and practitioner can build on their relationship to address active workplace barriers, the worker will have a much better chance of staying employed, as well as planning and pursuing career advancement activities. As was mentioned earlier in this chapter, the DPNs at One Stop Career Centers can navigate access to mainstream resources that may contribute to an individual’s job retention plan.

Throughout the provision of these services it is recommended that each member of the services team have a role in providing targeted support to the worker. However, the services are separated in this and the next chapter in order to describe the specific components and issues that need to be addressed.

This Chapter (as well as the next three) is structured according to three components for each service:
- Main components of the services
- Suggestions for how to provide the services
- Suggested tools to use

### Frequently Requested and Needed Job Retention Services

- **Service #1** – Assessment focused on retention
- **Service #2** - Conquering Workplace Triggers
- **Service #3** - Problem-solving and Teamwork

These job retention services respond to the issues most frequently identified by employment and case management staff as preventing a worker from retaining a job. The list is not complete, but defines some of the key challenges for currently or formerly homeless people. In reviewing this curriculum it will be valuable for you to identify other challenges and responding services that are needed by your workers.
Service #1 - Assessment focused on retention – main components

Primary components of retention-focused assessment:

- Identifying talents, gifts, and skills that will help someone stay employed
- Using motivational techniques to identify factors that support worker success (i.e., flexible schedule, clear directions, defined outlets for managing stress, etc.)
- Identify well-defined plan for managing challenges as they arise
- Integrating current behavior and attitudes into any assessment
- Define current skills and experience and how increases or changes in these will be tracked
- Plan for how daily life issues may be impacted by job, such as childcare needs, family relationships, changing financial responsibilities, etc.

How to do it:

- Ensure questions are respectful and open-ended, thus requiring a narrative answer (more than “yes” or “no”) – this will promote more conversation
- Goal of the assessment should be to help a worker to understand strengths as well as potential challenges during current job responsibilities
- Use current behavior in real situations as part of the assessment
- Identify and articulate problem-solving techniques to use when needed
- Build on trust in the relationship to talk honestly about current success and plan for current and future challenges
- Use skill-tracking tool to demonstrate how the worker is growing in the job

Early assessment of key job retention issues should be done when developing the job retention plan, and identifying the worker’s particular service needs. Even within the job retention plan these needs may include housing assistance, treatment counseling, benefits assistance, legal support, transportation, child care, etc., all with the goal of job retention in mind. Ongoing assessment throughout the worker’s employment can help to ensure that the job continues to match his/her evolving needs and challenges. The goal is to manage issues as they arise to avoid them impacting employment.

Assessment for job retention services (and employment services overall) is an ongoing process, and it is important in order for staff and worker to maintain close communication about work issues and the overall status of the worker in the job. Staff should use each interaction with the individual to gain more information about his/her job; how the job is meeting his/her vocational interests; how the job is increasing or decreasing his/her overall interest in and feelings about work; what new or ongoing stresses are being exacerbated or impacted by the job; how his/her personal life is affected; and new skills that are being acquired. These ongoing assessments are invaluable, provide important information to the worker and services team, and will enhance the effectiveness of future choices about new employment opportunities.
Some obvious issues to cover during ongoing assessments include demands of family members and other personal relationships; new demands on time and personal schedules; school and treatment schedules, new financial issues and stressors (especially related to benefits and potential impacts), unexpected or changing health and medical demands, and challenges around transportation.

The key points mentioned above are useful for conducting effective job retention assessments, and keeping them current. A primary element to consider is that by tracking skills and knowledge development, staff will consistently have an updated baseline to use in adapting the job retention plan or related activities, as well as to reflect back to the worker as positive reinforcement.

Staff should also consider setting up a consistent, regular time with the worker for discussing retention issues, and decrease the frequency of these meetings, if appropriate, over time. The idea of retention meetings being an integral part of the job process can be helpful in promoting the overall idea of job retention. It is also important to work with worker to use current successes to identify new, transferable skills.

The process of job retention is most successful when it encourages and supports the worker to build on ongoing successes as well as learn from any mistakes or challenges so that new insights and skills are constantly being developed. Keeping this principle in mind as well as “anticipating the need” will be key ingredients to successful, long-term employment.

Think about how you might handle the following job retention scenario:

A young man in his early 20s has a significant history of being in jail due to charges of illegal drug possession and some related charges. He is now on probation and has been in treatment to stay sober for 4 months. When he first comes into the program, he has a part-time job at the local shelter in the evenings, and has had that for 2 months. He seems to believe he needs support in job retention, but is also unwilling or unable to make regular appointments. But he does come irregularly, and when he does come his view of his own behavior is that not showing up is no big deal.

Suggested Interventions:

- By using the actual behavior of the worker exhibited during the job retention process, staff can integrate this information into the overall assessment plan, and work with the individual to understand how this behavior is potentially similar to that exhibited at the job site.
- Staff can also ask the young man for feedback from the shelter, and integrate this information as well into the assessment process.
- It is important to emphasize the positive aspects of the worker’s behavior, and how this can be used in building greater potential at the workplace.
- Any demonstrated behaviors of the worker can be used in the job retention meetings to explore what actions are most appropriate in the workplace.
• Staff can also discuss how worker’s attitudes and behaviors may have impact on personal housing situation, benefits, family and relationships, financial issues, time-management challenges and other issues outside of the workplace.

• Using the 3 months as a “trial run”, the staff and worker can use the skill-tracking sheet to identify all that has been learned during this time, and how this acquisition of new skills and experience has a direct impact on the individual’s life.

• Helping the worker to see how the development of skills and work experience impacts his/her overall life in positive ways is a key aspect of good retention services. Similarly, it is important to assist the worker to understand the value of supports in achieving job retention goals.

### Tool 4-1 Job Placement and Retention Plan

This tool provides an assessment form for staff and the worker, focused on the skills and abilities of the worker and forming a plan for achieving work-related goals. It also includes a placement support plan, which looks at what services a worker may need once employed.
Service #2 - Conquering Workplace Triggers and Barriers

Primary components:

- Important to identify all relevant triggers, including those that are subtle or seemingly insignificant
- Assist worker to plan for coping with triggers
- Assist worker to understand why certain environments, tasks, people or activities are triggers, and why work itself may be a trigger
- Assist worker to connect triggers with problem behaviors and identified barriers, and define new actions to take
- Assist worker to identify supports and how to use them in response to triggers

How to do it:

- Assist worker to make list of potential triggers, when they may occur, and to understand the triggers
- Create list of action steps the worker will take if triggers are activated, or if worker is worried about this occurring
- Identify people and supports that will be used if triggers are activated – i.e., identify immediate ways to relieve stress or diffuse triggers, such as taking a brief break, etc.
- Work with worker to discuss potential triggers with employer in advance, if appropriate
- Assist worker to remove visible and physical triggers in the workplace from the beginning, if appropriate

Many people moving towards recovery from disability and from the trauma of homelessness experience visual, verbal, environmental, non-verbal, and other cues that may cause the worker to feel stressed, inadequate, “in trouble”, or otherwise unable to perform the job correctly. When these cues (“triggers”) occur the result is often inappropriate workplace behaviors that could result in job loss. For example, when a supervisor speaks in a tone to the worker in a way that reminds him of being mistreated by a previous supervisor or by an overbearing shelter staff they can overreact and create problems that might have been avoided.

Cues can occur in the form of reminders of traumatic incidents, such as the one described above, or can develop directly at the workplace, resulting in new experiences of stress or trauma. This is true for all of us in any workplace, and thus preparing for these and knowing how to handle them when they occur is a key element of job retention. By anticipating as many “triggers” as possible and planning actions to take when they occur, the worker has a much stronger chance of resolving these situations and corresponding behaviors in a positive, productive way.

In order to anticipate personal triggers that may impact job retention with the worker, it is useful to devote considerable time to identifying the ones that are most likely to arise. Such
determinations are based on previous experience of the worker, as well as his/her personal knowledge of what currently creates stress and discomfort. Furthermore, staff can work with workers to anticipate situations and challenges that might arise and have a pre-determined plan for intervening when conditions suggest a risk of job loss or interruption in employment. By thoroughly defining triggers and describing interventions in advance of their occurrence, staff and worker can work to minimize many negative consequences triggered by on and off the job challenges. The key message to you and the worker is “Anticipate the need!” and plan accordingly.

When addressing triggers with a worker it is helpful to identify new actions and behaviors that can be used to replace the negative or “learned” behavior that might occur with the triggers. For example, if a trigger for negative behavior is a co-worker being overly nosey into the worker’s private life, the job retention plan might define actions the worker will take to handle the situation without confrontation, such as removing him/herself from being in close proximity to that person.

Lastly, the best remedy for addressing triggers is to remove or prevent them, from the beginning of the employment experience. Thorough identification of potential triggers is an important step towards eliminating them, as is a potential walk-through of the work environment or preliminary discussion with the supervisor to understand how visible triggers might be present.

Think about how you might handle the following job retention scenario:

A typical trigger for a worker who has a history of substance use may occur when he/she has to work in a neighborhood in which there are many individuals on the street who are actively using substances, as well as trying to sell them to others – some may be former “colleagues” or “friends” of the worker.

Suggested Interventions:

- Even if the job does not directly have these “triggers”, getting to and from work has many hazards. The potential negative impact of these influences may be so powerful and challenging to the worker that, over time, they lead to relapse or initial decrease in motivation to maintain sobriety and employment.
- It is important to integrate practical actions into the services plan that support the worker to avoid these triggers.
- When triggers they exist outside of the workplace, interventions might include: identifying alternative routes of travel to get to work, having a friend walk to work with him/her in order to create distractions or provide support, or drafting a script of how to say “no” if someone tries to sell or give substances to the worker.
- By practicing this in advance the worker may well be able to avoid relapse and sustain the job.
- In these situations, it may also be important to identify alternative employment options in neighborhoods that do not have the same challenges of traveling through stressful areas.
- The key is to assist the worker keep a job that has the least negative impacts.
By planning for triggers and making efforts to avoid them from the beginning, the worker may feel great support in overcoming the triggers, and thus be motivated to develop new, more positive ways of responding to many other stressful situations.

Once again a preferred strategy is to “Anticipate the need!”

**Tool 4-2 Group Exercise on Common Work-Related Triggers**

This exercise is useful to use in a group setting. The questions can prompt a discussion with workers about the types of work-related triggers they might encounter. The exercise responses can be retained and used as a useful “cheat sheet” for individuals to avoid difficulties when they are in a work situation.
Service #3: Problem-Solving and Teamwork

Primary Components:
- Assist worker to anticipate and plan for resolving problems at the job and at home
- Workers need support in breaking down problems into manageable components and workable action steps
- Problem-solving skills and teamwork should be emphasized as key elements of good work behavior
- Problem-solving and teamwork rely on accurate and appropriate communication by all those involved
- Strong teamwork relies on honest, clear communication

How to do it: Problem-solving
- Assist worker to break problem down into parts
- Develop action steps for each part, building on previous action steps
- Write the problem and action steps down, practice the action steps, then review again
- Create a “cheat sheet” that can be carried to work and used when problems arise

How to do it: Teamwork
- Emphasize how teamwork is part of every person’s job
- Conduct exercise that discusses attributes of different types of team members and related roles
- Assist worker to identify preferred role on a team, based on strengths, and ways to develop this role
- Introduce worker to different ways of understanding the importance of teamwork, and how it is better than working in isolation
- Practice communication exercises that are focused on building team strength
- Emphasize how teamwork relates to the worker’s specific job

Problem-solving and teamwork are an integral part of the workplace. Tools that workers use in their daily work lives to solve work-related problems can be helpful for people to use as problem-solving techniques and strategies in their personal lives. By asking how co-workers solved a problem, a worker may agree that the tools they used could be able to help them manage problematic situations effectively. Problem-solving techniques can be practiced using actual work scenarios as examples.

Workers often need hands-on support and suggestions on working as part of a team, as well as group problem-solving. If they have a chance to practice and demonstrate these skills in the workplace, aided by co-workers as natural supports, their value as an employee might increase.
A key element of effective problem-solving, either as part of a job or to resolve a personal challenge in a work setting, is to know how to break the problem into manageable parts or steps. In basic counseling training, especially when learning cognitive techniques that assist someone to change behavior, it is important to work with the worker to look at specific details of the problem, separate them into specific tasks or solutions, then take action once these steps have been defined and reviewed.

For example, if a worker has a communication problem at work that results in him/her being misinterpreted and thus avoided, the worker may need to be assisted or supported into separating the issue into specific parts, such as:

- Identifying the specific situation in which the breakdown in communication occurred – location of communication breakdown, actions of the workers at the time, circumstances of the communication (“intentional” or “on the fly”);
- Defining what the worker was intending to communicate and why;
- Making a request to the other worker to clarify the communication in a calm, private setting, with a third party present if needed.
- Preparing the worker to have a positive interaction by learning how to use “I” statements and to clarify what the intended message of the communication was meant to be
- Asking the other worker if the now-clarified message makes sense, and apologizing for the miscommunication.

When a problem arises at the job that requires the worker to figure out a solution that is part of the job, similar steps should be practiced:

- If the task has multiple parts, separate them
- Review each one to determine what the ultimate goal should be
- Determine how much time exists to achieve the task
- Do not be afraid to ask for help
- Review how to achieve the goal in each of the separate tasks in order to ultimately achieve the overall goal
- Check in with team members throughout each step of the process for feedback, advice, and to promote good teamwork

Discuss how this process can relate to similar situations. Begin assisting the worker to understand overall problem-solving practices and the potential for broader application of these practices. The tool listed at the end of this section can be useful in teaching some of these principles to workers.

There are principles for developing good teamwork at the workplace. Some key elements of teamwork that need to be remembered by all workers and supported in job retention plans include:

- Encourage workers to understand how good teamwork can increase productivity at the workplace, which is always good news to the employer
- Think about how teamwork can make each individual better and stronger at own job – the idea that the whole team is greater than the sum of the individual strengths
- Facilitate workers’ understand of the importance of solid teamwork in keeping the workplace safe
Develop the ability of workers to view the team as a support system to each other
Practice respectful and calm interactions with all co-workers and supervisors
Remember to offer help and assistance to co-workers whenever possible
Avoid negative comments to team members about their work, as well as any discussions about other team members when they are not present
Act consciously in all tasks, making sure that efforts are always made to create a safe work environment
Advocate for oneself without compromising another team member
Practice honest and clear communication with all team members
Respect other team members strengths as well as challenge areas
Ask for help when needed
Practice good attendance and punctuality – any time a worker is not present to perform his/her own job means someone else has to take on additional tasks
Demonstrate appreciation to other team members for their work, as well as when they are supportive and helpful
Communicate key information to each other in a timely way, to make each other’s work as simple as possible
If appropriate, collaborate with other team members when adjusting personal schedule so that a negative impact is not felt by others

Think about how you might handle the following job retention scenario:

A worker in his late 50s has spent most of his adult life working as a maintenance and construction workers, and is currently employed as a painter. However, there have been communications from the employer that he is difficult for the other painters to work with and to supervise because he acts somewhat arrogant and unapproachable, and will not listen to instructions. The employer wants him to work with them because he has talents, but is asking staff to assist in working with him to be more responsive to directions and to work well with team members.

**Suggested Interventions:**

- **Present the worker with the situation at work in a comfortable setting, and discuss it as a problem to be solved.** Model positive problem-solving methods by breaking down the problem, then identifying small adjustments that can be made in behavior
- **Work with worker to identify certain situations in which he is perceived as arrogant by co-workers and explain why**
- **Discuss these perceptions and how he sees his own behavior**
- **Define three to four ideas about how he can say or do things a little differently, so that these perceptions are altered**
- **Make sure that changes are small and not too overwhelming – asking people to make behavior changes requires the ability to do it gradually**
- **Identify new behaviors that he can practice at the work place. For example, if he is feeling annoyed with other workers, identify different actions he can take to remove himself from the situation**
There are other elements that facilitate a worker being a good team member, including developing a sense of one’s own strengths within a team. This means knowing one’s own skills and knowledge, emotional triggers, areas in which one knows that he/she is not skillful, being willing to learn new skills and try new tasks, and being willing to take on a fair share of the less interesting tasks of the job.

**Tool 4-3 Teamwork Exercise**

This tool gives creative suggestions and poses questions related to what teamwork means.

**Tool 4-4 Maintenance Work Crew Team Exercise**

This tool helps trainees think about the key elements and practices of teamwork.
Tool 4-1
Job Placement and Retention Plan

Consumer: _______________________________ Date: __________

Job Goal: ____________________________________________

I have the following skills, experience, & personal qualities for this job:

________________________________________________________________________

________________________________________________________________________

These individuals have committed to do the following to achieve this goal:

<table>
<thead>
<tr>
<th>Individual</th>
<th>Task</th>
<th>Date To Be Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family &amp; Friends</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When will this be reviewed again? ____________________________

Signatures of:

Worker: ____________________________ Staff: ____________________________

Other(s) who are supports:

________________________________________________________________________

________________________________________________________________________
To be filled out after job has been developed.

Placement Support Plan

Name: ___________________________  Employer: ___________________________

What types of supports will the consumer need following job placement? (check all that apply)

<table>
<thead>
<tr>
<th>Type of Support</th>
<th>Assistance/Coordination Provided By</th>
</tr>
</thead>
<tbody>
<tr>
<td>o - On-site support (through project or worksite supervisor/ mentor)</td>
<td></td>
</tr>
<tr>
<td>o - Regular contact with employer</td>
<td></td>
</tr>
<tr>
<td>o - Transportation assistance</td>
<td></td>
</tr>
<tr>
<td>o - Medical needs</td>
<td></td>
</tr>
<tr>
<td>o - Medication</td>
<td></td>
</tr>
<tr>
<td>o - Assistance with grooming &amp; hygiene</td>
<td></td>
</tr>
<tr>
<td>o - Therapy (Psychiatric, Physical, Substance Abuse)</td>
<td></td>
</tr>
<tr>
<td>o - Support during non-work hours</td>
<td></td>
</tr>
<tr>
<td>o - Communication with residential support of family</td>
<td></td>
</tr>
<tr>
<td>o - Other (please specify):</td>
<td></td>
</tr>
</tbody>
</table>

Summary of support to be provided by staff:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Summary of support to be provided by other rehabilitation agency staff:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________
Summary of support to be provided by Employer or Worksite Mentor

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Summary of support to be provided by other resources (family, state agency, VR, peers)

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What are the current support gaps and barriers?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

What is the plan to overcome them?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Signatures of:

Worker:_____________________________    Staff:__________________________

Other(s) in support roles:

__________________________________________________________________________

__________________________________________________________________________

Date:______________________________
Group Exercise on Common Work-Related Triggers

Instructions
You can use this document to help your residents analyze situations that commonly trigger them to use drugs or alcohol and to plan ways to prevent these situations from being a problem. Clients can work alone or in groups.

Directions: Choose the three situations that, in the past, would have been most likely to cause you to drink or use drugs. Write how you used to respond and brainstorm ideas for healthier responses.

1. Active drinking or drug use by other employees during work hours
   Old response:
   New solution:

2. Required business meetings, lunches and dinners where alcohol is served
   Old response:
   New solution:

3. Receiving your paycheck
   Old response:
   New solution:

4. Receiving cash tips as part of your job
   Old response:
   New solution:

5. Having easy access to cash or merchandise
   Old response:
   New solution:

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6. Having too much free time on the job
Old response:
New solution:

7. Not getting along with your supervisor
Old response:
New solution:

8. Working in an area where drug use is common
Old response:
New solution:

9. Not having much supervision on the job
Old response:
New solution:

10. Having too much pressure on the job
Old response:
New solution:

11. Working too much overtime
Old response:
New solution:

12. Working a rotating shift, graveyard shift or seasonal work
Old response:
New solution:
13. Working two jobs (or going to school and having a job)

Old response:

New solution:

14. Having a long commute to work

Old response:

New solution:

15. Having drugs or alcohol available on the job

Old response:

New solution:

16. Being bored or unhappy with your job

Old response:

New solution:
Tool 4-3
Teamwork Exercise

Ice Breaker
Create an animal from a strip of paper as a team. There can be no talking.
When working in a team people must be flexible and willing to do what works for the team. Sometimes this
means putting aside what you want or trying new things.

What is a team?
Discussion:
What are some example's of different type's of teams?
What roles do people play?
There are many different types of teams but in all teams each person has a job to do. Each person must do their
job for the team to function. What are other things that teams have in common?

Teamwork
Role-play: Example of a bad team. People don't do their fair share,
people don't show up to work, complaining, etc.
Discussion: What would make this team stronger?
Handout - Tips on working in a Team AND Ways to be a part of a team

BREAK

Work Styles
Brainstorm what it means to be a Warrior, Visionary, Humanist and Judge
What are you?

Role-play:
Paul comes to work under the influence after every pay day. He trips over the equipment, and is not doing his
Tool 4-4

Maintenance Work Crew Teamwork Exercise

Note: These exercises are from the Supportive Housing Employment Collaborative’s Maintenance Workcrew Training Program, which is operated by the Community Housing Partnership. They are useful for assisting trainees to think about the key elements and practices of teamwork. The total time for these exercises is 90 minutes.

Initial Exercise

Introductions: Pair up and each person will share their name and one thing about themselves that they would want people to know about them. You will then introduce each other to the group. 10 minutes

“Defining Teamwork” Exercise

Each person is given post-its on which he/she several definitions of what “team and teamwork” means. Each individual is then asked to post and explain these definitions to the full class. After all individuals have offered their explanations, the group must then, based on all of the definitions, agree on one definition. This definition can then be applied for subsequent exercises 20 minutes

Teamwork exercise: NASA Disaster on the Moon.

Group exercise: Divide the overall class into groups of 4 or 5. Each group is then asked to work as a team and determine, in 15 minutes, which items are most needed to survive the “NASA Disaster”. The goal is to emphasize the need for individuals who are on a team to come together quickly to make informed decisions so as to achieve a group goal – in this case SURVIVAL!

Once the groups have determined the order of items to be taken for survival, all groups should reconvene and share the results as well as the reasons for their decisions. All of the groups should be mindful of how the definition of “Teamwork” is applied during the exercise as well as while listening to the other groups’ reports. 30 minutes.

NASA Disaster on the Moon
**Instructions:** You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important item, and so on, through the number 15, as the least important. *You have 15 minutes to complete this phase of the exercise.*

- Box of matches
- Food concentrate
- 50 feet of nylon rope
- Silk Parachute
- Portable heating unit
- Two .45 caliber pistols
- One case dehydrated Pet milk
- Two 100lb tanks of oxygen
- Stellar map (of the moon’s constellation)
- Life raft
- Magnetic compass
- 5 gallons of water
- Signal flares
- First aid kit containing injection needles
- Solar-powered FM receiver-transmitter
Specific Skills Exercise – Sequencing Tasks as a Team

Using the dry erase board write down ways in which the team has to work together to get a housing unit turned around, using basic discussion of Teamwork.

Next, divide group into 4-5 individuals, and organize the sequence of tasks that need to be done by a Maintenance Crew, then determine which of the 4-5 individuals will be doing these tasks and when.

The correct order for the tasks is included below, with another list that can be distributed to workers as part of the exercise. **30 minutes**

*Unit Turnaround – (correct sequence)*

1. Remove personal belonging and debris
2. Protect floor with tarp (if needed e.g., carpet is being shampooed)
3. TSP (Tri-sodium phosphate) wash walls
4. General cleaning (bathroom, cabinets, appliances, furniture, window/drapes)
5. General paint preparation (remove nails, patch holes, fix/ seal cracks, re-texture walls)
6. Prime (if needed, over stains marks or dark paint)
7. Paint-out unit
8. Dust
9. Vacuum carpet
10. Shampoo carpet
11. Strip and wax floor

*Unit Turnaround (wrong sequence) – to be reorganized*

1. Remove personal belongings and debris
2. Dust
3. TSP (Tri-sodium phosphate) wash walls
4. Protect floor with tarp (if needed e.g., carpet is being shampooed)
5. General paint preparation (remove nails, patch holes, fix/ seal cracks, re-texture walls)
6. Prime (if needed – over stains, marks or dark paint)
7. Paint out-unit
8. General cleaning (bathroom, cabinet, appliances, furniture, window/drapes)
9. Vacuum carpets
10. Shampoo carpets
11. Strip and wax floor

By facilitating these exercises with a class, several core competencies can be introduced and practiced:

- Understanding key elements of Teamwork
- Thinking about and making decisions quickly
- Sequencing tasks

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30 This tool provided by the Community Housing Partnership, San Francisco, CA
Chapter 5 – Implementing Job Retention Services – for Case Management Staff

Introduction

The premise of all job retention planning described in this Guidebook is built on having an integrated services team involved in the development, implementation and ongoing support of any employment and job retention goals. The value of having this integrated approach lies not only in the ability of the team to offer more comprehensive supports to the worker in achieving any job retention goal, but also in the experience that the worker receives in having a support system that “wraps around” him/her and responds to specific needs and challenges that arise in a timely way.

In order for the services and interventions described in the previous chapter to be effective, workers typically need numerous other supports that assist in maintaining personal stability. In the context of this Guidebook, this chapter focuses on some of the different services and approaches that are helpful and needed to facilitate long-term job retention.

Primary Concepts of Implementing Job Retention Focused Services – Case Management

There are many services and interventions that may be needed by workers in order to retain employment, and these need to be available and offered to the worker in direct response to the individual need and circumstances. As was emphasized in the previous chapter, it is recommended that these types of services be integrated into the job retention plan from the beginning, with specific service needs identified and defined based on the worker’s own insights. Planning for these needs and acknowledging that they will arise makes the job retention planning process more realistic, and often assists the worker to be more prepared for challenges that may occur.

In the previous chapter the emphasis of the service interventions was on working with workers on skills and abilities that need to be cultivated in the workplace in order to be most successful. In this chapter the emphasis is on providing support to the worker in related parts of his/her life that may be impacting job performance and stability. The services described in this chapter are typically needed by individuals who have experienced chronic homelessness and are requesting job retention support.

Assisting the worker to anticipate barriers and challenges before they become problematic is an inherent part of the job retention planning process, and in most service teams the primary responsibility for addressing these needs lies with the case management staff.
These core services represent three major types of activities and interventions that are often requested by workers. There are numerous other services and supports that will be needed by workers, but these three highlight key areas of a worker’s life that are often greatly impacted by employment, and are also ones that will potentially impact the worker’s employment.

**Benefits and Budget Planning**

**Primary components:**
- All sources of income should be considered in planning, including benefits, earned income, etc.
- Worker should receive assistance in identifying all expenses and income, and balancing one’s budget
- Important to discuss and plan for change in benefits, new demands on income (family support payments, back taxes) as an integral part of job retention
- Ongoing discussions should occur about handling new stressors and responsibilities related to money
- Assistance should be provided to worker in making difficult financial choices and developing realistic financial plan

**How to do it:**
- Work with worker to identify ALL expenses and income, including “hidden” ones – these are often what cause the greatest problems
- Create an agreement with worker regarding the frequency that budget issues are discussed and reviewed in order to anticipate problem areas
- Budget and benefits plans should anticipate changes in income and expenses over time, based on different circumstances
- Budget and benefits plan needs to include expenses that may be imposed on income, such as wage garnishments and loans being collected

The issue of benefits and budget planning is an important aspect of job-retention planning, and has been described as one of the biggest concerns of program workers. In order for an effective job retention plan to be developed, it is recommended that close attention be paid to the specific...
impact on the worker’s benefits, and then thorough planning be done based on the actual situation.

If the individual is on Supplemental Security Income (SSI) or Social Security Disability Income (SSDI), the worker can calculate actual income impacts by going to the website www.ssa.gov/planners/calculators.htm. Similar benefit calculators may be available on local websites that address such benefits as Temporary Assistance to Needy Families (TANF) and Food Stamps. Since it has been voiced by many workers as being an important factor of job retention, it is recommended that staff have a working knowledge of these impacts and integrate and planning about these into the job retention plan.

Money management issues are some of the greatest challenges for anyone who has a change of income, especially when one may have debts, income liens, outstanding child support or back taxes, loss of other benefits or subsidies, and new expenses caused by working. An effective job retention plan should anticipate and plan for money issues that will develop prior to the worker obtaining employment, or as early as possible once the individual is working. It will also be of great value to the worker to discuss the potential for unplanned financial stressors, and to develop an overall plan of action that can be taken if and when this occurs.

Benefits and budget issues should ideally be fully integrated into the job retention plan and implemented from the very beginning of employment. It is important to identify supports for the worker that will specifically assist him/her to deal with potential financial difficulties, especially where old debts and fiscal responsibilities may be triggered once someone has an earned income. Surprises or lack of planning regarding the potential impact of increased income on benefits and lifestyle issues are often the cause of job loss, especially since many formerly homeless and homeless job seekers have had little or no income for long periods of time, and thus money management is not a current practice.

The secret to effective benefits and budget planning as a job retention activity is to anticipate as many details and potential impacts as possible, and to discuss them openly and honestly with the worker. This includes current income and expenses, pending debts and potential liens and garnishments, as well as increasing expenses and expectations created by greater income. It is also important to understand that mistakes will be made and setbacks will occur based on the worker going through a transition, and to plan for action in these situations as well. By supporting the worker to anticipate some of these issues, numerous crisis situations can be avoided.

Staff can take many steps to assist workers to anticipate the new personal money issues that may occur when he/she obtains employment, including the impact on benefits. By planning for this, the worker is required to take ownership of future impacts and make employment decisions knowing that this will occur. Creating supports and preparing for new financial situations can minimize loss of income and maximize positive impacts and experiences.
Think about how you might handle the following job retention scenario:

A female worker in her mid-50s has been on SSI for mental illness, but thanks to effective treatment and medication has been fairly stable for over a year, and has recently obtained a job at a grocery store in the bakery. She is now earning wages that will impact her SSI significantly, and will probably lead to her losing it completely. She is aware of that, and obtained her job knowing this information.

The challenge at this time is to prepare for the loss of SSI, which is approximately $600 a month, and plan for her salary, which will be about the same amount of money, without the presence of health insurance until she reaches 6 months at her job. As the staff work with her it is determined that she can continue to qualify for Medicaid and related health benefits for the next year as long as she completes the correct paperwork and reports her earnings to the Social Security Administration. By working closely with her and recognizing ways that the transition from SSI to earned income can meet her needs, the amount of stress or negative impact on her financial stability is minimized.

Suggested Interventions:

- Use a benefits calculator to give this worker actual numbers that can be used to plan her monthly income
- Use the tools described below to create an accurate picture of the income and expenses that she will have over the next several months, so she can determine what changes she needs to make
- Assist her to evaluate regular living expenses and ways she can reduce her spending
- Identify specific areas in which other benefits may be available, such as public assistance programs for utility and phone costs, rent credits, etc.
- Facilitate ongoing discussions regarding her fears of losing health insurance benefits as well as income, and identify alternative resources so that she does not feel like her support system has been reduced
Tool 5-1 Post Employment Budgeting

This tool is fairly simple to use, and is a good way to work with workers on overall monthly budgeting issues. It is recommended that this be done each month with the worker, or at least reviewed with them, for the first 6 months of employment. This will give both worker and staff the opportunity to see fluctuations in income, identify problems as they arise, and to establish an accurate sense of the worker’s regular financial issues.
Legal, Health and Related Services

Primary components:
- The need for these services may often surface post-employment
- These services are often required to deal with tax issues, child support garnishments, criminal records that prevent advancement, and impacts on benefits (including health insurance)
- Pro-active planning for these services should be part of developing supports
- Coordination of these services is an integral part of job retention
- Increased income usually creates new challenges for workers

How to do it:
- A job retention plan should include clearly defined supportive services that are needed
- Legal, health and other services are needed to address issues that impact job retention, such as liens on wages
- Attention must be paid to complying with laws and issues of confidentiality in the different service systems. Consent forms should specify what information is being shared
- Identify services, on or off-site, that will directly assist the person to solve a specific job-related problem
- Coordinate services with attention on supporting the worker to fulfill the requirements of the job

The need for legal, health, benefits advocacy, family support and other supportive services are important elements of job retention based on this integrated services model. Job retention and the idea of developing a long-term support system with the worker demands that attention be paid to the many issues that may exist in the worker’s life. Developing strong linkages with the necessary supports for these issues is a crucial component to assisting the worker to move ahead in any vocational goal – this is true for anyone who is working.

When identifying these needs, staff are encouraged to facilitate honest and in-depth conversations with the worker over time will ideally help to truly understand and plan for potential issues. In addition to planning for obvious needs that may arise, such as new demands on income via wage garnishments or child support, it is also imperative that staff and worker anticipate that other related or unrelated issues will arise. The challenge in this planning is to anticipate legal and other issues that will be caused by employment (such as wage garnishments and delinquent child support payments) and to also plan for legal challenges that already exist (such as criminal histories, etc.) Legal and health issues are usually complex, and it is recommended that discussions about these be a priority with the worker as well as the services team throughout the employment process. Planning for these needs from the beginning is again recommended in order to minimize crisis situations.

In addition to planning and remaining flexible and adaptable to possible new service needs, staff are encouraged to work with the worker to assume increasing amounts of autonomy in making
the linkages with necessary services. This includes initiating contact with the integrated services team when job retention support is needed as well as making solid efforts to follow the job retention plan. This also includes making contact with resources in the community that offer long-term expertise and support in particular areas, such as family or immigration law.

It has already been identified that planning, anticipating needs, and being adaptable to new ones are key components for developing these service linkages. It is also important for the service provider to research service needs thoroughly with the worker, as well as potential resources in the community that will be a positive match for the worker. In the context of this Guidebook, case management staff are encouraged to identify and facilitate these linkages with an emphasis on how these services will support the individual’s ability to remain employed.

In addition to locating resources that are appropriate matches, it is important to think about logistics that will impact the worker if he/she has to go to one or more resources in the community. Some of the primary ones to consider include:

- Location of each needed service – the worker will need ones that are accessible to his/her job and home, as well as to each other
- Hours of service – since they are intended to support job retention, it is important to identify resources and service providers whose hours match with the ability of the worker to make and keep an appointment
- Proximity to good transportation – this will increase the likelihood of the worker being able to benefit from going to a certain service provider
- Service provider practices and locations— if triggers and other issues including relapse are potentially a problem for the worker, it is important to identify service providers where the worker can get services that do not exacerbate triggers (factor may include location and neighborhood, organizational culture towards specific groups, etc. – an example would be to identify an organization that is in a safe neighborhood and specializes in women's services if a female worker needs support at work after having been a victim of violence.
- Service philosophy compatibility – it is important to identify service providers whose organizational and service beliefs match those of the worker. For example, if someone is living a gay lifestyle and needs domestic partner legal advice, it is important to find resources that have this expertise and are specifically motivated to assist the worker.
- It is vital that someone coordinate all of the services with the worker so that they are all focused on a common goal, are offering compatible support, and are aware of what each is offering.
- Ensuring that the services that are offered internally or coordinated with community resources offer consistent support to the worker in retaining employment

In addition to the above considerations, it is also the responsibility of each service system and provider to respect the right to privacy of the worker, and to comply with all laws and boundaries about respecting confidentiality and sharing information. It is usually helpful for the job retention to team to ensure that these laws are being respected by facilitating the signing of releases and consents to share information. One other priority to keep in mind is that consent practices should be very specific and targeted about what information is to be shared, rather than
giving broad consent to disclose large amounts of information to numerous staff or groups. This helps to guard against too many service providers sharing information. In most cases it is also important for the employer to only talk to one member of the job retention team in order to facilitate clear communication.

If the various services are offered on-site or within the integrated services team or a single organization the issues of logistics may be different. But it is still equally important to ensure that each of the factors listed above are being considered.

Think about how you might handle the following job retention scenario:

A worker has obtained employment as a construction worker, and is now making a solid income. However, his new regular employment has triggered correspondence from the Family Support Bureau, who is notifying him that he is now responsible to begin making back payments owed for child support. He understood from the beginning that this issue would arise, and at this point in time he is wanting to be responsible and make the payments, but he is also needing to ensure that his overall stability is not compromised in the meanwhile. His overall goal is to regain contact with his two children, who he has not seen for over five years, so he needs assistance with identifying a good payment plan for the child support as well as negotiating ways to see his children again.

Suggested Interventions:

- Work with worker to understand his current financial picture
- Support and encourage him to initiate contact with Family Support Bureau and negotiate a payment plan that allows him to maintain personal stability – initiating contact usually results in a plan that is more beneficial to his ability to pay
- Identify the specific legal concerns he has regarding being able to see and be with his children so that when he accesses legal services he is more prepared
- Locate legal services in the community that are familiar with family law and similar circumstances – there are some legal groups who specialize in these types of child support issues
- Offer ongoing support and reassurance to the individual that the legal process may be lengthy and tedious and encourage him to take it a step at a time.
Tool 5-2 Legal Services Contacts and Resources

Tool 5-3 Health Services Contacts and Resources

These tools have been created in order to promote better knowledge for service providers about the services and resources in specific cities. At this time the resource lists to legal and health services are targeted towards the five cities that participate in the Ending Chronic Homelessness Initiative Through Housing and Employment, since this curriculum is being created as a related activity. The cities and states include: Boston, MA; Indianapolis, IN; Los Angeles, CA; Portland, OR; and San Francisco, CA.

It is hoped that these lists will be expanded to include other cities over time. However, based on the research done to create these lists, we believe that similar resources exist in most major cities, and can usually be located by doing a targeted internet search. Many of these resources also provide answers to common questions about legal and health services on their websites. Ultimately, each service provider is encouraged to identify resources in their own community since the laws governing certain legal and health issues as well as related services vary from state to state.

Tool 5-4 Group Job Retention Services Tracking Form

Tool 5-5 Individual Job Retention Services Tracking Form

The services tracking form is designed as a tool that can assist service providers to centralize information about different services being included into the job retention plan, and subsequently track scheduling of appointments, results of services, issues of coordination, and different contact information.
Planning for Relapse

Primary Components:
- Understanding the readiness, willingness and ability levels of worker to address lapse and relapse
- Exploring importance and personal value of change
- Exploring confidence: mastering the skills necessary to achieve change
- Key is to identify worker’s stage of change and use this information to develop appropriate interventions
- Focus on strengths and achievement rather than deficits and pathologies, especially in the context of work
- Relapse Management Strategies
  - Relapse Prevention
  - Abstinence
  - Harm elimination
  - Recovery readiness
  - Substitution
  - Moderation management
  - Substance use management
  - Identifying realistic and positive external supports for any of these strategies

How to do it:
- Identify the worker’s current goal regarding substance abuse issues - this will drive other actions
- Clearly define underlying issues and triggers, especially related to work
- Develop a relapse management and prevention plan, including steps to take when triggers are activated
- Identify specific supports to anticipate relapse management, i.e. support groups, AA meetings, etc.
- Develop specific “cheat sheet” to carry that provides immediate support when triggers are touched
- Integrate active guidance, encouragement, feedback and rewards into relapse management plan
- Plan use, if necessary, during times that will limit negative impact on employment
- Update relapse prevention plans over time to reflect the length of time with an employer
- Plan how to interact with employer if relapse should occur
- Research employee assistance plans of employer and integrate into relapse prevention plan if relevant and appropriate

A priority in planning for and managing relapse is to work with the worker to acknowledge that the possibility for it happening is high, and to assist in the creation of a well-defined plan for
actions to be taken if it occurs.— such a plan can be quite valuable in weathering a potential relapse. Another priority for the service provider is to understand and respect the current attitude of the worker about relapse and substance abuse or use in general, then develop a plan that corresponds to that attitude. Respecting the readiness, willingness and ability of the worker at a current point in time helps to develop a realistic, productive plan for managing relapse.

Throughout this Guidebook we have emphasized the need for planning, and also the need to adapt those plans as time elapses and circumstances change. Similarly, it is recommended that relapse management and related planning be updated regularly with new goals, service needs (if they have changed) since the impact of work on someone’s potential for relapse, or worries about it, can alter quickly.

Another important concept staff should keep in mind is that each worker who is addressing substance abuse recovery and is also employed will be unique in how he/she addresses the issues. Relapse is always a possibility, and thus the service provider must approach this issue in an individualized manner. An effective practice is to create a relapse management plan that is personal and potentially workable, and may not include abstinence. This may differ from personal philosophy for many service providers, but is an essential job retention intervention for this and similar populations.

The idea of planning for relapse can include a variety of approaches and strategies, depending on the readiness, willingness and ability of the worker, as was previously mentioned. Some of the primary strategies that exist in the field are listed above. In planning for relapse it is very important to work closely with the worker to identify and understand the strategy that is most comfortable at a certain point in time, and to develop realistic, accessible and comfortable supports for the worker’s relapse plan. It is also important to keep discussions about these strategies open so that they can be adapted as the worker’s goals around preventing relapse change.

Each of these have different levels of personal responsibility, different expectations and impacts related to job retention, and represent different levels of desire about coping with relapse on the part of the worker. Each is a recognized solution for coping with immediate relapse, and thus should be assessed when someone is identifying a relapse plan. Furthermore, it is important to reflect on the plan if relapse occurs, and to review if the anticipated goal that is identified by the worker during the planning process is consistent with the desires once relapse occurs. And if it is not then the plan can and should be adjusted, with appropriate supports added accordingly.

Individuals who have relapsed may or may not be able to retain a job during this time. But during the planning process as well as its potential implementation, it is important to facilitate positive communication with the worker, to offer encouragement that avoiding or managing relapse is very possible with effective planning, and reassurance and hopefulness if and when relapse occurs.

Some of the specific elements that can and should be addressed when performing relapse planning include:
Planning for and coping with triggers;
Discussing how stressors at work or job itself can be triggers;
Identifying positive, solid supports to prevent or manage relapse;
Identifying and formalizing service supports, on or off-site, that will be involved in assisting the worker to manage potential relapse;
Making the possibility of relapse a manageable, potential occurrence that can be discussed and planned for, rather than dreaded, avoided or denied;
Discussing the idea of potential relapse in the context of its impact on job retention separately from other elements of his/her life. It is possible that the worker could experience a relapse that impacts various parts of his/her life but does not impact performance at the job;
Based on the above statement, a good relapse management plan will address how relapse supports need to be identified to minimize impact at the job as well as in other key areas of the worker’s life such as housing and personal relationships.

Remember to normalize the idea of relapse as much as possible, as a way of reducing the bias or fear about it, and at the same time to work with the worker to anticipate any possible methods that might serve to avoid or manage it effectively.

Think about how you might handle the following job retention scenario:

A man in his 40s is working as a case manager at a non-profit, and has been there for over two years. He has been in recovery and sober from drinking for over 24 months, but is currently having issues with his partner as well as custody disputes about his 3 children. Recently he is feeling and looking quite stressed, and staff suspect he may have started drinking again. When broaching the issue, the man admits that he has been drinking some, and is concerned about how it will impact his job as well as his family life. He says he wants to quit altogether, but also acknowledges that he is not sure if he can do that with all of the family and custody issues. The stress of coping with his family challenges is leading him to drink more than he knows is wise, and results in him making poor decisions about the family and work.

Suggested Interventions:

- In this situation staff and the worker can develop a plan that considers when he is scheduled to work as well as he available to his family, then plan times when he can drink as well as a specific amount that he can consume without compromising his productivity
- Identify a regular times to check in with him to monitor his impulses to drink, and to offer him insight about when these impulses are strongest
- Work with worker to access support from case management staff, AA meetings, and other resources that offer a safe environment for expressing fears about his stresses and desire to drink
- Emphasize that the current situation is not permanent, that the intervention plan can be altered any time, and that support is available to him as requested and needed
Discuss what the actual impacts of drinking may have on his daily life, so that there is clear cognition on the possible consequences. Based on this cognition work with him to try and abstain, but if the impulses continue to plan his relapse at times when it will have the least negative results.

This type of planning represents adaptability and responsiveness to the current willingness, ability and readiness of the worker to deal with sobriety.

Other issues to consider when working with workers to plan for relapse:

- Length of time on a job, and how this is influencing the worker’s impulses;
- Length of time on the job and the credibility that he/she has at the workplace – this may impact the actions that the worker and case manager take;
- If an employer is supportive, negotiation regarding schedule or specific duties may occur in order to support the worker’s sobriety – this make allow for the worker to attend AA meetings, counseling sessions at a treatment program, etc.
- If the worker has been employed for over a year with the same employer, there is a strong possibility that he/she may be eligible for more intensive benefits that support job retention, such as taking extended sick time to enter treatment, accessing support from an Employee Assistance Program (EAP), or applying for a disability leave.

In this case the plan might be to work with the worker to take a leave from the worksite, ask for reduced responsibilities or less work hours, or other accommodations based on the work history established with the employer. In situations where it is possible, it is important to understand how disability leave and benefits might be used in the event of relapse.

### Tool 5-6 Relapse Action Planning

This tool is very straightforward and facilitates a discussion with the worker about concrete steps to take if the urge to use occurs, what to do if relapse does occur, how to respond if psychiatric symptoms increase or become more challenging, and a checklist for identifying specific activities that may trigger relapse. It is easy to use, and could be quite useful in detailing a relapse management plan that is specific and action-oriented.

### Tool 5-7 Crisis Management Tool

The Crisis Management Tool can be useful when working with individuals in a practical way to plan for relapse situations, and to handle them effectively when they occur.
**Tool 5-1**

**Post-Employment Budgeting**

**Instructions:** When you first get a job you will need to figure out how to budget the money you make. Use this worksheet to help you plan your monthly budget as you increase your income.

Month of Budget: _________________________
Date Completed: _________________________

1. Add together your sources of income.

<table>
<thead>
<tr>
<th>Present Financial Assistance</th>
<th>Current Income Per Month</th>
<th>Potential Income Changes (Reduction in Benefits, Wage Increase, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Income from Present Job</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Income from Odd Jobs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Gifts/Loans from Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Welfare Assistance/Benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Public Health Benefits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Long—term Disability or Unemployment Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Food Stamps</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Services-No Cost to Worker</th>
<th>Value of Service Per Month</th>
<th>Increase/Decrease of Cost Due to Employment and Potential Decrease of No-cost Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Medical Assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Child Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Housing Assistance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Free Lunch Program</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL INCOME: $___________________
2. Make a list of your expenses.

<table>
<thead>
<tr>
<th>Cost of Living</th>
<th>Actual Expenses Per Month</th>
<th>Which Expenses Do You Expect to Vary Month-to-Month? Explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apartment-Related Expenses</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sewage/Garbage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telephone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cable TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet Service</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Car Payment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Transportation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Auto Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-tax Commuter Coupons/Benefit</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laundry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical/Dental Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-insurance Covered Medical Costs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit Card Payments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newspaper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child Care/Child Support</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
School-related Expenses – Adults and/or Children

<table>
<thead>
<tr>
<th>Others</th>
<th>Entertainment and Recreation</th>
</tr>
</thead>
</table>

TOTAL EXPENSES: $_________________________

3. Do you have other financial resources (a working spouse, parental assistance, a savings account, a friend? Yes (  ) No (  )
Explain: _____________________________________________________________________

4. Are your bills more than your income? Yes (  ) No (  )
Explain: _____________________________________________________________________

5. Which of the income or expense areas do you believe will fluctuate from month to month?
Explain: _____________________________________________________________________

What specific plans/steps will you take to anticipate and integrate these changes into your monthly budget?
Describe:
Directions: The following are resources to help clients obtain the legal services they need. (This information was compiled for the cities involved in the DOL-HUD demonstration project, Ending Chronic Homelessness Through Housing and Employment). The agencies and websites provided below have information, forms, etc., on issues including tenant law, Medicaid/benefits rights, housing, immigration, and various other topics that may pose as barriers.

BOSTON

The Disability Law Center
The Disability Law Center (DLC) is the Protection and Advocacy agency for Massachusetts. DLC is a private, non-profit organization responsible for providing protection and advocacy for the rights of Massachusetts residents with disabilities. DLC receives federal, state and private funding but is not part of the state or federal government. Its mission is to provide legal advocacy on disability issues that promote the fundamental rights of all people with disabilities to participate fully and equally in the social and economic life of Massachusetts.

Main Office:
11 Beacon Street, Suite 925
Boston, Massachusetts, 02108
(617) 723-8455 / (800) 872-9992 Voice
617) 227-9464 / (800) 381-0577 TTY
(617) 723-9125 Fax
http://www.dlc-ma.org/

Greater Boston Legal Services (GBLS)
GBLS represents individuals and families, assisting with individual client needs as well as systemic problems. GBLS also represents community groups and provide community legal education. They give advice and represent people in court, before agencies, and before city councils and the state legislature.

   Employment Unit: The Employment Unit helps people who have been wrongfully denied unemployment benefits, victims of discrimination in training opportunities or employment, and people who are not receiving minimum wage or the overtime pay to which they are entitled. In addition, through legislative and administrative advocacy, the Unit has addressed the unemployment system, wage and hour laws, low wage worker protections, and training for disadvantaged families  http://www.gbls.org/employment/index.htm

   Housing Unit: The Housing Unit offers legal assistance to individuals and families who are homeless or at risk of becoming homeless and groups that represent tenants in substandard housing. The Unit helps people gain access to emergency shelter and long-term affordable housing.  http://www.gbls.org/housing/index.htm

   Welfare Unit: The Welfare Law Unit represents and advocates on behalf of families and individuals who need cash assistance under the TAFDC and EAEDC programs, or other assistance, such as child care, education and training, transportation benefits, Food Stamps, and Emergency Assistance rent arrears, from the Massachusetts welfare system which administers what is left of safety net/last resort financial assistance programs in the state. http://www.gbls.org/welfare/index.htm
**Immigration Unit:** The Immigration Unit represents people fleeing persecution in their own countries, undocumented battered women and undocumented unaccompanied minors to help them obtain legal status from the Immigration and Naturalization Service and to defend them in proceedings to remove them from the U.S. The Unit also provides advice, referrals and information on a wide range of other immigration questions through its intake clinics. In addition services are provided by law students through a legal clinic of the Harvard Law School. The Women Refugees Project focuses on securing formal acknowledgment by immigration agencies of gender-based violence world-wide, opening access of refugee women to political asylum and other protected status in the U.S., and promoting development of asylum law at agency and federal court levels. [http://www.gbls.org/immigration/index.htm](http://www.gbls.org/immigration/index.htm)

**Contact:**
Greater Boston Legal Services  
197 Friend St.  
Boston, MA 02114  
Toll-Free: 800-323-3205  
[http://www.gbls.org/service.htm](http://www.gbls.org/service.htm)

**Massachusetts Court System**
This is the housing forms page of the Massachusetts Court System website. It provides you with a array of housing court forms, including: summary process, small claims, supplementary process, civil, criminal, general and sample forms.

**Contact:**
617-788-8485  

**MassLegalHelp.org** offers information and resources on a broad range of issues including income and benefits; domestic violence, housing; mental health and health rights; and disability rights.  

**MassLegalServices.org** offers resources about legal issues facing lower-income Massachusetts residents to advocates and social service professionals.  

**Volunteer Lawyers Project of the Boston Bar Association (VLP)**
VLP provides legal representation in civil matters to the indigent of Boston through the pro bono services of private attorneys and paralegals. VLP also supports the Legal Advocacy and Resource Center (LARC) to operate a hotline to screen and refer clients to appropriate legal and social services and/or advise clients when services are not available or necessary. In addition to handling cases, VLP volunteers serve as Attorneys of the Day at the Boston Housing Court; teach community legal education programs for low-income homeowners; provide telephone advice on probate and estate related issues; and serve as counsel to a variety of community groups.

**Contact:**
VLP of the Boston Bar Association  
99 Chauncy St., 4th Floor  
Boston, MA 02111  
617-423-0648 phone  
617-423-0061 fax  
617-338-6790 tty  

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INDIANAPOLIS

Indianapolis Legal Aid Society
The Indianapolis Legal Aid Society is provides immediate and direct access to quality legal assistance for civil disputes. They are the only organization in Central Indiana that provides direct civil legal assistance with an attorney.

Contact:
615 North Alabama Street, Suite 122
Indianapolis, IN 46204-1431
317-635-9538

Indiana Legal Services, Inc.
Indiana Legal Services (ILS) is a nonprofit law firm that provides free civil legal assistance to eligible low-income people throughout the state of Indiana. ILS helps clients who are faced with legal problems that harm their ability to have such basics as food, shelter, income, medical care or personal safety. Most of the cases ILS handles are cases such as family law where there is domestic violence, housing, consumer law, access to health care, and access to government benefits.

Contact:
Market Square Ctr. Suite 1640
151 North Delaware Street
Indianapolis, IN 46204-2523
(800) 869-0212
www.indianajustice.org

Indiana Protection and Advocacy Services
IPAS was created in 1977 to protect and advocate the rights of people with disabilities and is Indiana's federally designated Protection and Advocacy (P&A) system and client assistance program. It is an independent state agency, which receives no state funding and is independent from all service providers, as required by federal and state law. IPAS staff includes disability rights advocates and attorneys who have the authority to pursue appropriate legal and administrative remedies on behalf of people with disabilities, to ensure the enforcement of their constitutional and statutory rights. IPAS may be able to assist Hoosiers who have a disability and are being denied a right or are being discriminated against because of that disability.

Contact:
Indiana Protection and Advocacy Services
4701 N. Keystone Ave., Suite 222
Indianapolis, Indiana 46205
TTY at 1-800-838-1131
http://www.in.gov/ipas/
Legal Line
Offered the second Tuesday of each month (except December), Legal Line is an opportunity for those in need of basic legal advice to speak to a qualified attorney by telephone. Call 269-2000 to talk with a lawyer 6:00 p.m. to 8:00 p.m.

Marion County Bar Association Pro Bono Referral System
This referral system provides pro bono services for indigent clients when they are referred by Indiana Legal Services.
617 Indiana Ave, Ste 1800
Indianapolis, IN 46204
317-631-9410
*Cases must be received from Legal Services Organization of Indiana.

LOS ANGELES

California Courts Online Self-Help Center
This website helps low-income clients learn about court procedures, find forms, and links to other important resources in an effort to find assistance and information on a wide range of topics including free and low-cost legal help, landlord/tenant issues, disability issues, immigration, public health benefits, and more.
http://www.courtinfo.ca.gov/selfhelp/

Legal Aid Foundation of Los Angeles
LAFLA provides a comprehensive range of services that attack the many problems faced by low-income people including escaping domestic violence; immigration issues, avoiding homelessness; and obtaining food, health care, and other benefits.
Contact:
1102 Crenshaw Blvd.
Los Angeles, CA 90019
Tel: (323) 801-7991

Neighborhood Legal Services of Los Angeles County
This organization provides free legal services to low-income residents in the areas of housing law (including evictions, Section 8, rent control, etc), family law (including child support, paternity actions), immigration law (including legal residency issues, citizenship, immigrant rights, etc), employment law (including wage garnishments, unpaid wage claims, employment disputes, etc), and public benefits (including food stamps, child care, welfare, SSI, etc).
Contact:
(800) 433-6251
http://www.nls-la.org/

The People's Guide to Health, Welfare & Other Services
The People's Guide gives practical information about how to get food, money, and other help from government programs and community services in Los Angeles County and the state of California. A Spanish edition is also online. The People's Guide is published by the Los Angeles Coalition to End Hunger & Homelessness.
Contact:
1010 S. Flower, Suite 401
Los Angeles, CA 90015
Phone: (213) 746-6511
Public Law Center
The Public Law Center, Orange County's pro bono law firm, is committed to providing access to justice for low income residents. Through volunteers and staff, the Public Law Center provides free civil legal services, including counseling, individual representation, community education, and strategic litigation and advocacy to challenge societal injustices.

Contact:
601 Civic Center Drive West
Santa Ana, CA 92701
(714) 541-1010
http://www.publiclawcenter.org/

Western Center on Law and Poverty (WCLP)
WCLP educates, advocates and litigates on health, housing and public benefits issues on behalf of low-income Californians. We work closely with legal services and other community based organizations to ensure that our efforts are firmly grounded in the actual experiences of the people we strive to help. With policy advocacy, impact litigation, and technical assistance, we represent low-income people in court, before administrative agencies (such as state and local welfare and health departments) and in the California Legislature.

Contact:
Los Angeles Headquarters
3701 Wilshire Boulevard, Suite 208
Los Angeles, CA 90010-2809
(213) 487-7211
http://www.wclp.org/

PORTLAND
Legal Aid Services of Oregon
Legal Aid Services of Oregon is a non-profit organization that provides representation on civil cases to low-income clients throughout Oregon. Program priorities include work on domestic violence, public benefits and housing issues.

Child Support Hotline: Statewide service of legal aid programs throughout Oregon that provides help to low-income persons who have problems with getting or paying child support. 1-800-383-1222 Monday 1:00 - 4:00; Thursday 9:00 - 12:00.

Public Benefits Hotline: Statewide service of legal aid programs throughout Oregon that provides help to low-income persons who have problems with applying for or receiving public benefits such as Welfare, Food Stamps, or Social Security. 1-800-520-5292.

Contact:
Central Support Office
921 SW Washington, Suite 570
Portland, OR 97205
(503) 224-4094

Oregon Advocacy Center
OAC is an independent non-profit organization which provides legal advocacy services for people with disabilities anywhere in Oregon. OAC offers free legal assistance and other advocacy services to individuals who are considered to have physical or mental disabilities. Documents can be found here: http://www.oradvocacy.org/programs.php

Contact:
Oregon Law Help
This website provides referrals to local legal aid and public interest law offices, basic information about legal rights, self-help information, court information, documents, links to social service agencies, and more in Portland, and other counties in Oregon.
http://www.oregonlawhelp.org/OR/index.cfm

SAN FRANCISCO

Bay Area Legal Aid
Bay Area Legal Aid (BayLegal) is the largest provider of free civil legal services in the Bay Area. Our seven regional offices work together to provide high quality legal assistance to low-income people regardless of their location, language, or disability. BayLegal provides free legal services in the priority areas of housing, domestic violence, public benefits and health access. Our full legal representation is limited to eligible clients who live in the counties of Alameda, Contra Costa, Marin, Napa, Santa Clara, San Francisco, and San Mateo. Our attorneys and advocates assist many individuals and families with complex legal issues involving unlawful detainer (evictions), Social Security, Medi-Cal, spousal abuse and array of other legal issues within our priorities.
Contact:
50 Fell Street
San Francisco, CA 94102
(415) 354-6360
http://www.baylegal.org/services.html

Legal Advice Line (LAL)
Recently launched by BayLegal, it is the Bay Area's first and only centralized legal services telephone system. People from throughout the region can now call the LAL without having to travel great distances, and can receive immediate counsel and advice in four different languages.
Contact:
(800) 551-5554

California Law Help
This website provides referrals to local legal aid and public interest law offices, basic information about legal rights, self-help information, court information, links to social service agencies, and more in California.
http://www.lawhelpcalifornia.org/CA/index.cfm

Eviction Defense Collaborative
The Eviction Defense Collaborative (EDC) provides legal assistance and advocacy to low-income and indigent tenants in San Francisco who are being evicted, by helping them draft legal papers in response to the eviction case and by providing them with legal information and referrals to assist them in fighting the eviction. The EDC also administers one-time rental assistance grants/loans to help tenants who are behind in their rent to pay the rent and stay in their homes.
Contact:
995 Market Street #1200 @ 6th Street
(9:30-11:30 a.m. & 1:00-3:00 p.m. M-F)
Helplink
HEPLINK is a free and confidential call center that connects local residents to health and human services. Trained Information and Referral Specialists listen to callers’ concerns and questions, perform thorough assessments of their needs, conduct comprehensive research, provide referrals to appropriate services, and follow-up to determine whether the needs have been met. HEPLINK operates several critical information and referral programs, including the Homeless Prevention Program, and the Immigrant Assistance Line (IAL).

Contact:
You can now find community services by dialing 2-1-1 in San Francisco, 24 hours a day, 7 days a week. Or, you can dial:
800-273-6222 (Info & referral)
(415) 808-HELP (English)
(415) 808-4444 (Spanish)
(415) 808-7339 (Chinese)  (415) 808-4440 (TTY)

Legal Aid Society - Employment Law Center
The Legal Aid Society - Employment Law Center established Workers' Rights Clinics throughout the San Francisco Bay Area to provide free and confidential information to low-income workers about their legal rights and the steps they may take to protect and assert those rights. Clinic counselors provide free legal information and counseling, as well as self-help tools on topics including workers rights, wage claims, immigration issues, and disability rights.

Contact:
600 Harrison Street, Suite 120
San Francisco, CA 94107
(415) 864-8848
Clinic line: (415) 864-8208 http://www.las-elc.org/aboutus.html

Lawyers’ Committee for Civil Rights
Lawyers’ Committee supports the rights of minority and low-income individuals by offering free legal assistance in civil matters and by litigating cases that have the potential of improving the lives of people often ignored by the legal system.

Contact:
131 Steuart Street #400
San Francisco, CA 94105
(415) 543-9444
(Phone for appointment)

San Francisco Homeless Advocacy Project (HAP)
HAP provides free legal services and supporting social services to people in San Francisco who are homeless, or at serious risk of becoming homeless.

Representation Clinics:
All clients are initially screened during our intake clinic. If the client has a potential ongoing legal issue with which she or he needs assistance, HAP staff will review the case and match the client with a volunteer attorney or advocate at a representation clinic. Clinics are held every Friday, 1-4 p.m. at the HAP office:
1360 Mission St., Suite 201
(415) 575-3130
Directions: This tool provides program summaries and contact information for health care services available in particular cities (This information was compiled for the cities involved in the DOL-HUD demonstration project, Ending Chronic Homelessness Through Housing and Employment). Each listing has a description of the services provided, as well as where you can go for more information. Many of the sites listed below provide comprehensive care for homeless and/or low income clients, with services including mental health, primary care, substance abuse, dental, rehabilitative, and other support services, at no cost to the client.

BOSTON

Action for Boston Community Development (ABCD)
The ABCD Health Services Department is committed to maintaining the health of low-income residents and communities of Greater Boston through the ABCD Boston Family Planning Program and several cutting-edge, community-based disease prevention and health promotion programs. With low-income and working families increasingly at risk in a fiscally out-of-control health care system, ABCD advocates for disadvantaged families.

Boston Family Planning provides comprehensive family planning care, community education, and outreach to ensure that community residents receive preventive health education and clinical services to maintain their health.
http://www.bostonabcd.org/familyplanning/index.htm

Men's Preventive Health Counseling Program is committed to fostering men's participation in family planning and creating opportunities for men to address their family planning and sexual health care needs. This program provides family planning education and counseling, sexual health education and related services to men age 19 and older.
http://www.bostonabcd.org/menshealth/index.htm

ABCD's Entre Nosotras/Between Us program, funded by the U.S. Office of Minority Health and the Massachusetts Department of Public Health (MDPH), works to promote and reinforce healthy behaviors among at-risk Latinas through in-home "Safety Net" parties, other small-group interventions, peer development and outreach through a network of beauty salons and other community businesses. ABCD Cares, also funded by MDPH, provides HIV education, service linkages and discharge planning to female inmates at the Suffolk House of Corrections.

Contact (for all programs listed above):
ABCD Health Services
178 Tremont Street
Boston, MA 02111
617-357-6000

Boston Health Care for the Homeless Program
The Boston Health Care for the Homeless Program (BHCHP) is a grantee of the federal Health Care for the Homeless initiative, and provides health care and psychosocial services at 83 sites, including shelters, motels, soup kitchens, day centers, street outreach, detoxification units, transitional programs, and clinics of four major teaching hospitals. BHCHP provides comprehensive health and dental care, social services with access to entitlements, substance abuse counseling/referral, health education, food pantry, mental health counseling/referral, access to specialties, transportation, prescription services, a 90-bed medical respite unit, and treatment of ophthalmologic, podiatric, and dermatologic problems.

Contact:
729 Massachusetts Avenue
Boston, MA 02118
Boston Public Health Commission (BPHC)
The BPHC provides mental health, addiction, emergency and homeless health care services to residents of Boston. It also links clients to community programs for additional services.

Contact:
Boston Public Health Commission (Main)
1010 Massachusetts Avenue
Boston, MA 02118
(617) 534-5395
http://www.bphc.org/

Department of Mental Health
The Massachusetts Department of Mental Health (DMH) sets the standards for the operation of mental health facilities and community residential programs and provides clinical, rehabilitative and supportive services for adults with serious mental illness, and children and adolescents with serious mental illness or serious emotional disturbance.

Contact:
25 Staniford Street
Boston 02114
Phone: (617) 626-8123
http://www.state.ma.us/dmh/_MainLine/MissionStatement.HTM

Free/Affordable Healthcare in Boston
This pdf includes 2 pages of contact information for free or low-cost healthcare services available to Boston residents. Programs/services listed include hospitals, mental health services, addiction services, and more.

Massachusetts Behavioral Health Partnership (MBHP)
The Massachusetts Behavioral Health Partnership manages mental health and substance abuse services for more than 300,000 MassHealth members across the Commonwealth. Working collaboratively with members, their families, advocates, state agencies, and providers, MBHP has created a community-based system of care that integrates mental health and primary care for members.

Contact:
150 Federal Street
3rd Floor
Boston, MA 02110-1745
Community Relations and the Access Line:
Toll-Free: (800) 495-0086
Main: (617) 790-4000
http://www.masspartnership.com/

Massachusetts Department of Public Health
The goal of the Massachusetts’ Public Health Department is to serve all the people in the Commonwealth, particularly the under served, and to promote healthy people, healthy families, healthy communities and healthy environments through compassionate care, education and prevention.
INDIANAPOLIS
Division of Mental Health and Addiction
The Division of Mental Health and Addiction provides services to low-income residents dealing with mental health and substance abuse issues.

Contact:
Office of Addiction and Emergency Preparedness
Family and Social Services Administration
402 West Washington Street, Room W353
Indianapolis, Indiana 46204
(317) 232-7935
http://www.in.gov/fssa

ECHO Community Health Care, Inc.
ECHO Community Health Care (ECHC) is a Healthcare for the Homeless grantee, and provides services to persons who are homeless, uninsured, or underinsured at three sites. ECHC provides comprehensive primary care, minor acute care, case management, basic laboratory and x-ray services, wellness education, immunizations, prescription assistance, dental care, optometry, emergency services, school physicals, Hoosier Healthwise enrollment, Indiana State Department of Health Breast and Cervical Cancer Prevention program, breast health education/screening, and transportation assistance. Specialized team members provide mental health/substance abuse services. In collaboration with the University of Southern Indiana, a registered nurse case manager coordinates primary care services for high risk inmates following release from jail. Health care services are provided at three fixed sites.

Contact:
970 SE Eighth Street
Evansville, IL 47713
812-436-0224
echo@evansville.net

Homeless Initiative Program - HealthNet Health Centers
The Homeless Initiative Program is a Health Care for the Homeless grantee, with a multi-disciplinary team consisting of a family practice physician, a family nurse practitioner, two medical assistants, a prenatal care coordinator, three outreach workers, five case managers, four employment specialists, and a program manager. Services are provided on the streets, at the HIP office, and in 15 shelter, mission, and transitional housing sites. Outreach staff assist homeless individuals with meeting basic needs for emergency shelter, food, clothing, health, and safety and provide referrals to HIP case management. Case managers assess the psychological and social needs of the individual, assist with the development of a care plan, and provide support, advocacy, and referrals as the individual acts on the plan. Employment and training services are available at the HIP office and include vocational counseling, pre-employment workshop, and assisted job search and job placement. Additional services for veterans seeking employment are available through the Homeless Veterans’ Reintegration Program at HIP. The mobile medical team provides acute and chronic care, primary care, free pregnancy testing, free vaccinations for children to protect them from serious illness, and referrals to specialists and hospitals, including referrals.
for dental care, foot care, and eye exams. A registered nurse facilitated access to pre-natal care, and provides education, support, and assistance to women until the baby is six weeks old.

In a new initiative, the Homeless Initiative Program is a partner with Goodwill Industries, Easter Seals Crossroads, the Indianapolis Private Industry Council, and the City of Indianapolis in providing permanent supportive housing, employment, and resource coordination for 42 chronically homeless individuals.

**Contact:**
1835 North Meridian Street
Indianapolis, IN 46202
(317) 931-3055

**Indiana Health Centers at South Bend - Project Homecoming**
Project Homecoming is a Health Care for the Homeless grantee, and provides medical, dental, and social services to individuals who are homeless in St. Joseph County. These services are provided with an emphasis on preventive care and education with the goal of homeless patients maintaining a positive health status. Project Homecoming is located within a six-city block area on the south side of South Bend where both sheltered and unsheltered individuals dwell. All services and center hours are designed to best accommodate the needs of individuals experiencing homelessness. Medical services include adult, pediatric and women's health, dental services, diagnostic lab tests, pharmaceuticals, prenatal care, maternal delivery, newborn hospital services, wellness care, acute care, Medicaid enrollment, prenatal classes, case management, smoking cessation classes, and social services.

**Contact:**
701 South Main Street
South Bend, IN 46601
(317) 632-1231
leothier@ihcinc.org

**Indiana State Department of Health**
The Public Health division of the Indiana Department of Health provides care to the underserved. It is the mission of the Indiana Department of Health to actively facilitate the integration of public health and health care activities to improve Hoosiers’ health.

**Contact:**
N Meridian St
Indianapolis, IN 46204
(317) 233-1325

**LOS ANGELES**

**Behavioral Health Services, Inc.**
BHS provides effective, innovative mental health and substance abuse treatment services at no cost. BHS operates seven recovery centers that provide outpatient treatment services to promote lifestyle changes and recovery from alcohol, drug dependency and related problems. Services include adult and adolescent programs, assessments, information and referrals, health awareness and physical exams, family counseling, parenting classes, anger management groups, Domestic Violence groups, individual, group and family counseling. Specialized groups for men and women, introduction to 12-step programs, HIV/AIDS and drug education, and drug testing are also available.
Contact:

American Recovery Center
2180 West Valley Boulevard
Pomona, CA 91768
909-865-2336

Boyle Heights Recovery Center
3421 East Olympic Boulevard
Los Angeles, CA 90023
323-262-1786

East LA Recovery Center
4065 East Whittier Boulevard
Los Angeles, CA 90022
323-269-4890

Hollywood Recovery Center
6838 Sunset Boulevard
Hollywood, CA 90028
323-461-3161

Inglewood Recovery Center
404 Edgewood Street
Inglewood, CA 90302
310-673-5750

Lincoln Heights Recovery Center
4099 North Mission Road
Los Angeles, CA 90032
323-221-1746

South Bay Recovery Center
15519 Crenshaw Boulevard
Gardena, CA 90249
310-679-9031

Wilmington Recovery Center
1318 North Avalon Boulevard, #A
Wilmington, CA 90744
310-549-2710

John Wesley County Hospital Institute
John Wesley County Hospital (JWCH) is a Health Care for the Homeless grantee, whose mission is to improve the health status of underserved segments of the population of Los Angeles through the direct provision or coordination of health care, health education services, and research. Comprehensive primary care is available five days a week, including several evenings and weekends. Services include disease management, health education, case management, netVan transportation, HIV/AIDS education and treatment, radiology services, recuperative care, access to medical specialists, and mobile outreach medical services. Three primary care physicians and one physician assistant are employed within the homeless health care services component.
Los Angeles County Department of Public Health
Protects health, prevents disease, and promotes the health and well-being for all persons in Los Angeles County. Public Health is prevention-focused, seeking to assure a basic level of protection for the entire population, from the basic threats to public health, including communicable and food-borne disease outbreaks, bioterrorism, toxic exposures and preventable injury, to working to prevent chronic diseases, such as heart disease, cancer, and diabetes.

Contact:
313 N. Figueroa St., Rm. 909, Los Angeles 90012
(213) 240-8117
http://lapublichealth.org
phps@ph.lacounty.gov

Los Angeles Department of Mental Health
The Los Angeles County Department of Mental Health (DMH) serves approximately one-quarter of a million residents each year, making it the largest mental health service system in the nation. We provide a diverse spectrum of mental health services to all ages, including mental health assessments, crisis intervention, case management, and medication support in both residential and outpatient settings. Our diverse workforce includes psychiatrists, psychologists, social workers, medical doctors, clergy, and trained mental health consumers.

Contact:
Hotline: 1-800-854-7771
http://dmh.lacounty.gov/

Los Angeles Mission Community Clinic
The Los Angeles Mission Community Clinic (LAMCC) is a Christian non-profit organization that was founded by the Los Angeles Mission in 1996, and receives funding under the Health Care for the Homeless grant. The clinic provides comprehensive medical care to homeless and uninsured individuals in the Skid Row area. The clinic is open Monday through Friday and Saturday mornings. Primary care services include general adult and pediatric medical services, TB screening and prophylaxis, health screening (diabetes, blood pressure, cholesterol), sexually transmitted diseases screening and treatment, cancer screening (cervical, breast, colon, prostate), subspecialty clinic referrals, adult and pediatric dental care, case management, and HIV services (prevention classes, referrals for housing and medical care).

Contact:
311 Winston Street
Los Angeles, CA  90013
(213) 893-1960
www.losangelesmission.org

Northeast Valley Health Corporation (NEVHC)
NEVHC Cooperative Health Care for the Homeless Network (HCH Network) serves as the lead among 15 health care agencies that make up the HCH Network. This network provides primary health care and outreach services to homeless individuals and families in Los Angeles County and use a variety of modalities of care. Services provided include primary health care, outreach, substance abuse and mental health care, mental health inpatient and partial hospitalization services, transitional housing, case management services, employment services, and other needed support services.
health services, case management, entitlement, eligibility assistance, provision of and arrangements for emergency health services and referrals for inpatient hospitalization.

Subcontractor(s):

Central City Community Health Center
5970 South Central Avenue
Los Angeles, CA 9001
Contact: Genevieve Filmardirossian
Phone: (323) 724-0019
ericgen92@aol.com

Children’s Hospital Los Angeles
High Risk Youth Program
PO Box 54700, Mail Stop #2
Los Angeles, CA 90054
Contact: Lisa DeGyarfas
(323) 669-2450 Ext. 3903
ldegyarfas@chla-usc.edu

City Help Wellness Center - Mobile Medical
2301 Bellevue Avenue
Los Angeles, CA 90026
Contact: Carlos Usmany
(213) 273-7125
cusmany@cityhelp.org

Clinica Oscar Romero - Alvarado
123 South Alvarado Street
Los Angeles, CA 90057
Contact: Maria Rangel
(213) 989-7700
Mrangel@clinicaromero.com

Portals House
Portals House is a community-based mental health system of care that provides comprehensive mental health services and social rehabilitation support to individuals with mental illness – many with a co-occurring substance abuse disorder. Portals also provides case management, ACT, housing, employment, educational, youth, and family services.

Contact:
679 South New Hampshire Avenue, Fifth Floor
Los Angeles, CA 90005
(213) 639-2500
http://www.portalshouse.org/

PORTLAND
Central City Concern
Central City Concern (CCC) was founded in 1979 to provide pathways to self-sufficiency through active intervention in poverty and homelessness. CCC service has developed to include a continuum of care, including health care, chemical dependency/mental health treatment, assertive case management, special needs housing, very low income housing, workforce development, and employment services.

Central City Concern Health Services is a Health Care for the Homeless grantee, and provides primary care that is integrated across several dimensions at the Portland Alternative Health Care Center (PAHC) and Old Town Clinic sites. Services include risk intervention, allopathic primary care, complementary care, mental health and chemical dependency treatment, case management, professional mentoring, outreach, pharmacy, health/nutrition education, and special needs housing support services. Dental care is provided through linkage with a volunteer service. CCC provides medically managed detoxification, primary care, and outreach services at the Hooper Center. Agreements with area hospitals for uninsured and managed care contracts for Oregon Health Plan clients provide access to specialty providers and hospital care. CCC also provides 1,188 units of 30% and below housing with more than 600 units of single and family alcohol and drug free community housing units (ADFC). CCC also provides job training.
Coalition of Community Health Clinics
The Coalition of Community Health Clinics (COALITION) is an active network of dedicated professionals from over a dozen private, non-profit health clinics. These clinics provide essential health services to the uninsured and under-served men, women and children in the Portland Metropolitan area. COALITION provides services to the homeless, recent immigrants, at-risk teens, minorities, and other populations who all too often fall through the cracks. Coalition clinics are mission-driven to provide health care to our most vulnerable residents. Therefore, many of our patients rely on public insurance programs like Medicaid and Medicare and a majority are uninsured.

Contact:
522 SW 5th Ave, Ste 400
Portland, OR 97204
503-546-4991

Multnomah County Health Department
Multnomah County Health Department is a Health Care for the Homeless grantee, and provides services including primary care, prenatal, family planning, addictions medicine, chronic illness care, TB/STD treatment, immunizations, nutrition, rheumatology, mental health, substance abuse, case management, respite, nutrition, lab, radiology, pharmacy, after hours triage, and referrals.

Contact:
426 SW Stark, 5th Floor
Portland, OR 97204
(503) 988-3663 Ext. 2285
kim.h.tierney@co.multnomah.or.us
www.co.multnomah.or.us/health

Native American Rehabilitation Association of the Northwest
The Native American Rehabilitation Association of the Northwest (NARA-NW) is a Health Care for the Homeless grantee, and provides integrated health, mental health, substance abuse treatment, and social services to Native American and Alaska Native people who are homeless or have low incomes. NARA-NW primarily serves people living in Oregon and Southwest Washington. The NARA-NW community health center includes two primary care clinics, an outpatient mental health center, an outpatient substance abuse treatment center, a residential substance abuse treatment center, and a small pharmacy.

NARA-NW provides health, mental health and substance abuse treatment services that are culturally specific to the needs of American Indian and Alaska Native people. These services are often coupled with social services and supports that enable access to services such as case management, transportation, and housing assistance.

Contact:
776 SW Madison Street
Portland, OR 97205
(503) 224-1044
jmercer@naranorthwest.org
Outside In
Outside In is a Health Care for the Homeless grantee that works closely with community organizations to identify needs, coordinate services, and conduct extensive outreach to youth, families, and adults experiencing homelessness, and provides primary care and health education. Through partnerships with medical schools, Outside In provides allopathic, naturopathic, and Oriental medicine and acupuncture. The clinic also provides mental health, substance abuse and dental services. A contract psychiatrist provides diagnosis, counseling, and psychiatric medications. The Outside In Clinic has mutual referral relationships with other safety net clinics and a referral network of private medical specialists who see patients free of charge.

Contact:
1132 SW 13th Avenue
Portland, OR 97205
(503) 535-3800
jduke@outsidein.org
www.outsidein.org

Office of Mental Health & Addiction Services
Portland’s OMHAS provides mental health treatment and substance abuse services to residents who are at or below the federal poverty level.

Contact:
Department of Health Services
500 Summer Street NE E86
Salem 97301-1118
Phone: (503) 945-9704
http://www.dhs.state.or.us/mentalhealth/

SAN FRANCISCO
Baker Places
Baker Places provides social rehabilitation and housing options for people who are struggling with mental and psychological illness, chemical addictions and HIV/AIDS.

Contact:
600 Townsend Street, Suite 200E
San Francisco, CA 94103
(415) 864 4655
http://www.bakerplaces.org/default.htm

Community Awareness and Treatment Services, Inc. (CATS)
CATS offers a system of compassionate care through outreach, transportation, support services, rehabilitation and housing for individuals and families affected by substance abuse, HIV/AIDS, mental disabilities, poverty, and/or homelessness.

Contact:
1446 Market Street
San Francisco, CA 94102
(415) 241-1199
www.careforhomeless.org

South East Health Center
Part of the Community Health Network, this center provides general health, as well as outpatient substance abuse treatment to underserved and low-income people, including those with HIV.

**Contact:**
2401 Keith Street  
San Francisco CA 94124  
(415) 671-7000

**San Francisco Behavioral Health Plan**
Run through the Department of Public Health, the San Francisco Behavioral Health Plan offers a full range of specialty behavioral health services provided by a culturally diverse network of community behavioral health programs, clinics and private psychiatrists, psychologists, and therapists. Services are available to residents of San Francisco who receive Medi-Cal benefits, San Francisco Health Plan members, and to other San Francisco residents with limited resources. Services are approved and provided based on individual clinical need.

**Contact:**
24-Hour Access Helpline: (415) 255-3737 or (888) 246-3333  
Consumer Relations Office: (415) 255-3433  
http://www.dph.sf.ca.us/PHP/MHP.htm

**San Francisco City Clinic**
The Clinic is the City's only municipal STD Clinic and provides confidential, low cost, convenient drop-in services to all people over the age of 12, regardless of their ability to pay.

**Contact:**
356 7th Street  
San Francisco, CA 94103  
415-487-5500

**San Francisco Community Clinic Consortium**
The San Francisco Health Care for the Homeless Project (SFHCHP) is a partnership between the San Francisco Department of Public Health and the San Francisco Community Clinic Consortium (SFCCC). The project provides comprehensive health care to individuals who are homeless. Services are provided at community health centers, public health clinics, shelter-based clinics, other homeless service provider agencies, and through a mobile outreach program.

The SFCCC provides administration, fiscal management, project reporting, and monitoring. SFCCC also operates the mobile outreach program, Street Outreach Services (SOS). SFCCC contracts with eight of its partner health centers and the San Francisco Department of Public Health for additional HCH services, including primary and urgent medical care, dental care, and substance abuse, mental health, case management,

**Contact:**
1550 Bryant Street, Suite 450  
San Francisco, CA  94103  
(415) 355-2222  
www.sfccc.org

**Subcontractor(s):**
**Curry Senior Center**  
333 Turk Street  
San Francisco, CA  94102  
Contact: Gay Kaplan

**Glide Health Services**  
330 Ellis Street  
San Francisco, CA  94102  
Contact: Rita Shimmin

99
Haight Ashbury Free Medical Clinic
558 Clayton
San Francisco, CA 94117
Contact: John Grimm
(415) 487-5632

Lyon-Martin Women's Health Services
1748 Market Street, Suite 201
San Francisco, CA 94102
Contact: Gloria Nieto
(415) 565-7667

Mission Neighborhood Health Center
240 Shotwell Street
San Francisco, CA 94110
Contact: Gladys Sandlin
(415) 552-3870

Native American Health Center
160 Capp Street
San Francisco, CA 94110
Contact: Mark Espinosa
(415) 621-8051

North East Medical Services
1520 Stockton Street
San Francisco, CA 94133
Contact: Linda Bien
(415) 391-9686

San Francisco Department of Public Health
101 Grove Street, #323
San Francisco, CA 94102
Contact: Barbara Garcia
(415) 255-3525

South of Market Health Center
551 Minna Street
San Francisco, CA 94103
Contact: Charles Range
(415) 626-2951

San Francisco Department of Public Health
The Department of Public Health provides comprehensive, culturally-proficient health care to all. Through the DPH residents can be linked to services for general health, as well as substance abuse, HIV/AIDS, and mental health treatment.

Contact:
101 Grove Street, #323
San Francisco, CA 94102
Contact: Barbara Garcia
(415) 255-3525  http://www.sfdph.org/

Tom Waddell Health Center
Tom Waddell Health Center is a multidisciplinary primary care clinic focusing primarily on the needs of underserved populations of inner city San Francisco. They have nutritional, mental health and social services, and work closely with community organizations. Anyone who identifies as transgender can be seen in their clinic.

Transgender Clinic Hours: Tuesday evening, 5:00 p.m.- 8:00 p.m. Sign up for an intake appointment for new patients is Tuesday from 2:00 to 4:00 p.m.

Tom Waddell Health Center Hours: Monday through Friday, 8:30 a.m. - 8:30 p.m.
Saturday, 8:30 a.m. - 5:00 p.m. Closed on Sunday & holidays

Contact:
50 Lech Walesa Street
San Francisco, CA 94102
(415) 554-2727  http://www.dph.sf.ca.us/chn/HlthCtrs/transgender.htm
**Tool 5-4**  
**Group Job Retention Services Tracking Form**

**Explanation:** This form can be used to maintain an overview of the different services being used currently or in the past to support job retention. It is most effective if used together with the Individual Services Tracking Form in the Toolkit. The chart can be used with dates or actually listing the specific services, or other as needed by staff.

Not all services are needed by each worker, but the ones listed below are the primary ones included in the staff curriculum as well as tool categories for this Toolkit.

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**Individual Job Retention Services Tracking Form**

**Explanation:** This form should be used to help track retention services the worker may be receiving from a number of sources to better integrate those services as part of a comprehensive retention strategy. The services listed correspond to those described in the staff curriculum and include specific tools that can be used to deliver each one. The primary objective of a tracking system is to identify the types of retention service that are being provided or that the worker has requested, the reason(s) that the retention services are appropriate to the worker’s needs and wishes, and the overall goal of integrated retention services, even when provided by multiple parties. This form should be done together with the worker at the outset when engaged in a Discovery process, at point of job placement to reassess and augment the retention plan if needed, and on an ongoing basis post-placement to achieve job retention goals.

Name: ____________________________  Starting Date: ________________

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<th>Type of Job Retention Service</th>
<th>Starting Date of Service</th>
<th>Specific Service Needed</th>
<th>How Service will be Obtained</th>
<th>Frequency of Retention Services Contact</th>
<th>Who will Provide Retention Services</th>
<th>Goal of Service – What Needs to be Accomplished</th>
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<tr>
<td>2. Identifying and Addressing Workplace Triggers and Barriers</td>
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<td>3. Benefits Planning</td>
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<td>4. Personal Budgeting Planning</td>
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<td>5. Legal, Health and Related Services</td>
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<td>6. Problem-Solving and Teamwork</td>
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<td>7. Tracking Skill Development</td>
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<td>8. Career Attachment</td>
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<td>9. Career Advancement</td>
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<tr>
<td>10. Other</td>
<td></td>
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</tr>
</tbody>
</table>
Action Plan for Resisting Triggers for Substance and Alcohol Abuse Relapse

**Directions:** People can experience relapse affecting work, housing and other situations from alcohol and/or substance abuse and from the effects of psychiatric symptoms directly affecting a person’s ability to perform in a chosen role. This tool will help case managers and clients discuss scenarios in which relapse may occur, and facilitates the creation of action plans for addressing and possibly preventing relapse and the adverse consequences affecting employment, housing, and other personal living situations.

In this section, you and your client can discuss strategies to help prevent a possible relapse from alcohol and/or substance abuse.

Five people I can call the minute I get a craving or urge to drink or use:

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

Five things I can do to get my mind off of using or drinking:

__________________________________________

__________________________________________

__________________________________________

__________________________________________

__________________________________________

---

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Action Plan for Alcohol/Substance Abuse Relapse\(^{32}\)

**Directions:** This section allows you and your client to come up with action steps if/when a relapse occurs.

From past experience, alcohol and/or substance abuse relapse has these effects on my life:

____________________________________________________________________________________

These are some warning signs and relapse factors to watch out for:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

If I should lapse I need to tell these people:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

I need to do these things to make sure it doesn't happen again:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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If Psychiatric Symptoms Return or Worsen and Affect Ability to Perform Chosen Role(s)

Directions: This section allows you and your client to prepare for a possible psychiatric relapse and/or strategies for coping with and recovering from a relapse.

These are some warning signs that may precede a flare-up of symptoms:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

If I should experience a flare-up I need to tell these people:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

I need to do these things to cope in a positive way:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

If I have a psychiatric emergency:

I would like to see Doctor __________________________________________

I authorize ______________________ to take care of __________________________

and ____________________________

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Identifying “Slippery Places” and Situations That Can Harm Recovery

Directions: This section allows you and your client to identify harmful triggers for individual relapse, and discuss coping options.

From past experience, psychiatric relapse has these effects on my life:

____________________________________________________________________________________

Situations and places that negatively influence my recovery:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

How will I cope with each of the above situations:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

You may get ‘warning signals’ that could indicate you are in danger of relapsing either in alcohol/substance abuse, or in psychiatric symptoms that have an effect on your ability to perform a life role. It is important to note that not all of the above criteria may apply to you or be common to both alcohol/substance abuse and psychiatric relapse. Please make an honest assessment of each of these factors and feel free to note whether they apply only to alcohol/substance abuse relapse by marking ‘AS’, psychiatric relapse by marking ‘P’ or both by marking ‘B’

__ Bored most of the time  __ Keeping secrets
__ Lying about activities  __ Hanging out with drug using friends
__ Thinking you are cured  __ Quitting therapy
__ Missing appointments  __ Stopping medications
__ Getting to hungry  __ Excess Anger
__ Staying to lonely  __ Being to tired
__ Quit reading recovery literature  __ Worrying too much about the future
__ Avoiding problems  __ Problems sleeping
__ Missing meetings and aftercare  __ Blaming other people
__ Dreaming of the "good old days"  __ Visiting taverns and bars
__ Being uncommunicative  __ Not taking action
__ Keeping a stash just in case  __ Thinking, I can handle it on my own
__ Dwelling on mistakes  __ Holding onto resentments

Additional warning signs:

____________________________________________________________________________________

____________________________________________________________________________________
Make a List of Things to do that are Enjoyable and Healthy

Directions: A healthy lifestyle is one of the positive factors influencing recovery. This section allows you to list the things you do for enjoyment, to maintain your physical health, comfort, ‘inner peace’ and connections to others that are all parts of a healthy lifestyle.

__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________
Directions: This tool will help employers to deal with crisis situations in the workplace. Divided into four sections, each gives step-by-step actions and considerations for employers to use on how to effectively handle sensitive crisis situations with employees.

This tool can be broken into four separate “Train the Trainer” modules, or can be reviewed all together in a group or brainstorming session.

Dealing with Crisis Situations

Instructions for the Trainer: Take this opportunity to brainstorm with the group. Use the following scenarios to invite workers to talk about their experiences dealing with employees who have abused alcohol or drugs in the workplace. Use a flip chart to record their observations. After a period of discussion, lead the workers through the steps they should use to deal with similar situations.

What would your response be in the following situations?

- You come upon an employee who is disoriented and smells of alcohol.
- Employees tell you that other employees are using drugs in the work facility.
- You see one of your drivers at an area restaurant during the workday having a beer with friends at lunch.

Investigating an Incident

It is important that you be familiar with your organization's drug-free workplace policy when attempting to deal with these highly charged situations. If possible, when dealing with the employee regarding suspected use of alcohol and/or drugs, a supervisor should call in another supervisor or manager who can act as a reliable witness.

When dealing with alcohol and other drugs in the workplace, one of your first responsibilities as a supervisor is to distinguish between a crisis situation and a performance problem.

Crisis situations can consist of:

- Dangerous behavior
- Threatening behavior
- Obvious impairment
- Possession of alcohol or other drugs
- Illegal activity

To investigate a potential drug/alcohol crisis situation, the supervisor should ask himself/herself the following questions:

- What exactly do you see?
- Does there appear to be illegal activity, policy violations or unusual behavior taking place?
- Is a group of people involved or a single employee?
- Are you the direct supervisor to anyone involved in the incident?
- Are reliable witnesses available?
- Is any physical danger involved in taking action or not taking action?
- Is there a specific policy that applies to the situation?
- Does the situation require expert consultation from HR, EAP or security?
- Is this a situation that calls for reasonable-suspicion testing?
- Have you documented what you see and what you have done in response?
The following are recommended actions a supervisor should take when he or she is confronted with a possible drug or alcohol situation:

- Ask the employee to come to a private area with another supervisor and inquire about the behavior, rumor or report.
- Inform the employee of your concerns and get his or her explanation of what is going on.
- If you feel there is a problem, notify your superior.

If there is evidence or suspicion of recent use and based upon the employee's response and your drug-free workplace policy, the supervisor should:

- Refer the employee to the Employee Assistance Program (EAP), provided your company has one;
- Place the employee on suspension until a formal investigation takes place;
- Arrange for the employee to be escorted home; or
- Escort the employee to a collection site for the drug test, if your policy includes reasonable suspicion testing. (*Remember, if the employee is in no shape to work, then he/she is in no shape to drive.)

If you make observations regarding the illegal distribution, possession, sale, transportation or manufacturing of controlled and dangerous substances on work property, contact local law enforcement. These situations usually result in a uniformed officer responding to conduct an investigation, make an arrest (if appropriate) and prepare a report. Due to the limited resources of most local law enforcement agencies, they may not conduct lengthy undercover investigations. If such a response is necessary, the employer has the option of securing the services of a private security investigator.

Recognizing Problems on the Job
Crisis situations involving suspected recent use of alcohol or other drugs do happen, but it is much more common for the supervisor to encounter job performance problems that are ongoing. Most of your employees are NOT going to have workplace problems that require special assistance from you beyond normal training, guidance and review. However, you should realize that ongoing performance problems that have not responded to normal supervisory intervention might require more intensive action.

Many indicators of poor performance also may be signs of medical or mental health problems. The existence of these indicators alone is not adequate to determine the presence or absence of any condition. The supervisor should never diagnose, accuse or treat such problems. The indicators simply provide the supervisor a basis for making a referral to a professional who can help the employee, such as an Employee Assistance Program (EAP) professional.

When you see a performance problem, do not try to diagnose your worker's problem. Limit your observations and evaluation to declining job performance. In addition, don't disregard the "small things" about a worker's performance. If the employee is unable to correct those "small things", then he or she may indeed have a larger problem. The problem will grow over time and make the supervisor's job more difficult.

On-the-Job Indicators
Instructions for the Trainer: The following chart is provided to help you guide supervisors through the progression of the disease of addiction. It is separated into the symptoms of the progression of the disease of addiction, the impact of addiction on an employee’s life and resulting reduction in productivity, and the signs of addiction that may be visible in the workplace.

Nearly three quarters of individuals who suffer from alcohol and drug problems are employed. They are often unhappy with their lives, but they fail to realize that their use of alcohol and/or drugs is a major contributing factor. Addiction is the irresistible compulsion to use alcohol and other drugs despite adverse consequences. It is characterized by repeated failures to control use, increased tolerance and increased disruption in the family.
### Early Phase

<table>
<thead>
<tr>
<th>Disease Progression</th>
<th>Impact</th>
<th>Visible Signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Uses to relieve tension</td>
<td>To 90% Efficiency</td>
<td><strong>Job Performance</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Makes more mistakes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Misses deadlines</td>
</tr>
<tr>
<td>- Tolerance Increases</td>
<td>Criticism from boss</td>
<td><strong>Attendance</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Late</td>
</tr>
<tr>
<td>- Memory blackouts</td>
<td></td>
<td>- Absent</td>
</tr>
<tr>
<td>- Lies about use</td>
<td>To 75% Efficiency</td>
<td><strong>General Behavior</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Co-workers complain</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Overreacts to criticism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Complains about being ill</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Lies</td>
</tr>
</tbody>
</table>

### Middle Phase

<table>
<thead>
<tr>
<th>Disease Progression</th>
<th>Impact</th>
<th>Visible Signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Sneaks Use</td>
<td><strong>Loss of Job advancement</strong></td>
<td><strong>Job Performance</strong></td>
</tr>
<tr>
<td></td>
<td>Loss of Job advancement</td>
<td>- Spasmodic work pace</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Difficulty concentrating</td>
</tr>
<tr>
<td>- Guilty about use</td>
<td>Warnings from boss</td>
<td><strong>Attendance</strong></td>
</tr>
<tr>
<td></td>
<td>Family problems</td>
<td>- More days off for vague reasons</td>
</tr>
<tr>
<td>- Tremors</td>
<td>Financial problems</td>
<td></td>
</tr>
<tr>
<td>- Depression</td>
<td>Wage garnishment</td>
<td></td>
</tr>
<tr>
<td>- Loss of interest in other activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Late Middle Phase

<table>
<thead>
<tr>
<th>Disease Progression</th>
<th>Impact</th>
<th>Visible Signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Avoids discussion of the problem</td>
<td>Disciplinary action Trouble with the law</td>
<td><strong>Job Performance</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Far below expectations</td>
</tr>
<tr>
<td>- Attempts to control use fail</td>
<td>Serious family problems</td>
<td><strong>Attendance</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Frequent time off</td>
</tr>
<tr>
<td>- Neglects food</td>
<td></td>
<td>- Doesn't return after lunch</td>
</tr>
</tbody>
</table>
- Isolates self from others  
To 30% Efficiency

General Behavior
- Aggressive, belligerent
- Domestic problems interfere
- Loss of ethical values
- Won't talk about problem

Late Phase

<table>
<thead>
<tr>
<th>Disease Progression</th>
<th>Impact</th>
<th>Visible Signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Believes that other activities interfere with use</td>
<td>- Final warnings at work</td>
<td>Job Performance</td>
</tr>
<tr>
<td>- Blames people, places and things for problems</td>
<td>- Serious financial problems</td>
<td>- Formal discipline</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- No improvement</td>
</tr>
<tr>
<td></td>
<td>- Termination</td>
<td>Attendance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Prolonged unpredictable absences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>General Behavior</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Use on the job</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Physical deterioration</td>
</tr>
</tbody>
</table>

Intervention and Referral
Most supervisors have received strong messages not to involve themselves in the personal lives of employees. But since some of these problems affect all aspects of an employee's life, and people can't park their problems at the door, the problems accompany them into the workplace. When alcohol or drug use impacts job performance, it becomes a supervisory concern. In fact, off-the-job behavior, such as the use of alcohol and other drugs, can have serious consequences for all of us in the workplace. Employees whose performance fails to meet expectations may have a serious personal problem that is impairing their performance. Perhaps it's a marital problem or financial trouble, or it could be signs of a developing alcohol or drug problem.

Knowing that you have a troubled employee is often easy. The employee has the skills to do the job, has even performed well in the past, and now is having problems on the job. You may find that your supervisory interventions don't bring about sustained improvement and you are running out of ideas.

Supervisors usually go through several phases when faced with an employee whose performance is declining:

Uncertainty and denial. The employee may give excuses to explain away the problems, such as sick kids, family emergencies and car trouble. You have the natural and hopeful feeling that things will probably straighten themselves out. You may even have a "heart-to-heart" discussion with the employee at this point.

Anger, frustration and exasperation. As the problems continue and worsen you move into the next phase, characterized by anger, frustration and exasperation. There are broken promises from the employee, and you find that it takes more time to double check and monitor the employee's performance. You begin to suspect that the employee is lying and just giving more excuses.
**Self-doubt and guilt.** Next, you may go through a phase when you question your own ability as a manager. You may experience some guilt about bending the rules for the employee or because you finally blew up at the employee.

**Recognition.** This is the phase when you recognize that normal efforts have not corrected the problem or motivated the employee. Hopefully, this recognition then leads to documentation, constructive confrontation and a referral to the EAP or other assistance.

**When you have determined that there are job performance problems and decided to discuss the difficulties with the employee, these are the steps you should take:**

- Document the performance problem
- Get yourself ready
- Set the stage
- Use constructive confrontation
- Refer for assistance
- Follow up on progress towards meeting performance goals

**Document the Performance Problem**

Documentation is an essential ingredient in any drug-free workplace program. It is crucial for the supervisor to document signs of declining performance and record what interventions have been attempted. Start documenting at the first signs of declining performance. Document all absences, tardiness, late reports, reduced production, errors, on-the-job accidents, conflicts with coworkers, changes in personal appearance, long lunches and early departures. Be specific, using as many details as needed. This is particularly important in situations where the supervisor is called upon to take action due to safety concerns or when there are plans to apply progressive discipline.

**Documentation includes:**

- The name of the employee
- The date, time and location of the incident
- A short summary of the supervisor's observations
- Any involvement of witnesses
- The action the supervisor takes to intervene
- The employee's response
- Documentation provides:
  - The employee specific evidence of the performance problem
  - Objective factual information
  - The performance picture over time
  - The supervisor the ability to recognize the pattern of declining performance
  - The means to prevent future meetings with the employee from being "his/her word against yours"
  - Support for the corrective action process

**Instructions for the Trainer:** It is crucial for the supervisor to document signs of declining performance and record what interventions have been attempted. Below is a sample form that your organization can design to help supervisors with documentation. Lead the workers through the form by asking supervisors to think of a situation where there is a performance problem and have them complete the form with that situation in mind. Open the discussion for their comments and questions.

**The form below can be printed to use as a handout during the training session:**
## Sample Incident Documentation Sheet

<table>
<thead>
<tr>
<th>Employee Name:</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of incident:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of incident:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Observations:**

- Odor of alcohol?
- Odor of marijuana?
<table>
<thead>
<tr>
<th>Behavior:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nervous</td>
<td>(</td>
<td>Insulting (</td>
</tr>
<tr>
<td>Sleepy</td>
<td>(</td>
<td>Exaggerated Politeness (</td>
</tr>
<tr>
<td>Confused</td>
<td>(</td>
<td>Combative (</td>
</tr>
<tr>
<td>Excited</td>
<td>(</td>
<td>Quarrelsome (</td>
</tr>
<tr>
<td>Fatigued</td>
<td>(</td>
<td>Uncooperative (</td>
</tr>
<tr>
<td>Poor Memory</td>
<td>(</td>
<td>Overly Talkative (</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unusual Actions:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweating</td>
<td>(</td>
<td>Slow Reactions (</td>
</tr>
<tr>
<td>Crying</td>
<td>(</td>
<td>Tremors (</td>
</tr>
<tr>
<td>Fighting</td>
<td>(</td>
<td>Quick Moving (</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speech:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Slurred</td>
<td>(</td>
<td>Slow (</td>
</tr>
<tr>
<td>Confused</td>
<td>(</td>
<td>Thick (</td>
</tr>
<tr>
<td>Rambling</td>
<td>(</td>
<td>Pressured (</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balance:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Falling</td>
<td>(</td>
<td>Staggering (</td>
</tr>
<tr>
<td>Unsure</td>
<td>(</td>
<td>Needs Support (</td>
</tr>
<tr>
<td>Stumbling</td>
<td>(</td>
<td>Normal (</td>
</tr>
</tbody>
</table>

Eye witnesses/other employees involved:

Supervisory action taken:

Consequences:
Get Yourself Ready
When you have observed and documented deteriorating job performance or work patterns, you may have several options:
- Discuss the matter with your immediate supervisor and/or the Human Resources (HR) representative.
- Discuss the problem with the Employee Assistance Program (EAP), if one exists in your organization.*
- Discuss performance difficulties with the individual employee before the problems become more serious. This discussion with the employee is called constructive confrontation. Consult with someone who can give you professional guidance (HR, EAP). It is important to know what you are going to say. You can write notes that will help during your meeting with the employee. You may not wish to follow these notes exactly, but the process will help you stay on track when talking to the employee.

*If EAP services are not available, supervisors may find it useful to consult with a community mental health professional or addiction treatment center with expertise in conducting interventions. This may help supervisors prepare for confronting an employee who is having performance problems that may be linked to alcohol and drug abuse. However, it is important to note that these professionals may not fully understand the limits in the workplace and the importance of keeping interventions focused on job performance matters only.

Set the Stage
- Hold any meeting with the employee in a private place where interruptions will be limited.
- Identify the best time of day considering workload and the employee's behavior.
- Allow sufficient time for the meeting and set a time limit.
- Make an appointment with the employee to discuss the issues.
- Allow for union representation, if appropriate.

Constructive Confrontation
When using constructive confrontation you should keep in mind that your primary objective, as a supervisor, is not to determine the employee’s underlying problem. Rather, your objective is to advise the employee of the specifics of his or her poor performance and to come to an agreement on the method for improvement.

- Tell the employee you are concerned about his/her job performance and state the problem. Use your documentation about specific incidents and problems. Avoid over-generalizations, such as ”You are always late.”
- Ask the employee if he or she has any explanation for the problem. Avoid getting involved in discussions of personal problems. Try to get the employee to acknowledge that they understand what you see as a problem.
- Define what must be done to correct the performance problem.
- Set a time frame for improvement.
- Specify the consequences for the employee if the problem is not corrected.

The sample form on the next page can be used to help supervisors with preparation and documentation. This form can be printed to use as a handout during the training session:
<table>
<thead>
<tr>
<th>Constructive Confrontation Worksheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Name:</td>
</tr>
<tr>
<td>Date of Meeting:</td>
</tr>
<tr>
<td>Attendees:</td>
</tr>
<tr>
<td>Specific performance issues:</td>
</tr>
<tr>
<td>Employee's explanation of poor performance:</td>
</tr>
<tr>
<td>Expectations for performance:</td>
</tr>
<tr>
<td>Effects of poor performance:</td>
</tr>
<tr>
<td>Possible disciplinary steps:</td>
</tr>
<tr>
<td>Referral:</td>
</tr>
<tr>
<td>Follow-up meeting date:</td>
</tr>
<tr>
<td>Employee signature:</td>
</tr>
<tr>
<td>Supervisor signature:</td>
</tr>
<tr>
<td>Union representative signature:</td>
</tr>
</tbody>
</table>
Referral for Assistance

If EAP services are available:
An EAP will work with supervisors, especially in the early phases of dealing with a troubled employee. If you have an employee whose performance is continuing to slide even though he or she has the equipment, materials and training to do the job, it is a good idea to refer him/her to the EAP. You need focus only on the performance problem. As a supervisor, you do not need to determine whether alcohol or drug use is part of the cause.

When you are faced with an employee whose performance is declining, the EAP will review the issues with you, discuss how you have already attempted to correct the problem and coach you through a referral based on declining job performance. One approach to referral is to say, "This isn't the first time that we have talked about these issues. Whatever you have been trying isn't working. I am going to formally refer you to the EAP to give you a chance to get some assistance. What you discuss with the EAP will be confidential. It is important to me that you realize that this is a serious issue so I will just be told whether or not you have followed through with the referral."

When referring an employee to the EAP, emphasize the confidential nature of the program. Be clear about your expectations of the employee's performance and his or her participation in the program. Also assure the employee that you are not assuming there is any kind of problem. Acknowledge that performance problems are sometimes caused by personal problems and that it is the employee's responsibility to consider whether or not this is the case with him/her.

It is the employee's choice to follow through with an EAP referral, unless the employee is referred in lieu of termination. Most EAP participation is voluntary and follow-through with a supervisory referral based on job performance indicates that the employee is concerned about the warning. A failure to follow through with the EAP should not be used as a basis for disciplinary action. Rather, any discipline should be the result of continued job performance problems.

When an employee follows through with a supervisory referral, the employee assistance professional will meet with the employee and conduct an assessment of the problem. The EAP will help the employee clarify the problem, direct him or her to appropriate resources and follow his/her progress. The EAP policy should outline what information you are able to receive. Usually, you will be told whether or not the employee is working with the EAP, but you will not be informed as to the exact nature of the problem.

The employee's participation in the EAP in no way limits your ability to continue to monitor the employee's performance and apply progressive discipline as needed. In fact, the combination of progressive discipline with assistance works best. It is your responsibility to continue to monitor job performance and notify the EAP if there is again a decline in performance.

There are times when the employee will refuse the referral to the EAP or fail to accept the EAP's recommendations. It is important that you make clear to the employee that you will proceed with standard corrective actions based on your organization's policy if his or her performance does not improve.

The Americans with Disabilities Act, the Rehabilitation Act of 1973 and the Family and Medical Leave Act may dictate how you can respond to an impaired employee. It is important that you consider these laws when determining your organization's policies regarding accessing help through the EAP, and that legal counsel review all related personnel policies.

If your organization does not have an EAP:
Organizations that do not offer an EAP as part of their drug-free workplace program should still encourage employees to seek assistance. Employers can support employees by allowing a reasonable amount of time off the job to participate in treatment and offering benefit coverage for the treatment of addiction in health care.
plans. In the absence of a formal EAP, it is a good idea for an employer to maintain a list of therapists and treatment facilities that specialize in the treatment of alcoholism and drug addiction.

Supervisors should tell an employee that if he/she believes there is an underlying problem, help may be available. Supervisors should also emphasize that the employee's decision whether or not to seek help is a private one and will not be made public. Expectations about the employee's performance should be clearly stated, and the employee should understand that job performance will continue to be monitored and progressive discipline applied as needed.

**Follow up**
The initial confrontation meeting is not the end of the story. However, do not expect to get information about the employee's progress from an EAP or treatment provider. If your organization has an EAP and depending on company policy, the EAP may notify you that the employee has followed up on your referral, but without a signed release they will not give you any information about the nature of the employee's problem (if any) or what steps were recommended to get help for the employee.

Rather, you should set a meeting to review the impact of your constructive confrontation and determine what progress has been made in terms of performance. Although the employee may volunteer information about his/her experience at the EAP or treatment provider and the nature of his/her personal problems, these issues should not be the focus of your discussion.

At the follow-up meeting you will need to deal with the level of progress being made by the employee. If the performance is the same or has deteriorated further, the issues need to be reviewed again. The employee should be encouraged again to seek assistance and the supervisor should determine the appropriate next step of discipline up to and including termination.

If performance has improved, it is very important that you let the employee know that you have noticed and appreciate his/her efforts. Document the improvement.

**Protecting Confidentiality**
Employees will support and have faith in your drug-free workplace program only if their confidentiality is protected. The assurance of confidentiality means that an employee's private and personal information will not be released to anyone other than the person in whom the employee confides.

The following are several points regarding confidentiality that employees need to understand in order for supervisory referrals to be effective:

- Problems will not be made public
- Conversations with an EAP professional - or other referral agent - are private and will be protected
- All information related to performance issues and disciplinary actions will be maintained in an employee's personnel file
- Information about an employee's referral to treatment, however, will be kept separately
- Information about treatment for addiction or mental illness is not a matter of public record and cannot be shared without a signed release from the employee
- If EAP services are available, employees are also assured that:
  - EAP records are separate from personnel records and can be accessed only with a signed release from the employee
  - EAP professionals are bound by a code of ethics to protect the confidentiality of the employees and the family members that they serve
  - There are clear limits on when and what information the EAP professional can share and with whom
In some instances it may be in the employee's best interest for information to be shared; however, this information cannot be shared without a written release. Some examples of circumstances when an employee may request release of information include:

- Accessing benefits or insurance companies conducting reviews. Usually, if reimbursement is requested from a third party payer, the request contains a waiver to confidentiality.
- Informing the supervisor that the employee followed through with an EAP referral, when the employee was referred to an EAP by a supervisor based on declining job performance.
- Supporting a request for accommodation or recovery support.
- Following a positive drug test when the employee will be given an opportunity to return to the job.
- Verifying release time, leave requests and disability.

There also are limited areas where the state may mandate disclosure. These are circumstances where someone is in imminent danger, such as in cases of:

- child abuse
- elder abuse
- serious threats of homicide or suicide

The drug-free workplace policy and EAP policy, if applicable, must be very clear about the limits of what information can be shared and with whom it can be shared. If employees choose to tell coworkers about their private concerns, that is their decision. However, when an employee tells you—as a supervisor—something in confidence, you are obligated to protect that disclosure.

Continuing Supervision

Each employee's circumstances are different, and you may or may not know the particulars. If your organization has an EAP and you referred the employee to it through a formal referral process, the EAP will give you limited information concerning the employee's participation. An EAP or other referral agent, however, will not disclose the exact nature of the problem or personal details. If the employee went to an EAP or treatment provider on his/her own, you—as the supervisor—probably will not even be aware of his/her participation.

However, you can still help the employee regain an acceptable level of performance. It continues to be important that you focus on the employee's performance and not get involved or side tracked by the employee's personal problems.

Following constructive confrontation and referral, the employee will need several things from the supervisor:

- Continuing feedback about his/her behavior and performance
- Encouragement to follow through with continuing care and support groups
- Accurate performance appraisals and fair treatment
- Time to adjust to doing things differently
- Respect for his or her privacy
- Open lines of communication
- Corrective action if old behaviors reappear

Supervisory Traps

In an attempt to deal with an employee's problems, the supervisor may actually end up enabling the employee. "Enabling" is action that you take that protects the employee from the consequences of his/her actions and actually helps the employee to NOT deal with the problem. Supervisors will need to be on guard to avoid taking this route when faced with a troubled employee.
Examples of enabling behavior include:

Covering Up - providing alibis, making excuses or even doing an impaired worker's work rather than confronting the issue that he/she is not meeting his/her responsibilities.

Rationalizing - developing reasons why the person's continued substance abuse or behavior is understandable or acceptable.

Withdrawing/Avoiding - avoiding contact with the person with the problem

Blaming - blaming yourself for the substance abuser's continued use or getting angry at the individual for not trying hard enough to control his/her use or to get help.

Controlling - trying to take responsibility for the person's use by throwing out his/her drugs or cutting off the supply, or trying to minimize the impact by moving him/her to a less important job.

Threatening - saying that you will take action (ceasing to cover up, taking formal disciplinary action) if the person doesn't control their use, but not following through when he/she repeatedly uses.

Supervisors also have to beware that the employee will consciously or unconsciously use a variety of "traps" to protect him or herself when being confronted by the supervisor.

Examples of these traps are:

Sympathy: Trying to get you involved in his/her personal problems.

Excuses: Having increasingly improbable explanations for everything that happens.

Apology: Being very sorry and promising that they will change.

Diversions: Trying to get you to talk about other issues in life or in the workplace.

Innocence: Claiming he/she is not the cause of the problems you observe, but rather the victim."It isn't true." "I didn't know." "Everyone is against me.")

Anger: Exhibiting physically intimidating behavior, blaming others. ("It's your fault I drink.")

Pity: Using emotional blackmail to elicit your sympathy and guilt. ("You know what I'm going through. How can you do this to me now?")

Tears: Falling apart and expressing remorse upon confrontation.

It is important that the supervisor not let the employee evade the subject. Don't let yourself back down from the confrontation due to excuses or sympathy-evoking tactics. Be straightforward and serious about the problem. Convey that you care and are worried and encourage the employee to follow up with the referral to the EAP to get help to improve his or her performance.

Do's and Don'ts for Supervisors

DO emphasize that you only are concerned with work performance or conduct.
DO have documentation of work performance when you talk to the employee.
DO remember that many problems get worse without assistance.
DO emphasize that the EAP, if applicable, is confidential.
DO explain that the EAP, if applicable, is voluntary and there to help the employee.
DO call the EAP, if applicable, to discuss how you make a referral.
DON'T try to diagnose the problem.
DON'T moralize. Limit comments to job performance and/or conduct issues.
DON'T discuss alcohol and drug use. Stick to the topic of performance on the job.
DON'T be misled by sympathy-evoking tactics.
DON'T cover up. Remember, if you protect people, it enables them to stay the same.
DON'T make threats that you do not intend to carry out. If you threaten disciplinary action, you must follow through.
Chapter 6 – Promoting a Win for Employers

Introduction

In this chapter we discuss the important role that employers play in helping employees keep their job and the positive return gained by investing in job retention services in the workplace. Some employers may not be willing to ‘go the extra mile’ to spend time on retention planning. They prefer to “cut their losses” and hire someone else. However, most employers realize the spiraling costs of high employee turnover, recognizing that it is more cost effective and better to invest in strategies to retain good employees, including those with disabilities, than to frequently hire and train new ones.

The principles and practices contained in this section offer employment specialists and case managers new ideas and suggestions for working effectively with employers to improve worker job retention and employer satisfaction. The key principles to remember are to always validate and respect employer concerns, find the common ground on which you can assist with promoting effective communication between the worker and the employer, respect the worker’s right to confidentiality, and seize opportunities to educate employers about the issue in hiring and keeping chronically homeless workers.

Primary Concepts of Promoting a Win for Employers

Involving employers in hiring chronically homeless people is challenging for those staff charged with job development tasks. Human resources personnel as well as managers for the employer often have concerns and reservations about the ability of supportive housing tenants or homeless job seekers to perform their required job tasks. In Chapter 2, we made the observation that employers’ perceptions influence hiring practices. Employers overwhelmingly say yes to pushing welfare recipients and the homeless to work, yet hesitate to hire them, according to a Roper Starch survey released by the International Union of Gospel Missions (IUGM).  

However, the changing labor markets often require employers to look at new sources for recruitment of new employees, and this offers an excellent opportunity for employment staff working with chronically homeless people to request and develop relevant options.

Connecting with employers gives programs a chance to promote the value of hiring your job seekers. The top attributes employers identify when asked what they consider to be preferred qualities in a job seeker include: work attitude, motivation, personable, work history,

communication skills, and appearance. A strategy used by effective job seekers and sellers of job seekers is to point out to employers’ tax credits and incentives they could receive by hiring a person with a disability. Job developers highlight their organization’s ability to support workers and respond to employer questions or concerns promptly. With increased understanding, the employer may be more willing to sign on as an advocate for your job seeker and your employment or supportive housing program.

Another strong benefit of working with employers to hire chronically homeless workers is that doing so can lead to positive impacts on the business in the form of playing a leadership role in the community, receiving media attention for assuming responsibility for a social problem such as alleviating homelessness in a specific neighborhood, and serving as a marketing tool for the business.

Working with the employer is an important aspect of job retention, and should demonstrate sensitivity to the employer’s concerns, the worker’s right to privacy, and the overall need to maintain the integrity of the work environment. It is valuable to establish honest and consistent communication with the employer during the job development and job development phases, and continue building on this communication once a worker is employed.

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**Key Job Retention Issues and Principles When Working with Employers**

**Primary Components:**

- Employers expect services provided to workers to address behavior impacting performance, attendance and other workers
- Employers need training and information about the ADA and similar laws (as well as related incentives)
- The greatest desire of employers is to have hard-working, motivated and reliable employees
- Employers like knowing that staff are available to intervene if a problem arises
- Staff can work with employers to plan effective interventions without impacting productivity

**How to do it:**

- Develop honest and consistent communication with employers, including face-to-face meetings
- Make efforts to go to worksite so that you are familiar with the overall facility and staffing pattern
- Practice strict rules of confidentiality and teach employer to do the same
- Important to educate employers about the abilities of people with disabilities, as well as legal requirements
- Develop thorough information packet for employer that describes incentives available when hiring workers with disabilities
When working with employers on job retention issues, it is important to remember that employers are most often concerned about the following:

- Creating and maintaining a safe working environment
- Having workers who have good attendance and are on time
- Having workers who come to work with appropriate attire, a positive attitude, and the willingness to perform tasks that are given
- Maximizing the strengths of their workforce to improve effectiveness and efficiency
- Understanding and addressing liability issues like Worker’s Comp and keeping their liability exposure to a minimum
- Substance abuse or other disability-related issues that affect job performance
- Having workers who are interested in the job and are loyal to the job, company and/or organization
- Having workers that can get along well with other employees
- Providing good customer service
- Practicing the values of the workplace and particular company, and promoting good business
- Protecting and promoting the reputation of the particular workplace or business

As a first step in addressing job retention with the employer, it is important to validate the above concerns and others you may add to the list. It is also important to assure the employer that the job retention planning process is valuable in addressing behaviors or actions that affect the worker’s performance on the job. This planning process is valuable to define the specific interventions that may be used in particular situations so that the employer, worker and job retention staff all know what steps to take.

Many employers will be interested in obtaining information that will improve their businesses and work environments and help them retain qualified staff and so they may be open to receiving relevant information and resources. Address employer concerns about hiring special needs populations with factual information. Let employers know that you have worked with other employers successfully, and that other employers have had successful hiring experiences with this population, and include testimonials and contact information.

Job retention planning can also stimulate valuable discussions that help employers realize and identify peoples’ positive effect on the workplace, because they bring different and enriching experiences and strengths that co-workers may appreciate.

When executing job retention planning with employers, make sure to establish a clear process that will be followed in the event that job retention interventions are necessary. One suggested process might be:

- Create a list of potential problem areas that would require interventions at the beginning of employment, and which are based on the overall standards of the employer
- Develop a written process, defined and agreed upon by the worker, employer and job retention staff about when and how interventions will occur, if necessary. Specific elements of this might include:
  - When worker and job retention staff are notified
  - When and where the intervention should occur
- What the prescribed intervention may look like
- What general resolutions that will be required

- It is important to articulate how communication will occur when an intervention is required
- It is also important to establish when interventions will not be encouraged or allowed
- It is valuable to establish overall activities with the employer that promote job retention in a preventative context as well as when interventions are needed

There are certain services that can be valuable to the employer in order to promote job retention. These services may be provided directly to the employer through support, information or training; or may be indirectly beneficial to the employer when the worker receives these services. Job retention staff might consider providing certain job retention services with the worker and employer working together so the retention plan is mutually endorsed. The job retention staff needs to focus on ensuring that the needs of the employer and the employee are met, if at all possible. Also, staff should ensure that any services offered are realistic and feasible, and that job retention staff are able to follow-up on the offered services.

Addressing employer concerns, while simultaneously supporting the worker, is a driving force behind the provision any services. Staff need to be accountable to promises and commitments made to the employer, and appreciate employers’ issues and concerns. Staff should also understand how employers manage their work environments, their business philosophies, overall business and customer service goals, and missions, and be able to work with workers to respect and appreciate these elements of the workplace.

Why should retention staff be concerned with such ‘global’ concepts? By taking the time to not only understand the job tasks their workers must perform, but also have background information about the business, retention staff show employers they are in essence part of their team and understand their business. This sends the message that they and the worker are invested in the company or specific workplace. Creating the sense that staff, the employer and the worker are pursuing and desiring the same goal, that being positive and extended work performance, is the primary goal of the employment staff.

Remember to celebrate success, including positive achievements of the worker as well as efforts of the employer and staff. Encourage workers to attend workplace recognition events, and if appropriate work with employers to understand how to sponsor positive recognition events.
Training Employers about Workers with Disabilities

Primary components:

- Employers need to be given full knowledge of their responsibilities under the American Disabilities Act (ADA)
- Ensure that employers can obtain training or information that they are wanting or needing
- Important for case management and employment staff to educate employers about the positive aspects and benefits of hiring our workers
- It is crucial for employment staff to gain full information about the concerns of employers and clearly address these during the job development process
- Offer employers tools and information that assist employers them to be effective when hiring this population, such as assistive devices and incentives

How to do it:

- Ensure you and worker know how behavior related to disabilities may arise on the job
- Ensure that employer has information about the ADA, its provisions, local incentives and benefits
- Support employer to understand accommodations, how to implement them, and why they are important
- Facilitate discussion with employer about how different behavior may impact job performance, and address employer’s concerns
- Work with employer to play to the strengths of people with disabilities in the workplace

Working with particular employers to understand how to accommodate disabilities in their workplaces will depend on what the specific job requires, what accommodations are necessary, the effect of the accommodation (if any) on other staff and how other staff can support the accommodation request. Sometimes what may seem like an accommodation –like providing extra support and supervision—is just good staff development practice. Thus it is important to work with the employer to know how to respond to requests for accommodation without creating unnecessary stress or expense for the employer.

The concept of requesting accommodation emphasizes the importance of assisting workers to decide how they want to address the issue of personal disability with the employer, and if so, if a request for accommodation should be made. It is the right of workers to withhold any information from an employer about their personal disabilities, before or after employment, but if this approach is used then requests for reasonable accommodation cannot reasonably be made. Staff may choose to revisit the issue if it appears that accommodations may be helpful or needed in the job retention plan, but ultimately the worker drives the decision.
If the job-seeker agrees, staff can address accommodation issues with employers in advance of hiring and offer information and training to employers about the American Disabilities Act (ADA) and similar laws.

When researching and recruiting employers, it is recommended that employment staff identify businesses and organizations who are naturally interested in hiring a diverse workforce and working with people who may have disabilities. Numerous businesses have adopted this philosophy as a preferred approach, and thus will be immediately more receptive to the idea of training, accommodation, and collaborating with employment staff in order to promote job retention support for the individual.

Offering training to employers to become more familiar, comfortable and adept at working with people who have disabilities can facilitate job retention. In fact, most employers have people with disabilities (often hidden disabilities). Many employers are very interested in obtaining more knowledge about how to work with people with disabilities and create an accessible workplace, not only to comply with different accessibility laws, including the ADA, but also to retain a productive workforce.

**Substance Use Issues, the Employers Workplace and Job Retention**

In 2004, nearly 10% of the U.S. population—22.5 million persons—abused, or were dependent on, alcohol or illegal controlled drugs. People with histories of homelessness and substance use issues remain at risk for relapse when they go to work. Work environments can support a worker with substance use issues recovery or can be toxic to the worker as well as their co-workers. Substance use has been identified for a number of workplace issues such as lost productivity, employees having to cover for absent co-workers, and workplace safety. Employers can decrease risk factors in their workplace by helping supervisors maintain awareness of group dynamics that serve to condone or create tolerance for drinking or drug use in a work group. Employers can assist supervisors and their workgroups with issues such as stress management, communication, risk identification, and how to gently "nudge" a troubled co-worker to seek professional help are discussed.

Practitioners are well advised to assume that employee substance abuse can potentially or eventually lead to performance problems, even when that use is by a coworker of the individual you are supporting on the job. There are factors in the workplace associated with increased substance use are considered risks and others associated with decreased substance use are considered strengths.

Employment specialists can evaluate the presence of risks and strengths at an employer worksite by asking questions like those in the text box, below. This information can assist the job seeker to determine whether or not a job in a workplace with many risks is the best match for them or at least help the job seeker plan in advance for the potential challenges of a high risk for substance...

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37 The National Survey on Drug Use and Health Report, Substance Abuse or Dependence in Metropolitan and Non-Metropolitan Areas: 2004 Update.
use workplace. The overall employer’s work environment or culture of a company or unit of a company can contain factors associated with alcohol or drug use. For example, occupations involving safety risk (machinery use, toxic chemicals, vehicles) tend to have higher substance use levels. Conversely, healthy work cultures that emphasize employee involvement, family friendly policies, and good communication may show lower levels of abuse.

### Gathering Information About Workplace Substance Use Risks

- Are the types of tasks involved with this job associated with substance use risk factors?
- How much and what kind of stressors are present? Is the job seeker's coping style likely to stand up to these?
- Are employees in this company working in workgroups promoting teamwork or do workstations promote individual responsibility and limit co-worker contact?
- Does a worker consult with co-workers to solve problems or is it an every man for themselves environment?
- Does the amount and type of customer service interaction required of employees match well with the capacity of your job seeker or worker?
- How do employees handle problem behaviors among co-workers?
- Does the company have an employee assistance program? Is it accessible & confidential?
- Do employees seem to be responsible for more work than can be done in their workshift hours?

Research shows that coworkers can ignore, minimize, or enable employees who use alcohol or drugs. Conversely, alcohol and drug use is less when employees report working in positive team environments and with cohesive work groups. Employees who are willing to tolerate (cover for, fail to report) coworkers who use are themselves more likely to be drug user than those who are less tolerant. While employees with clear and positive attitudes toward drug-free workplace are less likely to abuse alcohol or drugs.

Workplace factors can negatively impact job retention. Nearly everyone agrees that job stress results from the interaction of the worker and the conditions of work. The following are conditions that can test a worker’s coping skills:

- **Ambiguity**: not knowing what is required of you; getting mixed messages
- **Work Overload**: Having too much to do and not enough time to do it.
- **Change**: Having sudden or marked changes in how work is done, turnover, or changes in supervision, administration, and policies.
- **Conflict**: Conflict can cause stress when we don’t handle conflict well or resist it.

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38 See the Workplace Substance Abuse Prevention, Drugs in the Workplace Project, Institute of Behavioral Research, Texas Christian University website at [http://www.ibr.tcu.edu/projects/workplace/prevention.html](http://www.ibr.tcu.edu/projects/workplace/prevention.html) .
Employment specialists are encouraged to observe and gather information that could be useful for the job seeker and worker in their job retention planning. Stress in the workplace may trigger substance use issues. The National Institute for Occupational Safety and Health publication on workplace stress may be useful to employment specialists as well as employers and can be found at [http://www.cdc.gov/niosh/stresswk.html](http://www.cdc.gov/niosh/stresswk.html). There are also tools to help employers and employment specialists assess substance use issues among employees. Given the non-clinical setting, the desire to get accurate results quickly in the workplace, and the likelihood that employees will not be willing to admit to their alcohol and/or drug use habits, the most appropriate tool is the Substance Abuse Subtle Screening Inventory\(^{39}\) (SASSI). Its length and ease of administration is ideal for employers or other individuals charged with managing employee assistance programs.

**Think about how you might handle the following job retention scenario:**

*Job placement staff are working with a large home improvement store located within a short bus ride from many of the residences of program workers. The store is interested in working with the organization in order to have a source of qualified and interested entry-level workers. They are also interested in obtaining any employer tax credits or other hiring incentives that will benefit their business.*

**Suggested Interventions:**

- The store manager and placement staff agree that supervisors at the store, who have ultimate responsibility for hiring within their departments, will be asked to attend a meeting in which they can learn more about hiring workers and the related benefits as well as responsibilities.
- Staff meet with supervisors, and present information about how they prepare and support people in jobs and about the tax incentives that are available to the business.
- The goal of the meeting is to demonstrate how the hiring of workers can bring positive benefits to the employer as well as create new opportunities.
- Staff also prepare information about how accommodation for potential workers can be planned and implemented with minimal impact or expense to others at the workplace, and can support the overall productivity of the worker.
- Staff describe how having access to a pool of potential employees will help the supervisors reach their hiring goals.
- Supervisor receive information about how tax and hiring incentives will help the business overall to increase profit margins and also have a more diverse workforce.
- At the meeting, staff presents tips and tools for supporting and supervising individuals who have mental illnesses or substance abuse, since they may already have some people with those disabilities already working for them. These may include:
  - Ask if they would like more information about accommodating people with disabilities in the workplace.

\(^{39}\) For more information about the Substance Abuse Subtle Screening Inventory go to [http://www.sassi.com/sassi/index.shtml](http://www.sassi.com/sassi/index.shtml)
➢ Begin discussions with general information and offer to provide as much information and access to training as possible

➢ Discuss how once a specific worker is being considered for employment, or has been hired, your support as an employment specialist can assist the employer and worker to identify and implement potential accommodations that would allow the individual to perform the essential functions of the job.

➢ Avoid using the ADA as a threat or “stick” unless absolutely necessary – instead focus on the benefits and positive aspects of hiring people with disabilities – but describe how the ADA can be viewed as a tool for creating a diverse workplace.

➢ If specific accommodations are requested by the worker, offer to assist the employer in identifying and obtaining appropriate resources.

➢ Remind the employer that many communities, especially large cities have numerous resources that may assist not only the specific worker but the overall workforce. For example, many Worker’s Compensation Insurance providers offer consultations about ergonomics and proper office set-ups in order to prevent workplace injuries, and many cities offer assistance with obtaining TTY phone lines, materials in Braille, translation of other materials, and training for all employees on most disabilities.

➢ If a worker is a client of Dept of Vocational Rehabilitation, they may be able to get support for purchasing assistive technology that the employer may not need to purchase. This is especially important when working with small businesses.

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**Americans With Disabilities Act (ADA)**

Title I of the Americans with Disabilities Act of 1990 prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions and privileges of employment. The ADA covers employers with 15 or more employees, including state and local governments. It also applies to employment agencies and to labor organizations. The ADA’s non-discrimination standards also apply to federal sector employees under Section 501 of the Rehabilitation Act, as amended, and its implementing rules. For more information: [http://www.eeoc.gov/types/ada.html](http://www.eeoc.gov/types/ada.html)

The Americans with Disabilities Act (ADA) is a key support for people with disabilities, and is an important achievement in the history of improving opportunities for all individuals who experience a disabling condition. Thus it is important that all job retention staff understand how the ADA protects access to public services and the workplace, and is intended to do so for all individuals with disabilities, including those that are more “hidden”, such as mental illness or learning disabilities. In addition to offering protection to individuals with “hidden” disabilities, the ADA can be used as a tool for offering information, education and assistance to employers to make their workplaces welcoming to these individuals.
When meeting with employers, you may want to ask if they know about the ADA, how it benefits employers, and whether or not they would like more information about it. When delivering this information to employers, it is useful to describe the responsibilities that are placed on the employer, and to put this in the context that this situation probably already exists in their workplace and that they may have offered different types of accommodation to current employees without calling it an official “accommodation”. This discussion can help to normalize the idea of hiring workers, and create the awareness that many potential and current employees have some of the same challenges as workers. The extra value that is being offered by employment staff is the direct job retention support to the worker as well as ideas and information about supporting all employees who are facing challenges at the workplace.

Employers’ responsibilities:

- Physical accommodation including assistive devices, schedules, adaptive equipment and furniture
- Accommodation regarding other aspects of job that are challenging due to the worker’s disability – an example might be having meetings in locations that are more spacious and open to accommodate individuals who feel “claustrophobic” or nervous in overly crowded rooms.
- Adequate and relevant training offered to employees, supervisors and managers
- Interventions and use of outside supports, such as organizations who offer resources for people with specific disabilities

Think about how you might handle the following job retention scenario:

A woman in her mid-50s is working as a kitchen assistant and her main duties are food preparation and assisting with whatever the chef needs. It is a job that has hours that match well with the woman’s personal needs, and the pay is adequate for her lifestyle. However, after 3 months on the job she is having consistent back and knee pains, partially due to reactivating old injuries, and she is slowing down in her ability to perform the tasks that are asked of her. She is too proud to complain about these ailments and her supervisor believes she is shirking her duties.

Suggested Interventions:

- When checking in with her, the staff realizes that the primary issue causing the problems is the physical pain that the worker is experiencing. She is a good worker in general, has a positive attitude and is motivated, but is very discouraged in current position.
- She has two options: 1) Talk with the supervisor about her physical ailments and ask if an accommodation can be made, or 2) Look for another type of work that is not as strenuous if an accommodation is not possible.
- She and her staff develop a plan to look for a job in food service where she is involved in inventory and ordering of food as well as stocking the pantry for a medium-sized hotel kitchen.
In this job there is a mixture of sitting and standing, and the physical requirements are not as strenuous as in her present job.

She meets with her supervisor, who understands her limitations but also cannot accommodate changes in the job since it will present an undue financial hardship to hire a person to do the strenuous tasks.

He will support her in her search for another position though and will ask another employee to help her out on a short-term basis.

After two months of searching she is offered this another food service job, due in part to a very positive recommendation from her supervisor and leaves that job without ‘burning any bridges behind her’.

### Olmstead Decision

- Olmstead is a legal desegregation order, based on the protections offered by the ADA
- States must provide treatment in the “most integrated setting” possible
- Institutionalization severely diminishes education, employment, social contacts and other important activities

The Olmstead Decision was a landmark U.S. Supreme Court case in 1999 held that segregating people based on disability violates the Americans with Disabilities Act. This decision involved two plaintiffs who successfully demonstrated that they were kept in a psychiatric institution despite their doctors’ determination that they could live in the community. It was originally tried in the State of Georgia and thereafter at the Supreme Court where the decision ultimately went for the plaintiffs. The Court held—with some limits—that States must provide services to people with disabilities in the most integrated setting possible.

Subsequent to the passage of the Olmstead Act, other activities have occurred to further support people with disabilities. These include:

- The U.S. Department of Justice determination that “integrated settings” allow people to interact with people who do not have disabilities.
- As part of the ruling, the court noted that segregation of people with disabilities limits important opportunities such as employment.
- The ADA does not consider current illegal drug use as a protected disability, but States cannot discriminate based on past drug addiction or current or past alcoholism.

The ADA and Olmstead Decision are both federal provisions that support improvements in the overall acceptance and inclusion of people with disabilities, including “hidden” disabilities, into all areas of society, including workplaces. Reference to these important federal guidelines is included here so that employment staff can begin to educate employers and offer help to make workplaces more welcoming for all.

When discussing the ADA and provisions of the Olmstead Decision with an employer, job retention staff should always be clear that they are not giving legal advice on the impact of these laws on the employer’s workplace, hiring, or accommodation decisions, but be sure to reference several key concepts:
- How these two acts were developed in order to provide protection to individuals with disabilities, but can act in positive ways for employers, the business community, and the overall public
- Incentives and community funding assistance that are potentially available to help the employer be in compliance and create a more “accessible” work environment
- How offering accommodations can help them fill job positions by encouraging people with disabilities to apply
- How the provision of simple accommodations can improve the productivity of the entire workplace and workforce

| Tool 6-1 JAN Fact Sheet – Alcoholism |
| Tool 6-2 JAN Fact Sheet – Drug Addiction |
| Tool 6-3 JAN Fact Sheet – Mental Illness |
| Tool 6-4 JAN Fact Sheet – Hygiene |
| Tool 6-5 JAN Fact Sheet – Workplace Etiquette |
| Tool 6-6 JAN Fact Sheet – Return to Work |

Each tool offers specific and useful suggestions to employers about how to address accommodation issues with employers and employees proactively, before they become a problem in the work setting.
Alcoholism is a chronic disease with genetic, psychosocial, and environmental factors influencing its development and manifestations. Alcoholism is characterized by a continuous or periodic impaired control over drinking; preoccupation with alcohol; and use of alcohol despite adverse consequences and distortions in thinking, most notably denial. Alcohol abuse is a pattern of problem drinking that causes health problems, social problems, or both. Alcohol dependence, or alcoholism, refers to a disease that is characterized by abnormal alcohol-seeking behavior that leads to impaired control over drinking.

The following is a quick overview of some of the job accommodations that might be useful for employees with alcoholism. For a more in depth discussion, access our publication titled “Employees with Alcoholism” at http://www.jan.wvu.edu/media/alcohol.html. To discuss an accommodation situation with a consultant, contact JAN directly.

**Attendance Issues:**
- Allow use of paid or unpaid leave for medical treatment
- Allow use of paid or unpaid leave or flexible scheduling for counseling
- Provide a self-paced workload or the ability to modify daily schedule

**Maintaining Concentration:**
- Reduce distractions in the workplace
- Provide space enclosures or a private office
- Plan for uninterrupted work time
- Allow for frequent breaks
- Divide large assignments into smaller tasks and steps
- Restructure job to include only essential functions

**Difficulty Staying Organized and Meeting Deadlines:**
- Provide clerical support
- Make a daily to-do list
- Use electronic organizers
- Maintain a current calendar
- Remind employee of important dates
- Schedule weekly meeting with supervisor to determine goals and address employee’s questions, concerns, and work progress
• Write clear expectations of employee’s responsibilities and the consequences of not meeting them
• Establish written long term and short term goals

**Difficulty Handling Stress:**
• Provide praise and positive reinforcement
• Refer to counseling and employee assistance programs
• Allow for the ability to modify daily schedule
• Allow for frequent breaks
• Do not mandate job-related social functions where there would be exposure to alcohol

**Maintaining Stamina during the Workday:**
• Allow flexible scheduling
• Allow for longer or more frequent work breaks
• Encourage the employee to use company sponsored health programs

**Resources Specifically for People with Alcoholism**

**Alcoholics Anonymous World Services, Inc.**
475 Riverside Drive
11th Floor
New York, NY 10115
Direct: (212)870-3400
http://www.alcoholics-anonymous.org

**National Association on Alcohol, Drugs & Disability**
2165 Bunker Hill Drive
San Mateo, CA 94402-3801
Direct: (650)578-8047
http://www.naadd.org

**National Clearinghouse for Alcohol and Drug Information**
PO Box 2345
Rockville, MD 20847
Toll Free: (800)729-6686
Direct: (301)468-2600/TTY: (800)487-4889
http://www.health.org

**National Institute on Alcohol Abuse and Alcoholism**
Division of Clinical & Prevention Research
6000 Executive Blvd.
Suite 505
Bethesda, MD 20892
Direct: (301)443-0788
http://www.niaaa.nih.gov/index.htm
JOB ACCOMMODATIONS FOR PEOPLE WITH DRUG ADDICTION

Drug addiction is a chronic, relapsing, and treatable disease. Addiction begins with a conscious choice to use drugs, but addiction is not just "a lot of drug use." Recent scientific research provides overwhelming evidence that not only do drugs interfere with normal brain functioning creating powerful feelings of pleasure, but they also have long-term effects on brain metabolism and activity. At some point, changes occur in the brain that can turn drug abuse into addiction. Those addicted to drugs suffer from a compulsive drug craving and usage and cannot quit by themselves.

The following is a quick overview of some of the job accommodations that might be useful for employees with drug addiction. For a more in-depth discussion, access our publication titled “Employees with Drug Addiction” at http://www.jan.wvu.edu/media/drugadd.html. To discuss an accommodation situation with a consultant, contact JAN directly.

Treatment Needs:
- Allow use of paid or unpaid leave for inpatient medical treatment
- Allow use of paid or unpaid leave or flexible scheduling for counseling or to attend support meetings

Difficulty Handling Stress:
- Provide praise and positive reinforcement
- Refer to counseling and employee assistance programs
- Allow modified daily schedule
- Allow frequent breaks
- Provide a self-paced workload
- Modify supervisory methods
- Reassign to a less stressful job

Fatigue:
- Reduce or eliminate physical exertion and workplace stress
- Schedule periodic rest breaks away from the workstation
- Allow a flexible work schedule and flexible use of leave time
- Allow work from home
- Implement ergonomic workstation design

Maintaining Concentration:

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• Reduce distractions in the workplace
• Provide space enclosures or a private office
• Plan for uninterrupted work time
• Allow for frequent breaks
• Divide large assignments into smaller tasks and steps
• Restructure job to include only essential functions

Exposure to drugs in the workplace (e.g. hospitals, pharmacies):
• Provide workplace supports
• Provide extra supervision
• Reassign to a position that does not involve exposure to drugs

Resources Specifically for People with Drug Addiction

Addiction Resource Guide
P.O. Box 8612
Tarrytown, NY 10591
Direct: (914)725-5151
Fax: (914)631-8077
info@addictionresourceguide.com
http://www.addictionresourceguide.com

American Society of Addiction Medicine
4601 North Park Ave, Arcade Suite 101
Chevy Chase, MD 20815
Direct: (301)656-3920
Fax: (301)656-3815
email@asam.org
http://www.asam.org

National Center on Addiction and Substance Abuse at Columbia University
633 Third Ave., 15th Floor
New York, NY 10017-6706
Direct: (212)841-5200
Fax: (212)956-8020
http://www.casacolumbia.org

National Clearinghouse for Alcohol and Drug Information
PO Box 2345
Rockville, MD 20847
Toll Free: (800)729-6686
Direct: (301)468-2600
TTY: (800)487-4889
Fax: (301)486-6433
http://www.niaaa.nih.gov/
National Institute on Drug Abuse, National Institutes of Health
6001 Executive Boulevard Room 5213
Bethesda, MD 20892-9561
Direct: (301)443-1124
http://www.nida.nih.gov

Substance Abuse and Mental Health Services Administration
7079 Oakland Mills Road
Columbia, MD 21046
Toll Free: (800)729-6686
Direct: (301)443-6780
TTY: (800)487-4889
Fax: (301)443-9050
dgoodman@samhsa.gov
http://www.samhsa.gov

Working Partners for an Alcohol- and Drug-Free Workplace
U.S. Department of Labor
200 Constitution Avenue, Room S-2312
Washington, DC 20210
Toll Free: (202)693-5919
Fax: (202)693-5961
webwp@dol.gov
http://www.dol.gov/workingpartners
JOB ACCOMMODATIONS FOR PEOPLE WITH MENTAL ILLNESS

According to the National Mental Health Association (http://www.nimh.nih.gov/), a mental illness is a disease that causes mild to severe disturbances in thought and/or behavior, resulting in an inability to cope with life’s ordinary demands and routines. There are more than 200 classified forms of mental illness. Some of the more common disorders are depression, bipolar disorder, dementia, schizophrenia, post-traumatic stress disorder (PTSD), obsessive-compulsive disorder (OCD), panic disorders, seasonal affective disorder (SAD), and anxiety disorders. Symptoms may include changes in mood, personality, personal habits and/or social withdrawal. An estimated 54 million Americans suffer from some form of mental disorder in a given year.

The following is a quick overview of some of the job accommodations that might be useful for people with mental illness. For a more in depth discussion, access our publication titled “Employees with Psychiatric Disabilities” at http://www.jan.wvu.edu/media/Psychiatric.html.

To discuss an accommodation situation with a consultant, contact JAN directly at 800-526-7234 (V/TTY) or jan@jan.wvu.edu.

Maintaining Stamina During the Workday:
- Flexible scheduling
- Allow longer or more frequent work breaks
- Allow employee to work from home during part of the day, or week
- Part time work schedules

Maintaining Concentration:
- Reduce distractions in the work area
- Provide space enclosures or a private office
- Allow for use of white noise or environmental sound machines
- Allow the employee to play soothing music using a cassette player and headset
- Increase natural lighting or provide full spectrum lighting
- Plan for uninterrupted work time
- Allow for frequent breaks
- Divide large assignments into smaller tasks and goals
- Restructure job to include only essential functions

Staying Organized and Meeting Deadlines:
- Make daily TO-DO lists and check items off as they are completed

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• Use several calendars to mark meetings and deadlines
• Remind employee of important deadlines
• Use electronic organizers
• Divide large assignments into smaller tasks and goals

Dealing with Memory Deficits:
• Allow the employee to tape record meetings
• Provide type written minutes of each meeting
• Provide written instructions
• Allow additional training time
• Provide written checklists

Working Effectively with Supervisors:
• Provide positive praise and reinforcement
• Provide written job instructions
• Develop written work agreements that include the agreed upon accommodations, clear expectations of responsibilities and the consequences of not meeting performance standards
• Allow for open communication to managers and supervisors
• Establish written long term and short term goals
• Develop strategies to deal with problems before they arise
• Develop a procedure to evaluate the effectiveness of the accommodation

Interacting with Coworkers:
• Educate all employees on their right to accommodations
• Provide sensitivity training to coworkers and supervisors
• Do not mandate employees attend work related social functions
• Encourage employees to move non-work related conversations out of work areas

Handling Stress and Emotions:
• Provide praise and positive reinforcement
• Refer to counseling and employee assistance programs
• Allow telephone calls during work hours to doctors and others for needed support
• Allow the presence of a support animal
• Allow the employee to take breaks as needed

Maintaining Attendance:
• Provide flexible leave for health problems
• Provide a self-paced work load and flexible hours
• Allow employee to work from home
• Provide part-time work schedule
• Allow employee to make up time

Dealing with Change:
• Recognize that a change in the office environment or of supervisors may be difficult for a person with a psychiatric disability
• Maintain open channels of communication between the employee and the new and old supervisor in order to ensure an effective transition
• Provide weekly or monthly meetings with the employee to discuss workplace issues and productions levels

Resources Specifically for People with Mental Illness

Center for Psychiatric Rehabilitation, Boston University
930 Commonwealth Avenue
Boston, MA 02215
Direct: (617)353-3549
http://www.bu.edu/sarpsych

National Depressive/Manic Depressive Association
730 North Franklin, Suite 510
Chicago, IL 60610
Toll Free: (800)82-NDMDA
Direct: (312)642-0049
http://www.ndmda.org

National Mental Health Consumer Self-Help Clearinghouse
1211 Chestnut Street, Suite 1207
Philadelphia, PA 19107
Toll Free: (800)553-4KEY
Direct: 215-751-1810
http://www.mhselfhelp.org

National Alliance for the Mentally Ill (NAMI)
200 North Glebe Road, Suite 1015
Arlington, VA 22203-3754
Toll Free: 800-950-NAMI
Direct: 703-524-7600
TTY: 703-516-7227
http://www.nami.org

National Mental Health Association
1021 Prince Street
Alexandria, VA 22314
Toll Free: (800)433-5969
Direct: (703)684-7722
http://www.nmha.org

National Institute of Mental Health (NIMH)
Information Resources and Inquiries Branch
6001 Executive Blvd., Room 8184, MSC 9663
Bethesda, MD 20892-9663
Direct: (301)443-4513 http://www.nimh.nih.gov
DEALING WITH HYGIENE PROBLEMS IN THE WORKPLACE

Employers are often uncomfortable dealing with hygiene problems such as body odor, incontinence, or inappropriate clothing. Some employers try to deal with these problems indirectly by sending anonymous notes or leaving soaps and deodorants on the employee’s desk. Unfortunately, ignoring hygiene problems or dealing with them indirectly may allow them to continue until they start interfering with the work of other employees or driving customers away. For employers who want to deal with hygiene problems directly, the following suggestions may be useful.

Where to Begin:
Employers may want to first decide who will deal with hygiene problems when they arise (e.g., human resources or the employee’s direct supervisor). The person chosen to deal with the problem should verify that the problem exists, by either making sure information about the problem came from a reliable source or through direct interaction with the employee who has the problem. Before talking with the employee, the employer should decide whether the source of the information will be provided to the employee, be prepared to discuss details about the problem, and be familiar with company policy and procedure related to such issues.

Discussing the Problem:
Once the employer is prepared to meet with the employee, the next step is to choose a place and time to meet. The meeting should be in a private area with enough time set aside for the employee to regain his/her composure, if needed, before returning to work.

When discussing the problem with the employee, the employer should be sensitive but direct, letting the employee know that he/she has a hygiene problem that must be addressed. In some cases, the employee may be unaware that a problem exists and may need specific information about what the problem is. The employer may need to describe the problem (e.g., smell of urine or feces, urine or feces left on office chairs, odor from flatulence, smell of sweat, bad breath, disheveled appearance) and let the employee know how it is affecting the workplace (e.g., bothering coworkers, customers complaining).

The employer should also let the employee know what is expected (e.g., when must the problem be fixed, what happens in the meantime, and what follow up will take place). If there is a specific company policy that addresses the issue, the employer should point it out or provide a copy. The employer also may want to make a general statement such as, “If I can help you resolve this problem, please let me know.”

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If the employee has a disability, the employer should not assume that the hygiene problem is disability-related. There may be other causes for the problem besides the disability, such as personal problems, financial problems, cultural differences, or simply a failure to bathe. If the employee does not indicate that the problem is related to a disability, then the employer should proceed according to company policy. If the employee does indicate that the problem is related to a disability, then the employer should initiate an interactive process to determine whether the Americans with Disabilities Act (ADA) applies and whether there are accommodations that may resolve the problem.

The ADA applies when an employer has at least 15 employees and the employee meets the ADA definition of disability. Employers may need to request medical information to help determine whether an employee has a disability and to help determine accommodation options.

For information about how to determine whether an employee has a disability under the ADA, visit: http://www.jan.wvu.edu/corner/vol02iss04.htm.

For information about medical inquiries in response to an accommodation request, visit: http://www.jan.wvu.edu/media/medical.htm.

**Accommodations:**

If the employee has a qualifying disability and the employer is covered by the ADA, the employer must consider accommodations. In some cases, an employee may be able to overcome a hygiene problem through medical treatment. In such cases, the only accommodations needed may be flexible scheduling or leave time for treatment. In other cases, the problem may not be correctable and the employer must consider other accommodation options. If the employee’s job does not require in-person interaction with coworkers or customers, it might be a reasonable accommodation to modify the hygiene policy for the employee. On the other hand, if the employee’s job does require in-person interaction with coworkers and customers, the employer needs to explore accommodation options to reduce or eliminate the problem. If there are no accommodations, the employer does not have to allow the employee to continue working in his/her current job if the problem is affecting business. However, the employer should consider reassigning the employee to a job that does not involve in-person contact if one is available.

For additional information regarding possible accommodations for body odor, visit: http://www.jan.wvu.edu/soar/other/bodyodor.html.
JAN Fact Sheet - Disability Etiquette in the Workplace

More than one out of every ten working age Americans (ages 21-64) has a disability (Weathers, 2005). As the baby-boomer population ages and continues to work, the prevalence of disability management in the workplace continues to be a significant issue for employers. Disability management should include etiquette strategies that foster inclusion of people with disabilities in employment settings. Appropriate disability etiquette allows all employees to be more comfortable and productive. For employers wanting to successfully integrate people with disabilities into their organizations, the following etiquette strategies may be useful.

**Recruitment Etiquette**

People with disabilities continue to be the most unemployed and underemployed population in the United States. They represent an untapped labor pool offering valuable skills, qualifications, and assets for employers. Several recruitment strategies can increase an organization’s access to potential applicants.

- Post job openings with local disability organizations and college and university career centers. Advertise vacancies within disability-related publications, websites, and job fairs.
- Include details about the job location in all postings and highlight accessible features of the location, if appropriate.
- Indicate the availability of flexible working conditions, including telecommuting or flexible scheduling.
- Only include qualifications in job postings that are actually required for the available position. Require equal qualifications of all job applicants, regardless of disability.
- Advertise the organization as an equal opportunity employer.
- Establish internship and mentoring programs targeted towards youth with disabilities.

**Interview Etiquette**

**Scheduling the Interview**

- Let applicants know accommodations can be provided upon request and who to contact for more information.
- Schedule interviews at an accessible location. If the workplace is inaccessible, be prepared to conduct the interview at an alternate accessible location.
- Be familiar with travel directions to the interview location, including the path of travel into the building.
- Notify applicants in advance with the names of all interview workers.

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44 Disability Etiquette in the Workplace authored by Tracie DeFreitas Saab, M.S., Job Accommodation Network, and Jana Copeland, M.S., Rocky Mountain ADA & IT Center. Original print 3/8/06.

• Be aware that an applicant with a disability may need to arrange for transportation following the interview. Provide the applicant with an estimate of interview duration and expected end time, if requested.

Greeting the Interviewee
• Be aware of the interview location’s accessible features including restrooms, drinking fountains, and telephones.
• Use a normal tone of voice when welcoming the interviewee. Only raise your voice upon request.
• Call the person by his first name only when extending similar familiarity to other interviewees.
• Always introduce yourself and other interview workers. Offer to shake hands, if appropriate.
• Speak directly to the interviewee instead of any companion, personal attendant, or interpreter, when greeting the person for the interview.

Interviewing
• Always ask similar questions of all interviewees, regardless of disability. Conduct the interview emphasizing abilities, achievements, and interviewee qualities.
• Treat all interviewees with respect.
• Select an interview location with adequate lighting.
• Speak directly to the interviewee instead of any companion, personal attendant, or interpreter throughout the meeting.

New Employee Etiquette
• Review physical features of the work environment. If any create potential barriers for new employees with disabilities, make adjustments as necessary.
• Identify assistive technologies available to increase workplace accessibility.
• Provide alternate formats (e.g., large print, Braille) of all necessary work-related documents including benefits information, employee manuals and policies, and professional development materials, as needed.
• Prepare co-workers and supervisors for the arrival of a new employee with a disability, when appropriate. This preparation can include training and orientation to disability-specific issues. Such training should not be used to single-out the person with the disability. An overall disability awareness initiative is best.
• Remember to include employees with disabilities in emergency evacuation planning and procedures.

Workplace Etiquette: Mobility, Sensory, Cognitive and Psychiatric Impairments
The following etiquette tips address a wide range of workplace situations involving employees with motor or mobility impairments, sensory impairments, and cognitive or psychiatric impairments. This publication is not a comprehensive guide to disability etiquette in the workplace. For more information about disability etiquette, see the resources listed at the end of this document.
Individuals with Mobility Impairments

- Do not make assumptions about limitations based on appearance or the use of assistive devices. For example, individuals who use mobility aids such as canes, walkers, or wheelchairs have different limitations and may use a mobility aid regularly or only as required by their limitations on a daily basis. Also, people who appear to be mobile may require accommodations such as accessible parking because they are unable to walk long distances due to a medical impairment (e.g., a person with asthma or a heart condition).
- Do not touch or lean on a wheelchair, move a person’s walker or cane without being asked, or pet or distract a service animal without first asking the individual with the disability if it is okay. A wheelchair, mobility aid, or service animal is part of an individual’s personal space; an extension of that individual.
- Be aware of the worksite and its accessible and inaccessible elements. Upon hiring a person who has an obvious mobility impairment, offer to provide a tour and evaluate the worksite for accessibility.
- Make workplace accessibility changes according to the specific work-related needs of the employee (e.g., making workspace modifications, keeping paths clear, and positioning items at appropriate reach heights, etc.).
- Keep disability etiquette in mind when planning work-related social events or training opportunities. Host events at accessible locations and design activities that include all employees.
- Ask whether a person needs assistance before you help. Extend the same courtesies to individuals with disabilities as you would others. Do not be afraid to ask how you can help.
- Sit down when speaking for more than a few minutes with a person who uses a wheelchair so you are at eye level.
- Be careful about the language you use. For example, people who use wheelchairs or scooters are not confined or bound to them. The wheelchair enables the person to get where they need to go. It does not confine them.

Individuals with Vision Impairments

- Be familiar with the route of travel to the interview location. Provide descriptive directions that do not require the person to rely on visual references. When appropriate, note if Braille signage is posted on walls and doors.
- Verbally greet and identify yourself before extending your hand to greet a person who is blind. Use the same courtesy when entering or leaving a room, or saying good bye when ending a conversation. Do not just walk away when talking with a person who is blind or visually impaired.
- Offer your arm instead of taking the arm of a person who is blind or visually impaired when guiding the person. As you walk, tell the person where you are going, make note of steps or slopes, and point-out opening doors or other obstacles.
- Offer new employees a guided tour of the workplace.
- Do not pet or distract a guide dog. When walking along-side someone who is using a guide dog, walk on the side opposite the animal.
- Offer to read written information, when appropriate, during an interview or on the job.
- Inform an employee who is blind or visually impaired of structural changes or hazards he may need to be aware of in the event of new construction or workplace modifications.
• Provide work-related materials, such as employee handbooks or benefits information, in an accessible format (e.g., large print, Braille, or accessible web page accessed with a screen reader).

Individuals who are Deaf or Hard of Hearing
• Be aware that individuals who are deaf or hard of hearing communicate in various ways. Pay attention to cues such as whether the person uses sign language, is reading lips, writing, or gesturing. Do not be afraid say that you do not understand if you have trouble understanding the person’s speech. It is better to find another way to communicate, such as through writing notes, than to pretend to understand.
• Do not put hands in front of your face, or food or other items in your mouth when communicating with someone who is reading lips. Also, do not turn your head or walk away while talking. When possible, speak in a well-lit room that is free from background noises.
• Maintain eye contact and direct your communication to the person who is deaf when using a sign-language interpreter.
• Speak using a normal tone of voice unless asked to raise your voice, and rephrase rather than repeat the same words if you are not understood.
• Take turns when talking during a meeting so the person who is deaf or hard of hearing can read lips if they are able to.
• Get the attention of a person who is deaf or hard of hearing before you start speaking by waiving your hand, tapping her on the shoulder, or through some other appropriate gesture.
• Talk with the individual about his preferred method of communication for job training or complex work-related situations. When appropriate, provide a qualified sign-language interpreter, CART service, or training videos that are captioned.
• Remember to include employees who are deaf or hard of hearing in casual conversation and social events. Provide a sign-language interpreter for employer-sponsored social events, when appropriate.

Individuals with Speech Impairments
• Be patient and listen. Do not complete words or sentences for the individual. Do not be afraid say you do not understand. Ask him to repeat and then listen carefully. Repeat what you heard to verify. Or, ask him to write it down.
• Be attentive in your mannerisms by maintaining conversational eye contact and focusing on the content of communication rather than the delivery of the communication.
• Relax and communicate as you would normally.
• Provide interview questions in advance, if possible, to allow the individual time to prepare and deliver responses effectively.
• Consider offering a personal interview as an alternative to a phone interview for people who stutter.

Individuals with Respiratory Impairments or Chemical Sensitivities
• Be aware that products that are commonly used in the workplace (e.g. air fresheners, cleaning products, markers) can trigger a reaction for someone who has a respiratory or chemical sensitivity. Use less toxic products when possible.
• Encourage employees to use fragrance-free products, and discontinue wearing fragrances and colognes in the workplace. Do not wear fragrances and colognes when interviewing new employees. Fragrances, colognes, and fragranced personal products can make some people very ill.
• Make a commitment to maintaining good ventilation and indoor air quality. This can benefit all employees.
• Do not make assumptions based upon appearance. For example, a person with asthma may not appear to be limited, but may need accessible parking because she is not able to walk long distances or be in the cold or humidity for long periods of time.

Individuals with Psychiatric Impairments
• Avoid stereotypes and assumptions about the individual and how she may interact with others. In most cases, it will not be obvious that someone has a psychiatric impairment.
• Recognize and respect the differences in people. People with psychiatric impairments may behave differently than other individuals, may have trouble interpreting social cues, or may have different ways of coping with their impairment.
• Respect personal space and do not touch the individual or his personal belongings.
• Provide support and assistance, as appropriate.
• Be patient. Allow the individual time to think and answer questions independently.

Individuals with Cognitive Impairments
• Do not assume that because someone has a cognitive impairment, such as a learning disability, that she has below-average intelligence. The individual may have above-average intelligence, but may have difficulty receiving, expressing, or processing information.
• Ask the person if he prefers verbal, written, or hands-on instruction, or a combination of methods in training and work-related situations. For example, if providing verbal instructions, it may be helpful to follow-up with an e-mail that clarifies your request.
• Treat the individual as an adult. Speak directly to the individual, rather than their companion, and use words and phrases according to his or her level of complexity.
• Be patient. Allow the individual time to think and answer questions independently.

Other Resources
City of San Antonio Planning Department’s Disability Etiquette Handbook

Job Accommodation Network
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Region 8
Meeting the Challenge, Inc.
3630 Sinton Rd., Suite 103
Colorado Springs, CO 80907
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American Foundation for the Blind
11 Penn Plaza, Suite 300
New York, NY 10001
Toll Free: (800)232-5463
Direct: (212)502-7600
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afbinfo@afb.net
http://www.afb.org

Rochester Institute of Technology
National Technical Institute for the Deaf Center on Employment
52 Lomb Memorial Drive
Rochester, NY 14623
Direct: (585)475-6219
ntidcoe@rit.edu
http://www.ntid.rit.edu/nce/employers.php

United Spinal Association
75-20 Astoria Boulevard
Jackson Heights, NY 11370
Direct: (718)803-3782
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http://www.unitedspinal.org
The goal of a return-to-work program, sometimes called a transitional duty program, is to make job changes or provide job accommodations that return individuals to work who are absent for workers’ compensation or disability-related reasons. Return-to-work programs help reduce workers’ compensation costs and increase productivity by returning employees to work earlier. As part of a broader disability management program, a return-to-work program, including the provision of light duty, should also address the Americans with Disabilities Act (ADA), the Family and Medical Leave Act (FMLA), the Occupational Safety and Health Act (OSH Act), and state workers’ compensation and other disability-related laws.

Many of the accommodation questions JAN receives related to return-to-work involve gross motor limitations that cause difficulty lifting, carrying, moving, transferring, sitting, standing, walking, climbing, and accessing workstations and work-sites; fine motor limitations that involve keyboarding, mousing, writing, reporting, documenting, and gripping; difficulty reaching and bending; scheduling medical treatment; managing fatigue and weakness; performing activities of daily living; maintaining concentration; managing stress; and implementing ergonomic and light duty programs. The following is a quick overview of some of the job accommodations that might be useful when returning someone to work following an injury or illness. To discuss an accommodation situation with a consultant, contact JAN directly at 800-526-7234 (V/TTY) or jan@jan.wvu.edu.

**Gross Motor Impairment:**

*General*
- Modify the work-site to make it accessible
- Provide an accessible route of travel to other work areas used by the employee
- Modify the workstation to make it accessible
- Make sure materials and equipment are within reach range
- Move workstation close to other work areas and break rooms

*Industrial*
- Provide overhead structure for lifting devices
- Place frequently used tools and supplies at or near waist height
- Provide low task chairs, stand/lean stools, and anti-fatigue mats
- Make wheelchairs, scooters, industrial tricycles, or golf carts available
- Provide compact lifting devices to push and pull supplies and tools from storage
- Provide aerial lifts, rolling safety ladders, and work platforms

*Office*
- Provide a height adjustable desk and ergonomic chair

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46 This document was developed by the Job Accommodation Network, funded by a contract agreement from the U.S. Department of Labor, Office of Disability Employment Policy (Number J-9-M-2-0022). The opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Labor. Nor does mention of trade names, commercial products, or organizations imply the endorsement by the U.S. Department of Labor.
• Move workstation close to commonly used office equipment
• Provide low task chair and rolling safety ladder
• Provide a cart to move files, mail, and supplies
• Provide a lazy Susan carousel or desktop organizer

Service
• Provide anti-fatigue mats and stand/lean stools
• Provide a height adjustable desk and ergonomic chair
• Move workstation close to commonly used office equipment
• Provide compact lifting devices to push and pull stock and supplies from shelves
• Provide carts to move supplies and stock

Medical
• Provide a spring bottomed linen cart
• Make patient lifting and transfer devices available
• Make wheelchairs, scooters, industrial tricycles, or golf carts available
• Train employees on proper lifting techniques and on proper use of patient lifting and transfer devices
• Provide powered beds for transporting patients
• Provide a height adjustable desk and ergonomic task chair

Fine Motor Impairment:
• Implement ergonomic workstation design, e.g., copy holder, monitor riser, articulating keyboard tray, task lighting, telephone headset, footrest, chair, arm supports, etc.
• Provide alternative computer access, e.g., speech recognition, foot mouse, etc.
• Provide alternative telephone access
• Provide writing and grip aids
• Provide a page turner and a book holder
• Provide a note taker
• Provide ergonomic tools, tool balancers, tool wraps, and anti-fatigue matting

Reaching and Bending:
• Rearrange storage areas so that heavy and frequently used materials are accessed at waist levels
• Raise individuals or lower materials to comfortable working levels
• Provide aerial personnel lifts, rolling safety ladders, work platforms, lift tables, height adjusters, reachers, and order pickers

Scheduling Medical Treatment:
• Allow a flexible work schedule and flexible use of leave time
• Allow work from home
• Reduce or eliminate physical exertion and workplace stress
• Schedule strategic breaks
Managing Fatigue/Weakness:
- Reduce or eliminate physical exertion and workplace stress
- Schedule periodic rest breaks away from the workstation
- Allow a flexible work schedule and flexible use of leave time
- Allow work from home
- Implement ergonomic workstation design
- Provide a scooter or other mobility aid if walking cannot be reduced

Performing Activities of Daily Living:
- Allow use of a personal attendant at work
- Allow use of a service animal at work
- Make sure the facility is accessible
- Move workstation closer to the restroom
- Allow longer breaks
- Refer to appropriate community services

Maintaining Concentration:
- Reduce distractions in the work area
- Provide space enclosures or a private office
- Allow for use of white noise or environmental sound machines
- Allow the employee to play soothing music using a cassette player and headset
- Increase natural lighting or provide full spectrum lighting
- Reduce clutter in the employee's work environment
- Plan for uninterrupted work time
- Divide large assignments into smaller tasks and steps
- Restructure job to include only essential functions

Managing Stress:
- Provide praise and positive reinforcement
- Refer to counseling and employee assistance programs
- Allow telephone calls during work hours to doctors and others for needed support
- Provide sensitivity training to coworkers
- Allow the employee to take a break to use stress management techniques to deal with frustration

Implementing Administrative Modifications:
- Implement ergonomics training, i.e., proper lifting techniques and posture; task variation; chair, keyboard, mouse, monitor, and tool working height, etc. For additional information on ergonomics, see JAN’s “Ergonomics in the Workplace: A Resource Guide” at http://www.jan.wvu.edu/media/ergo.html.
- Implement a light duty program. For additional information on providing light duty as a reasonable accommodation, see JAN’s Consultants’ Corner “Light Duty as a Reasonable Accommodation” at http://www.jan.wvu.edu/corner/vol03iss05.htm.
**Other Resources**

**Job Accommodation Network**  
West Virginia University  
PO Box 6080  
Morgantown, WV 26506-6080  
(800) 526-7234 Voice/TTY  
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Washington, DC 20210  
(202) 693-7880  
(202) 693-7881 TTY  
infoODEP@dol.gov  
http://www.dol.gov/odep/welcome.html

**National Institute for Occupational Safety and Health**  
200 Independence Avenue SW  
Hubert H. Humphrey Building  
Room 715H  
Washington, DC 20201  
Toll Free: (800)356-4674  
Fax: (202)260-1898  
MRL1@cdc.gov  
http://www.cdc.gov/niosh/homepage.html

**Occupational Safety & Health Administration**  
200 Constitution Avenue, NW  
Washington, DC 20210  
Toll Free: (800)321-6742  
TTY: (877)889-5627  
http://www.osha.gov

For information on state workers’ compensation programs, visit:  

For information on federal workers’ compensation programs, visit:  
http://www.dol.gov/esa/contacts/owcp/owcpkeyp.htm

For information on state labor laws, visit: http://www.dol.gov/esa/programs/whd/state/state.htm
Chapter 7 – Supporting People to Grow and Advance in Their Vocation

Introduction
In order to advance, formerly unemployed and homeless individuals need to remain in the labor market, even when paid work ebbs and flows. Establishing a career pathway that leads to more satisfying and better paying work is often a customized trail. Losing and changing jobs will happen. The average person born in the later years of the baby boom held 10.5 jobs from age 18 to age 40, according to the Bureau of Labor Statistics of the U.S. Department of Labor. The average American worker between ages 36 to 40 years changes jobs about every two years. Differences in the number of jobs held also are apparent between race and ethnic groups. From age 18 to age 40, whites held more jobs than either Blacks, Hispanics or Latinos.47

Workforce attachment and the pursuit of advancement are two other components of job retention that deserve separate attention. They will often be an integral part of an overall job retention plan for workers, and can help in developing a career goal that does not feel overwhelming or impossible. Both of these activities build on the principles of planning with the worker and anticipating challenges that will arise, but at the same time making these challenges manageable by offering solution and action steps along the way.

Both of these activities also emphasize the choice of the worker, and highlight the fact that someone can pursue job opportunities that are compatible with personal needs and interests. These activities are focused on anticipating as well as responding to the changing and evolving

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job needs and goals of the worker, and in turn can give the worker a feeling of personal freedom and optimism in choosing a positive work life.

**Staying In It To Win It: Concepts of Labor Force Attachment and Career Advancement**

Labor force attachment concerns itself with employment stability, which is the number of weeks an individual works over time and the number of hours worked each week. Attachment is derived from both the amount of work (hours) and the duration of employment (weeks). Thus, an individual working less than 15 hours a week for less than 30 weeks a year would be considered marginally attached to the labor force. An individual working more than 20 hours per week for 30 to 40 weeks per year is considered to have a more substantial labor force attachment. In the general population, it is related to age for both men and women, with the percent of weeks employed increasing and the percent of weeks unemployed or not in the labor force falling as individuals grow older. More education seems associated with improved labor force attachment. The amount of time spent in the labor force also differs by sex, with women at every educational level and at every age spending fewer weeks in the labor force than men.

In conceptualizing labor force participation, there is also a group referred to as discouraged workers. These are job seekers who believe no jobs are available for them or that there are none for which they could qualify. More specifically, such persons respond that they are not currently looking for work for one of the following reasons: they believe there are no jobs available for them; they could not find work; they lack necessary schooling, skills, or experience; or they perceive some type of discrimination in the workplace. Some marginally attached workers who are available to work or are engaged in limited employment are not discouraged about finding a job working more hours or more weeks per year. Their reasons for not looking for a job include child care problems, family responsibilities, going to school or training, ill health or disability, transportation problems, or other reasons.

Although disabled and homeless workers express a desire for employment, most have weaker than average attachments to the labor force and tend to have less economic security than the average worker without disabling conditions or who is permanently housed. A person’s desire to work, by itself, proves to be a considerably weaker indicator of future labor force activity than wanting work and conducting an active job search. It is important for staff in housing, homeless assistance and employment programs to continually assist supportive housing tenants, shelter residents and homeless job seekers to actively look for work.

Several types of information are available that can help measure trends in job stability. These include data on job tenure, retention rates, job turnover, and part-year work. To be classified as unemployed, individuals must be actively seeking paid work. Individuals who are not seeking employment because of a disability, ill health, or other reasons are referred to as “out of the labor force”. In an analysis of data from the Healthcare for Communities study, the proportion of

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unemployed among men with disabling mental illness was 27.2 percent and the proportion out of the labor force was 20.8 percent, compared with 4.1 percent and 5.0 percent, respectively, among those with no mental disorder.  

Supporting someone in a work environment to stay employed over time, either in the same job with the same employer, in a different job in the same workplace, or in a different job at a different workplace, is embodied in the concept of labor force attachment. It is apparent that the link between a worker and a specific employer has become more tenuous and short term. The goal in labor market attachment is to remain employed and to identify jobs and employment situations that are satisfying and comfortable for the homeless worker. The number of jobs that are obtained by a worker over time is not viewed to be as critical as remaining employed and finding jobs that are a suitable match. Put another way, you have to be in it (the labor market), to win it (increase income & develop a career). Although working at a single job can develop or refine work behaviors and improve occupational skills, some people get to that place over time, and through testing varied work experiences. Helping people develop personal understanding through experience can build longer-term employability as well as personal self-sufficiency. Employment specialists assisting homeless job seekers or working tenants of supportive housing should consider strategies to debrief with their clients around such experiences. In labor force attachment, practitioners seek to help a person sustain employment, regardless of the number or types of jobs or employers they might have over time.

Keeping homeless and formerly homeless individuals in the labor force is more likely to increase their income over time, than unemployment. Labor force attachment appears positively correlated with wages. For example, the average hourly wage in Oregon was $17.56 in 2002. The average hourly wage for jobs of those employed all four quarters was nearly $21, while the average hourly wage of jobs for those employed full-time all four quarters was a bit more than $22. Median hourly wages (the wage levels at which half earn more and half earn less) paint a similar picture, with the median increasing from just under $12 per hour for all workers to nearly $18 per hour for those employed full-time, year-round. Granted that the many homeless or disabled workers earn on average less their able-bodied, housed counterparts, the principle still applies. The more you remain employed, the greater your income.

Career advancement is also focused on sustaining employment. However, it is also different in that it has the goal of progressing into jobs that have greater responsibilities, skill expectations and experience requirements, and greater salary and benefit opportunities. Viewing career advancement as a job retention activity and including it into the job retention plan allows staff and workers to envision what someone’s work life may look like over time, and to plan job search choices so that career advancement goals are included. As an example, if someone is currently pursuing a job in a hotel as a desk clerk, discussions may also occur about how research can be done on classes and requirements that exist if this same worker wanted to become a desk clerk supervisor in the future.

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50 See The Employment Intervention Demonstration Project at [http://www.psych.uic.edu/eidp/](http://www.psych.uic.edu/eidp/).
In the case of labor force attachment and career advancement activities, there are three main goals to keep in mind when providing job retention services to supportive housing tenants or homeless workers:

- Supporting the individual to remain employed
- Assisting the individual to prepare an employment plan that goes beyond the job that he/she currently has (if the worker’s aspirations go beyond this job – the choice is always driven by the worker)
- Providing resources and tools that will facilitate the worker to move forward in pursuit of personal employment goals – this may often include obtaining greater education and new skills

### Labor Force Attachment

**Primary components**

- Emphasis is on supporting workers to stay working once employed, in same or different job
- Value is placed on building long-term work behaviors including experience, new skills, positive work reputation and references, increasing benefits and compensation and a personal commitment to working
- Focus is on assisting workers to identify “big picture” themes that are a positive match
- Staff role is focused on supporting worker to retain current employment or obtain new job rather than leaving current job with no plan
- Employment is viewed as a long term continuum of action steps and related supports – includes training, skill development and other work exposure

**How to do it:**

- Identify overall job goals of worker, including types of jobs that fit in this category
- Define career attachment and related components (different desired jobs, positive performance and exits, increasing compensation, skill development) in overall job retention plan
- Identify issues and barriers that need to be addressed by the worker in any job situation
- Integrate other aspects of job retention into any career attachment plan (including managing relapse, dealing with benefits issues, conducting ongoing vocational assessments, etc.)

Labor force attachment activities include assisting the worker to think of work as a lifelong learning and growth opportunity without losing focus on what is needed to be successful in a current job. It is not unusual for adult workers to have 10 or 15 jobs over the course of their worklife (that is, jobs lasting more than 90 days). These activities also include looking ahead to job opportunities that will serve as stepping stones towards better income and benefits, and more satisfaction from performing the work. A career attachment plan can be done prior to obtaining a
job, but may also occur once someone is employed and realizes that a different job is actually desired.

An important principle of career attachment services is to maintain close contact with the worker regarding the job he/she currently has, and knowing if the worker is satisfied with the overall conditions. A major reason this is considered a job retention activity is that often a worker may be dissatisfied with a work situation, but is still committed to being employed. If the employment staff and worker are maintaining regular communication about the worker’s experience, there is a better chance that they can identify when a problem is arising, and decide together how to avoid the worker leaving or losing the job. The remedy may addressing behaviors and circumstances at the current job, or may involve identifying a different job with more compatible circumstances.

Other key elements of career attachment activities are to work with the worker to identify the primary reasons he/she wants to stay employed, the reasons they shouldn’t quit their current job before they have another, and develop a process to explore and apply for jobs that are better than the job they have. Staff may consider more “big picture issues” that address long-term employability. These may include:

- Work environments and hours that are suitable to the worker (sometimes assessing suitability is enhanced by sampling different types of jobs);
- Location of job and its proximity to other parts of the worker’s life, including residence; childcare or school locations (if worker has children), proximity to supports, such as treatment program;
- Types of tasks that may be a better match (for example, doing a job with repetitive tasks may often be comforting to some workers, and quite uninteresting to others), assessing preferred types of tasks is enhanced by sampling different types of jobs;
- Types of preferred work environments (physical worksite, number of individuals that work in one place or together, etc.); sometimes assessing work environments is enhanced by sampling different types of jobs.

### Tool 7-1 Planning for Labor Force Attachment and Career Advancement

This tool offers a structured way to anticipate different issues to be considered when working with workers to plan immediate and long-term employment goals. This tool can be useful to help the worker think about the steps that needed to find positive job matches and move towards long-term career goals.

### Tool 7-2 Labor Force Attachment Index

This tool helps program staff to reflect on job retention practices use to help workers remain employed. Based on a 4-point scale, staff rate responses from workforce organizations to help identify what can be done to improve and increase labor force attachment.
Career Advancement – Relevance to Job Retention

Primary Components

- Long-term career planning helps worker to develop and sustain motivation, and build positive expectations for the future
- Career advancement planning should be done over time as the knowledge, skills, experience, confidence and goals of the worker evolve
- Effective career advancement planning should anticipate the potential barriers, relapses, personal emergencies, or changing priorities that may impact and influence goals over time
- Career advancement planning requires thoughtful exploration of worker’s talents, personal priorities and preferences as well as skills, knowledge and aptitudes
- Career advancement planning helps to pursue relevant strategic jobs that build experience and skill sets
- Having career advancement goals can help the worker to plan other parts of his/her life
- Career advancement planning includes integration of training and required supports that assist the worker
- Career advancement is a priority for the workforce development system, and resources are available to assist homeless people with this activity
- Career advancement should utilize the expertise of the full integrated services team in order to address all of the issues and cultivate adequate supports

How to do it:

- Develop career advancement plan that defines long-term work goals, desired income and benefits, etc.
- Facilitate sustained conversations with worker about long-term work goals, and adapt goal over time to match changing circumstances
- Determine what new skills, experience, supports, licenses, etc. are needed overall
- Facilitate honest discussions about barriers and triggers, and how these will impact long-term work goals, or how they should be integrated into career advancement plan
- Involve the full job retention team in these activities

Career advancement will mean something different for each worker. Practitioners should support the worker in leading the process, and to accept when the worker makes choices that may be different than what staff recommend. It is most effective if it is introduced as an integral part of the job retention process. Workers may not have a clear idea of long-term career goals, and often career advancement involves assisting the individual to identify steps that they see are appropriate to meeting their longer term dreams. Career advancement planning is also a continual exercise of facilitating and assisting the worker to discover and understand his/her own aspirations and goals; to be adaptable and receptive to different ones as they surface; to honestly
evaluate these in the context of realistic opportunities; and to manage expectations about what is achievable over time.

During career advancement activities, it is important for job retention staff to serve as a “reality check” for workers about goals, and to offer as much positive reinforcement and encouragement as possible. It is valuable to frame challenges and disappointments in the context of lessons learned and how these lessons can facilitate different and better opportunities in the future, and to assist the worker to internalize how successes and challenges are all part of the growth and learning experience.

Career advancement as a job retention strategy also has logistical elements that are worth considering. These may include:

- Researching and exploring jobs with the worker that will build skills; develop the worker’s tolerance and ability for greater responsibility as well as stress; and increase self-confidence
- Using career advancement discussions and goals as a motivational tool for the worker to do well in current job, as well as attend to organizing and stabilizing other parts of his/her life (housing, financial, family, etc.)
- Using career advancement planning acts as an incentive to perform well in current job, and overcome challenges
- Thinking of career advancement planning as a good way to link the worker with the resources available through the workforce development system
- Career advancement planning should always include the training, personal development, and emotional supports that will be needed to achieve the goals

**Recommendations for Supporting Career Advancement:**

- Making career advancement a key element of job retention discussions will introduce the idea and potential actions for job growth early in the process
- Career planning should be viewed as a customized, individualized activity
- Effective career planning requires thorough knowledge of current labor market trends in the community as well as long-term projections
- Career advancement and planning often requires access to education and training and staff need to have current information about the types of training and educational opportunities needed as well as helping people finance those services
- Understanding how the workforce development and their One Stops support job training and education is important so workers can access these mainstream career advancement resources.
- Career advancement does not usually occur in a linear fashion – staff and program managers have the responsibility of supporting the worker’s journey towards a career goal that will may include numerous diversions, distractions, respite and relapses
- Assist the worker to imagine what is possible, and what action steps can move he/she towards that possibility – this process offers the opportunity to “dream” and “hope”
- Support the worker to anticipate challenges that will arise, and develop practical actions and activities that will help to overcome the challenges
While assisting the worker to imagine the possibilities, it is important to also work with the worker to pursue realistic, achievable goals and jobs in the immediate future. Support the worker to see how current activities, addressing barriers, development of skills, and building confidence can facilitate the achievement of long-term career goals. Identify types of jobs that are immediately available that fit into the career advancement plan. Review career advancement plan regularly so that it is a “living” process for the worker and staff.

### Tracking Skill Development

**Primary Components:**
- Identifying current skills, knowledge and talents to establish a baseline
- Tackling skill development gives worker concrete information about personal growth
- Tracking skill development can assist staff to facilitate discussions about transferable skills
- Allows worker to develop goals about desired new skills and experience
- Important to define and measure skills and competencies so that realistic goals can be set

**How to do it:**
- Assist worker to identify current skills, knowledge and talents, including skills needed to be successful in any job
- Develop specific plan for increasing these skills and talents through current tasks at work, additional training, outside activities and supports
- Identify new skills and knowledge that is desired to retain or advance, i.e. computer training, etc.
- Use this “path of progress” as motivational tool
- Review and update this tracking form at least quarterly and preferably monthly

This strategy is included in this chapter based on a belief that career attachment and advancement activities both involve supporting the worker to understand his/her own current skills, capabilities and motivation, and to consciously plan for ways to cultivate and expand these. Effective job retention services require staff and the worker to cultivate and document actual skill and knowledge development over time, in order to have a better understanding of baseline skills as well as increasing competencies. This can be done formally, by doing different tests or exercises, but can also be done through self-declaration.

The key element of this process is to evaluate the current capabilities of the worker, with him/her very involved in the process, and to able to see how knowledge and skills are increasing over time. Tracking skill and knowledge development also assists the worker to set realistic goals at
any given time, and to also see progress towards long-term goals and dreams. It also serves an integral purpose in addressing challenges and barriers, such as literacy or math skills that need attention in order to achieve intermediate or longer term goals.

By tracking skills and knowledge development, it is easier to determine what training and service supports are needed outside of the workplace as well as what support might be requested at the work site. Furthermore it is an important tool and strategy for determining steps to take in one’s long-term career advancement or development plan. Tracking skill development encourages employment and case management staff to maintain better communication and follow-up with the worker. The process helps the worker to visualize employment goals for the short and long term, and facilitate ongoing discussions about skills, talents, and evolving goals.

**Tool 7-3 Individual Performance and Skill Tracking Sheet**

**Tool 7-4 Group Performance and Skill Tracking Sheet**

These tools track general work skills such as reliability, judgment, attendance, and problem-solving as well as specific skills needed to perform the job. The tool offers the ability to track skill development over a one-year period, and staff should do a thorough check-in and review at 30, 60, 80, 180 and 360 day intervals. This tool can be adapted according to the preferences of the worker as well as the specific needs of the job retention plan.
Tool 7-1
Labor Force Attachment and Advancement Planning Form

Explanation: This tool can be used to facilitate and document a discussion with a worker about short and long term career goals. Planning for career attachment is viewed as a type of job retention in the context of supporting the worker to stay employed. This tool would be useful in a career attachment context if the worker is not satisfied with his/her current job, or if it is not working for him/her.

Similarly, it is an important conversation to have in order to begin identifying concrete steps that need to be made in order to pursue long-term career ideas and goals. It is recommended this form be updated at least every 6 months.

Candidate: ______________________

Counselor: ______________________

Initial Discussion Date: __________

Planning for Career Attachment and Advancement

In order to pursue any job in the future, do you think you will need additional documentation?

___ Permanent Authorization to Work
___ Green Card
___ DD214
___ Current Driver’s License
___ Current State ID Card
___ Social Security Card
___ Birth Certificate
___ Passport
___ Proof of Health Insurance
___ Proof of Veteran Status

In order to pursue other employment in the future, what additional credentials and licenses may be needed?

___ License (Business, Class 2 Driver’s License, or other)
___ Specialized, Accredited Certificate (Mechanic, Stylist, etc.)
___ Membership fees or dues (unions, business associations, etc.)
___ Special fees (for permits to operate, etc.)

Which of these do you already possess? ________________________________

Do you have the legal right to work in this country, as a U.S Citizen or with Permanent Authorization to Work? ___Yes ___No
Current and Future Training and Education Needs

What educational or training certificates or degrees do you already have?

_____ High School Diploma
_____ GED
_____ Accredited certificate (Licensed Vocational Nurse, computer repair tech, etc.)
_____ Certification of qualifications from Military Branch
_____ Associates Degree (AA)
_____ Bachelor’s Degree (BA or BS)
_____ Master’s Degree (MA or MS)
_____ Completion of other training programs
_____ Other

Details: _____________________________________________________________________

What training and/or education do you need to perform current or desired job?

_____ H.S Diploma or GED
_____ General work skills
_____ Computer, writing or math skill enhancement
_____ Specialized vocational skills with formal certification (technician, auto repair, etc.)
_____ Specialized vocational skills without formal certification (leadership training, etc.)
_____ AA Degree
_____ BA Degree
_____ Other

Details: _____________________________________________________________________

Next Steps: ___________________________________________________________________

Educational Interests

Are you interested in:
A GED Program? __________________________________________________________
Vocational Training? _______________________________________________________
College-Level Courses? _____________________________________________________
Advanced Degree Courses? _________________________________________________
Other Schooling? ___________________________________________________________

Are there specific courses you need to take to perform well at current job or pursue immediate advancement?
_____ Yes  _____ No
Benefits and Money Planning

Now that you are working, what are your sources of income?

Wages _____ Cash Benefits _____ SSI _____ SSDI _____ General Assistance _____

Social Security _____ Veteran’s Benefits _____ Pension _____ Other _____

Health Insurance _____ Medicaid/MediCal _____ Medicare _____

Veterans Coverage _____ Private Insurance _____ Other _____

Which of these, if any, will be impacted by earned income? ______________________

What steps do you want to take to deal with any loss of benefits? ____________________

Can this be achieved with your current job? _______________________________________

Next Steps: ___________________________________________________________________

Current Employment

What parts of your current job do you like best?

Do you think you would like to stay in this job for awhile? Yes _____ No _____

If No, why not? __________________________________________________________________

What types of jobs are you also interested in at this time? ___________________________

What new training would be needed for these jobs? _________________________________

Next Steps: ___________________________________________________________________
Future Employment

What type of employment would you like to have one year from now? _______________________

What type of employment would you like three years from now? _______________________

What are the main aspects of a future job that are important to you?

Higher wage ______  Better health benefits ______  More benefits for family members ______

Better hours/schedule ______  Better work environment ______  Working with others ______

Good location to home ______  Interesting work and tasks ______

Job to match skills and interests ______  Other ______

What type of position would you like to have? Same as now _____  Supervisor _____

Coordinator _____  Manager _____  Other _____

Next Steps: __________________________________________________________

Personal Barriers

What personal issues or barriers do you need to address in order to pursue future employment?

Work attitudes/behaviors _____  Better skills/work knowledge _____  Legal issues ______

Money management ______  Addiction/recovery issues ______  Health issues ______

Personal issues _______ Family issues _______ Housing issues _______

Other needs for personal stability ______

Next Steps: __________________________________________________________

Services Needed to Support Career Advancement/Attachment – where to obtain:

Counseling/Therapy: __________________________________________________________

Treatment or other recovery services: __________________________________________

Medical/Health services: ______________________________________________________
Money Management Assistance: ___________________________________________________

Benefits Planning: ____________________________________________________________

Legal Services: ___________________________________________________________________

Assistance with Immigration Status: ______________________________________________

Housing Retention: _______________________________________________________________

Childcare or Family Support: ___________________________________________________________________

Family reunification: ___________________________________________________________________

Relationship Support: ___________________________________________________________________

Other: ______________________________________________________________________

Career Advancement/Attachment Workplan:

Tasks for next month: ____________________________________________________________

Progress/Date: ___________________________________________________________________

Tasks for next 3 months: __________________________________________________________

Progress/Date: ___________________________________________________________________

Tasks for next 6-12 months: _______________________________________________________

Progress/Date: ___________________________________________________________________

Primary Supports for Career Advancement/Attachment

Name: _________________________ Phone: _________________ Email: _________________

Organization (if needed): _________________________________________________________

Address: _______________________________________________________________________

Type of Support: __________________________________________________________________
AN INDEX FOR MEASURING LABOR FORCE ATTACHMENT
IN A RETENTION-FOCUSED ORGANIZATION

Instructions

The Labor Force Attachment Index is a tool for program staff to reflect on job retention practices use to help vulnerable population remain employed. Labor force attachment is operationally defined as the individual’s ability to keep themselves employed in a competitive job, earning minimum wages or better for an employer in an integrated workplace where any qualified job seeker has access with continuous job searching during periods of unemployment between jobs.

To administer the Labor Force Attachment Index, the rater should obtain objective information from the workforce organization or program through interviews with key staff, program users, a review of program literature and user files. The rater should elicit the information with open-ended, non-judgmental questions to avoid leading respondents to preferred answers. The rater should ask questions in a conversational manner, which may not follow the exact order of the questions in the scale.

At the end of the process, the rater should review the Index results with agency leaders and program directors with the intention of improving interventions to increase labor force attachment.
## Workforce Organization:

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<tr>
<th>Criterion</th>
<th>Data Source</th>
<th>Point Scale</th>
<th>Subtotal</th>
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### Element 1: Organizational Focus

- Agency heads (president, CEO, etc.) make it clear to program managers that employment attachment/retention is a top goal.
- Agency heads are aware of the retention rates in their program(s). Retention rates are measured according to the funding streams and systems used by a specific program.
- Agency heads are aware of the retention goals of their program(s).
- Agency heads know the difference between job retention and employment retention.

### Subtotal for Organizational Focus

### Element 2: Program/Department Focus

- Program directors/supervisors know the difference between job retention and employment retention, and pursue/obtain funding to achieve appropriate objectives.
- Program directors/supervisors routinely analyze the job retention and employment retention of workers in their various workforce development program(s) quarterly.
- Program directors/supervisors are aware of the retention rates in their program(s).
- Program directors/supervisors are aware of the retention goals of their program(s).
- Line staff is aware of the retention rates in their program(s).
- Line staff is aware of the retention goals of their program(s).
- Line staff knows the difference between job retention and employment retention.

### Subtotal for Program/Department Focus

### Element 3: Staff

- There is sufficient program staff specifically dedicated to retention. (1= none; 2= 1 staff: 300+ workers ratio; 3= 1: 200-300 ration; 4= 1:100 or less ratio.)
- Job retention staff emphasize job retention and
workforce attachment services, rather than generalized employment or other services

Program staff function as a group, not as individual practitioners. They have group supervision, share information, and help each other with cases.

In marketing the program to employers, job developers emphasize the organization/program’s commitment to planning for job retention and workforce attachment from the beginning of the employment process, and thus work with employer to make the best possible situation for potential worker and employer. Emphasis is also placed on staff and program commitment to be available for support for the employer and worker after job placement.

In marketing the program to potential workers, program outreach staff emphasizes the organization/program’s commitment to being there for support for the employer and worker after job placement (not just being a job placement program).

Staff are “approachable” in the eyes of workers; workers genuinely like staff and trust them.

Subtotal for Staff

**Element 4: Program Structure**

There is on-going assessment even after job placement.

Job placement is based on worker’s preferences and personal goals.

Employment specialists provide job options that are a wide-variety of job settings.

Employment specialists provide competitive job options that have permanent status, benefits, low turnover, and better-than-average wages for the worker’s education and experience level.

All jobs are viewed as part of the path of vocational growth and development. Staff assists clients to end jobs and find the appropriate next job, and this is included as part of an overall employment planning process.

Workers are contacted quickly after beginning a job. 1= Not at all; 2= within first few weeks of placement; 3= 1 week after placement; 4= first day of placement & 2-3 days in first week.

Workers are followed-up for a long period of time.1= up to 3 months; 2= 3-6 months; 3= 6-24 months; 4= 2+ years

Follow-up is assertive and engaging: 1= No pro-active engagement/outreach. 2= 1-3 telephone or mail contacts post job placement. 3= At least one community visit is made if telephone and mail attempts are unsuccessful. 4= Outreach (mail, telephone, community visits) are made for at least 6 months even if the worker is not responsive.

Staff works flexible and/or non-traditional hours in order
to support workers after they are placed on the job.

Staff is able to (and do) help workers find another job quickly after an unplanned job loss without the worker having to “start from the beginning” again.

Job developers routinely visit and meet with employers along with the employee. As an integral component of job retention support. Content of the visits is prescribed in the employment plan, and includes discussions about achievements and challenges experienced by the employee, any improvements that are needed, employment growth opportunities, and resources that would be useful to the employer. These visits must be viewed as mutually beneficial to employer and employee.

There are structured post-job placement group activities (alumni nights, networking events, social events, open computer lab night).

Job developers (and other staff) are aware of average job turnover rates in various companies and fields.

The program has a set of tools and/or structure that staff can utilize to engage workers in conversations about their current job and opportunities/plans for advancement.

Responsible job leaving is taught to program workers before job placement occurs.

Subtotal for Program Structure

<table>
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<tr>
<th>Element 5: Saturation of Retention Focus -- Workers</th>
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<tr>
<td>Program worker(s) know that staff is available for support after job placement.</td>
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</table>

Workers are able to articulate that getting a job with benefits and higher pay in a lower-turnover industry is more likely to lead to job retention.

Workers view jobs as part of the path of vocational growth and development. Workers know that staff assists clients to end jobs and find the appropriate next job.

Workers have interactions with a variety of staff and are allowed to “attach” or “gravitate” towards those they feel most comfortable with.

Subtotal for Saturation of Retention Focus -- Workers

<table>
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<tr>
<th>Element 6: Relationships with Employers for specific employees</th>
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<tr>
<td>Employer is interested and committed to the job retention and/or workforce attachment of a specific employee</td>
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</table>

Employer works with employee and employment staff when possible to promote employee retention and workforce attachment

Employer requests information, training and/or resources
to build the capacity of his/her business/organization to encourage and support job retention and workforce attachment of all employees, including those with barriers to employment

Employer acts as a champion and voice in the community on behalf of the job retention and workforce attachment potential of formerly and currently homeless employees

Employer expresses and acts on interest in hiring more individuals and working with each on job retention and workforce attachment issues

Employer accesses different incentives (tax incentives, etc.) available to him/her as a way of building the business’s capacity to hire individuals who need individual job retention and career advancement support

Subtotal for Working with Employer

GRAND TOTAL
Individual Performance and Skill Tracking Sheet

General Performance and Skill Development

**Explanation:** This form can be a very useful tool to determine current skill levels of the worker in specific areas, and to specifically identify skills that have been acquired at the job, or a skill that is still needed. Additional space is provided to add to these descriptions as necessary.

To the extent possible, this tool should be completed with the worker within the first week of employment, then reviewed at regular intervals in order to establish a record and measurement of the worker’s growth. Using the key below, please assign a rating for the worker’s performance in each skill/knowledge area. This tool can be a valuable self-assessment opportunity for workers to rate their progress in job skills and performance. Therefore, it is important that the rating be a mutually agreed upon rating and that the form is co-signed by the worker and the provider acknowledging agreement with the ratings. Use “Comments” area as needed.

Name: __________________________
Starting Date: ________________

**Evaluation Key:**

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<tr>
<th>Skills and Performance</th>
<th>30 Days</th>
<th>60 Days</th>
<th>90 Days</th>
<th>180 Days</th>
<th>360 Days</th>
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1. **Job knowledge.**
   Use this section for specific work skills needed to perform job (describe worker’s understanding of the job, materials and procedures, including his/her comfort in asking for clarification or assistance)

   **Comments:**

1a. New skill or knowledge acquired:

1b. Skill/knowledge that is needed:

2. **Quality of work.**
   (Accuracy and thoroughness worker exhibits in work tasks)

   **Comments:**
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<td><strong>3. Productivity.</strong> (Speed, consistency, accuracy, and amount of output produced.)</td>
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<td><strong>4. Dependability.</strong> (Degree worker can be relied upon to complete tasks and assignments.)</td>
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<td><strong>5. Planning and organizing.</strong> (Ability to plan work and set priorities insuring that work is done in a timely manner.)</td>
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<td><strong>6. Time on task.</strong> (Does worker arrive on time, have strong attendance, complete tasks in timely manner, and plans enough time necessary to get work done.)</td>
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### 7. Judgment.

(Degree to which decisions and actions are sound; ability to interpret and respond to new situations.)

Comments:

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<th>7a. New skill or knowledge acquired:</th>
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<td>7b. Skill/knowledge that is needed:</td>
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### 8. Flexibility.

(Ability to adjust to changing conditions at work place, such as increased or new tasks.)

Comments:

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<th>8a. New skill or knowledge acquired:</th>
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<td>8b. Skill/knowledge that is needed:</td>
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(Ability to express self verbally and in written form; ability to listen and understand, and be understood by others.)

Comments:

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<th>9a. New skill or knowledge acquired:</th>
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<td>9b. Skill/knowledge that is needed:</td>
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### 10. Teamwork.

(Can communicate with Supervisor, assists and supports team members, understands value of teamwork)

Comments:

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<th>10a. New skill or knowledge acquired:</th>
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<td>10b. Skill/knowledge that</td>
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### Problem Solving

(Ability to identify, articulate and implement solutions to problems that arise – demonstrates critical thinking ability.)

**Comments:**

11a. New skill or knowledge acquired:

11b. Skill/knowledge that is needed:

### Initiative

(Ability to work independently; identify next steps to move projects forward; seek new responsibilities.)

**Comments:**

12a. New skill or knowledge acquired:

12b. Skill/knowledge that is needed:

### Managing Issues of Addiction and Relapse

(Handles addiction and relapse issues while continuing to execute work responsibilities)

**Comments:**

13a. New skill or knowledge acquired:

13b. Skill/knowledge that is needed:

### Managing Bias and Prejudice in the workplace

(able to address cultural competency issues in a rational constructive way)

**Comments:**

14a. New skill or knowledge acquired:

14b. Skill/knowledge that is needed:
15. Managing anger, frustration and other emotions in the workplace (able to find effective, appropriate ways to deal with emotions)

15a. New skill or knowledge acquired:

15b. Skill/knowledge that is needed:

16. Ability to cope with stress at work (can develop outside supports and keep personal issues away from workplace)

16a. New skill or knowledge acquired:

16b. Skill/knowledge that is needed:

Acknowledgement

Worker has assisted in assigning in this assessment and agrees to the above ratings

Worker signature/date

Staff has assisted the worker in this assessment and agrees to the above ratings

Staff signature/date
Tool 7-4
Group Performance and Skill Tracking Sheet

Explanation: This form should be used to track skills that workers have and those they need to acquire to achieve success in a chosen job. This form can be copied and used to compare and track skills needs among multiple workers to determine if there are shared needs that could be addressed in larger counseling or training sessions. It is most effective if used in combination with the Performance Skill Tracking Form for Individuals and should always be used in conjunction with a worker’s individual job goal and development plan. Peoples’ knowledge and skills change through experience and are environment specific. Therefore, this form should be revisited at regular intervals to assess progress, unaddressed issues or identify new needs.

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Chapter 8 – Conclusion

Often the hardest part of providing vocational services for people who are homeless is helping them keep and advance in jobs. Job retention planning should begin at the beginning of the job goal development and job search process. Although many people who are homeless have worked in the past, the characteristic they often share is the repeated loss of employment due to overwhelming barriers and circumstances that make employment extremely difficult. This Guidebook attempts to address these difficulties, from the perspective of the worker, staff and employer, in hopes of finding concrete actions and interventions that can occur to promote a sustained employment experience for workers.

Ongoing job retention services are usually not well funded and programs often need to find a diverse array of resources to allow staff to provide effective long-term job retention services. In this Guidebook we have attempted to offer information, suggestions and tools that will assist all service providers involved in offering job retention support to workers. The tools that have been selected represent the types of tools that can be located or used, but they also demonstrate the types of resources that exist through different websites and organizations. However, it is also our hope that they reflect a template that can be altered or revised to provide the best possible support to service providers in performing their own programmatic responsibilities.

This Guidebook provides some practical tools for job retention based upon person-centered principles. Staff can use it to improve their own work as well as use it as a reference for communication with other staff or systems. Job retention issues facing people who are homeless are often complex and also often driven by the trauma and experiences of being homeless. These individuals may not only receive employment services through their homeless services provider but through other systems. For those systems to work more effectively with people who are homeless, they must understand how homelessness makes a difference in job retention. Thus the Guidebook focuses on the actions that are recommended by employment staff, but also by case managers and other services that play an integral role in the job retention process.

The ultimate goal of job retention is to integrate all the staff, tools, and resources needed in order to provide the most thorough, comprehensive and responsive support possible to workers, and to also respect and provide assistance responsive to the needs of employers, to enhance the productivity at the workplace. By using some of the principles suggested in this Guidebook, we hope that this goal can be achieved by staff working in this field, resulting in greater numbers of chronically homeless workers retaining employment and subsequently reducing their own incidences of homelessness.
Appendix I

U.S. Department of Labor and Housing and Urban Development,
Ending Chronic Homelessness Through Employment and Housing
Demonstration Projects

Homework Project – Boston Private Industry Council (Dennis Rogers and Dwaign Tyndal)
– Boston, Massachusetts

The Boston Private Industry Council, in partnership with the City of Boston Department of
Neighborhood Development, organized a coalition of 13 organizations representing the housing,
disability, employment, employer, and veteran communities in a combined effort to coordinate
permanent housing services with customized employment services to end the cycle of chronic
homelessness.

The HomeWork Project targets persons who are chronically homeless served within and outside
mental health systems through assertive community outreach and engagement. It provides 23
units of permanent supportive housing. Through this extensive collaboration, the project creates
a blend of housing and employment services integrated with customized employment services.
This effort has increased connections and capabilities of the One-Stop Career Centers and of
other service systems to serve persons with disabilities who are chronically homeless. The
initiative also seeks to change how the housing and workforce investment systems work together
to meet the city and state’s goal of ending chronic homelessness. www.bpic.org

Featured Innovation: Leveraging alternative funding sources for employment including Food
Stamps, Employment, and Training (FSET) program resources.

DOL Grantee Contact: Dennis Rogers
Boston Private Industry Council
2 Oliver Street
Boston, MA 02109
Phone: 617-423-3755
Fax: 617-423-1041
Email: dennis.rogers@bostonpic.org

HUD Grantee Contact: Gina Schack, Project Manager
Department of Neighborhood Development, City of Boston
26 Court Street, 8th Floor,
Boston, MA 02108
Phone: 617-635-0670
Fax: 617-635-0383
Email: gschaak@ci.boston.ma.us
HOPE House (Gwendolyn Westbrook, Hope Kamimoto) – Human Services Agency – San Francisco, California

Under the leadership of the Private Industry Council of San Francisco, Inc., the PIC of SF and its community partners provide housing first/work first services using scattered-site HUD supportive housing to offer “vocationalized” housing to a minimum of 70 people who are chronically homeless in the Bayview community of San Francisco. The project, known as Hope House, is led by United Council of Human Services which brought together partners from the HUD supportive housing, SSA/ TANF, Vocational Rehabilitation, and community-based homeless service providers to deliver vocationalized housing in an effort to utilize the area’s workforce development system, including the area One-Stop Career Centers. Currently there are 67 people housed and 113 have been interviewed, with 15 job training placements and 78 employment placements. Services are provided to all project workers by an integrated service team, that consists of employment staff, housing case managers, vocational rehabilitation staff, a PAES/CAAP (general assistance) worker, and One-Stop Career Center staff. www.picsf.org, www.sfgov.org/ site/frame.asp?u=, http://www.sfhsa.org/

Featured Innovation: Use of career readiness/ life skills curriculum to help people who are chronically homeless access general assistance and employment supports.

DOL Grantee Contact: Tyrone Jackson
Private Industry Council of San Francisco, Inc.
745 Franklin Street, Suite 200
San Francisco, CA 94102
Phone: 415-923-4279
Fax: 415-923-6966
Email: tjackson@sfpic.org

HUD Grantee Contact: Gregory Kats
Housing and Homeless Programs
Department of Human Services
City & County of San Francisco
1440 Harrison Street, 2nd Floor
San Francisco, CA 94103
Phone: 415-558-1981
Fax: 415-558-2834
Email: Gregory.Kats@sfgov.org
**LA’s Hope Project – City of Los Angeles Department of Community Development**; (Alisa Jordan, Susan Quigley, and Jaime Orozco-Pacheco) – Los Angeles, California

Under the leadership of the Workforce Development Division of the Community Development Department, City of Los Angeles, 10 Los Angeles agencies representing the public and private community-based and faith-based sectors have joined together to better integrate the HUD permanent housing, mental health, and other workforce development programs serving persons with disabilities who are both chronically homeless and mentally ill. Through assertive outreach, “LA’s Hope” identifies, engages, and supports a minimum of 76 people who are chronically homeless using a housing first/work first strategy. Customized employment services are provided at the career One-Stop and at the sites of the partner agencies and coordinated with supportive services in order to break the cycle of chronic homelessness.

[www.lacity.org/CDD](http://www.lacity.org/CDD)

**Featured Innovation:** One-Stop Portals are located at the 400-bed New Image Emergency Shelter and the 84-unit St. George Hotel, a supportive housing building on Skid Row. A One-Stop Portal providing self-directed job search, the EmployABILITY Center provides beginning computer and internet training, resume writing, and a variety of other workshops to assist the homeless in employment-search activities. Approximately 163 individuals have found full or part-time employment.

DOL Grantee Contact: Jaime Pacheco-Orozco
City of Los Angeles
Community Development Department
215 W. Sixth Street, 10th Floor
Los Angeles, CA 90014
Phone: 213-744-7179
Fax: 213-744-9042
E-mail: jaime.pacheco-orozco@lacity.org

HUD Grantee Contact: Carlos VanNatter
Housing Authority of the City of Los Angeles (HACLA)
2600 Wilshire Blvd.
Los Angeles, CA 90057
Phone: 213-252-6110
E-mail: cvannatter@hacla.org
Portland Ending Chronic Homelessness Initiative (Community Engagement Program IV) – Worksystems, Inc. (Clover Mow and Imara Jubari) and Central City Concern (Clover Mow, Claudia Krueger, Erica Thygesen and Ed Balackburn) – Portland, Oregon

Worksystems, Inc. leads a collaborative effort across five service organizations to coordinate permanent housing services through HUD and employment resources with customized employment services through DOL/ODEP in an effort to end the cycle of chronic homelessness within the Portland community. The Worksystems project includes 89 Shelter Plus Care subsidies supporting scattered-site apartments funded through its partner, the Housing Authority of Portland. Tenants are supported in this permanent housing by an assertive community treatment team approach managed by the lead service agency, Central City Concern (CCC), linked with the resources of the West Portland One-Stop also operated by CCC. Another homeless assistance agency, JOIN, provides supportive services also linked to the One-Stop to some of the tenants in these housing units. The major program components are direct outreach and engagement into employment and housing using intensive case management practices, providing permanent housing, job development, placement, and supporting the principles and practices of Customized employment such as job carving, micro-enterprise development, individual development accounts, and peer mentors.

www.worksystems.org

Featured Innovation: Using a career mapping process for person-centered planning as a WIA core service at the West Portland One-Stop Career Center. This model is also being implemented at SE Works, another Region 2 One-Stop.

DOL Grantee Contact: Clover Mow
Worksystems, Inc.
111 SW 5th Ave, Suite 1150
Portland, OR 97204
Phone: 503-478-7342
Fax: 503-478-7302
E-mail: cmow@worksystems.org

HUD Grantee Contact: Rachel Devlin
Short Term Rent Assistance Program Manager
Housing Authority of Portland
135 SW Ash Street
Portland, OR 97204
Phone: 503-802-8597
Fax: 503-802-8589
E-mail: racheld@hapdx.org
**Threshold Project** (Rob Richardson and Carolyn Brown) – Indianapolis Private Industry Council – Indianapolis, Indiana

The Indianapolis Private Industry Council, Inc. created a new “system of care” approach that combines and coordinates partners in the mainstream employment, treatment and housing systems. The Threshold Project offers 42 housing units subsidized by HUD Shelter Plus Care funding to people who are chronically homeless. These apartments are located in four small apartment buildings in a campus setting and are integrated with other market-rate units. Resource coordinators providing case management services and One-Stop employment coordinators placed at the housing site staff the housing grant. The project combines a stable housing platform from which tenants may launch their careers into preferred jobs in the area.

Using a single-site model with access to One-Stop Career Center services, the Threshold Project integrates case management, treatment and employment services funded by DOL to support its clientele in mainstream job seeking, placement, and training services. It has developed partnerships and seeks to leverage new resources, including partnerships with the Indiana State Vocational Rehabilitation and HealthNet, a federally qualified health center. Through this coordination of system services and resources, the Threshold Project partners hope to sustain and expand employment and training services as well as employment support systems such as housing to help end chronic homelessness in Indianapolis. Planning for a cross-systems summit is underway and an event is targeted for September 2006.

*www.ipic.org/forcommunity/homeless.htm*

**Featured Innovation:** Comprehensive, integrated single-site housing and employment services resulting in an entered employment rate of 70 percent and a 50 percent job retention rate for the period of January through December 2005.

DOL Grantee Contact: Carolyn Brown
Indianapolis Private Industry Council Inc.
151 N. Delaware St., Suite 1600
Indianapolis, IN 46204
Phone: 317-684-2440
Fax: 317-639-0103
E-mail: cbrown@ipic.org

HUD Grantee Contact: James Naremore
Community Development and Financial Services, Department of Metropolitan Development
City of Indianapolis
1841 City-County Building
200 E. Washington St.
Indianapolis, IN 46204
Phone: 317-327-3766
Fax: 317-327-5908
E-mail: jnaremor@indygov.org

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Appendix II
Job Retention Resources and Tool References

Why Retention Services are Necessary
Martinson, Karin and Holzer, Harry J. Can We Improve Job Retention and Advancement Among Low-Income Working Parents? University of Michigan, National Poverty Center, June 2005. This paper reviews the evidence on four approaches to improving job retention and advancement among low-income working adults.
http://www.npc.umich.edu/publications/workingpaper05/paper10/HolzerMartinsonpaper62305.pdf

Tool 2-1: Tips for Success, STRIVE/Chicago Employment Services, 4910 S King Dr., Chicago, IL 60615.


Planning for Job Retention
Bennett, Joel B., Ph.D., principal investigator. Team Awareness (for the Workplace).
http://modelprograms.samhsa.gov/template_cf.cfm?page=model&pkProgramID=183&section=description Team Awareness is a workplace-training program that addresses behavioral risks associated with substance abuse among employees, their coworkers and, indirectly, their families. This program has been shown to increase employee help-seeking for and supervisor responsiveness to, troubled workers, enhance the work climate, and reduce problem drinking.

Donegan, Dr. Kate R., The Employment Barriers Management Systems, Matrix Research Institute, Services Division, Philadelphia, PA. 2000. This publication offers a collaborative process through which working customers of services and practitioners can regularly examine any developing barriers threatening the customers’ ability to maintain continued employment.

Tool 3-1: Seven Ways to Boost Job Retention, Enterprise Foundation, American City Building, 10227 Wisconsin Circle, Columbia, MD 21044.

Tool 3-2: Addressing Barriers Once Employed, WorkNet Solutions, PO Box 5582, Hacienda Heights, CA 91745.

Implementing Job Retention Services for Employment Specialists
Cook, Royer, Ph.D. and Alan Youngblood, M.A. SAMSHA, 2003. The Healthy Workplace. The Healthy Workplace is a set of five workplace substance use prevention interventions.
http://modelprograms.samhsa.gov/pdfs/Details/Healthy.pdf

Tool 4-1: Job Placement and Retention Plan, Chronic Homelessness Employment Technical Assistance Center (CHETA), 324 Broadway, Albany NY 12207.

Tool 4-3: Teamwork Exercise, LA’s Hope Project, Los Angeles

Tool 4-4: Maintenance Work Crew Teamwork Exercise, Supportive Housing Employment Collaborative and the Community Housing Partnership, 280 Turk Street, San Francisco, CA 94102.

**Implementing Job Retention Services for Case Management Staff**

Tool 5-1: Post-Employment Budgeting, Cygnet Foundation, 787 Seventh Avenue, 37th Floor A, New York, NY 10019.

Tool 5-2: Legal Services Contacts and Resources, Chronic Homelessness Employment Technical Assistance Center (CHETA), 324 Broadway, Albany NY 12207.

Tool 5-3: Health Services Contacts and Resources, Chronic Homelessness Employment Technical Assistance Center (CHETA), 324 Broadway, Albany NY 12207.

Tool 5-4: Group Job Retention Services Tracking Form, Chronic Homelessness Employment Technical Assistance Center (CHETA), 324 Broadway, Albany NY 12207.

Tool 5-5: Individual Job Retention Services Tracking Form, Chronic Homelessness Employment Technical Assistance Center (CHETA), 324 Broadway, Albany NY 12207.

Tool 5-6: Relapse Action Planning, Dual Recovery Anonymous (DRA), World Services Central Office, P.O. Box 8107, Prairie Village, Kansas, 66208.


Workshops, Inc. Life Skills for Vocational Success. Alabama Department of Rehabilitation, 2129 East South Boulevard, Montgomery, AL 36116 [http://www.workshopsinc.com/manual/TOC.html#Social](http://www.workshopsinc.com/manual/TOC.html#Social). This online training curricula is intended for educators, counselors, job coaches, and other professionals working to increase the employability of people with disabilities. The It contains over 60 lesson plans to teach people life skills as a means to increasing the chance of vocational success.

**Promoting a Win for Employers**

Therapeutic Workplace. SAMSHA publication. This publication describes the Therapeutic Workplace, a program where drug abuse patients are hired and paid to work. Workers are routinely required to provide drug-free urine sample to gain and maintain access to the
workplace.
http://modelprograms.samhsa.gov/template_cf.cfm?page=promising&pkProgramID=426

As part of the elaws Advisors series of interactive e-tools that provide easy-to-understand information about a number of federal employment laws, the Crisis Management section of the Drug-Free Workplace training reviews strategies for addressing immediate problems absent a drug-free workplace program.

Substance Abuse Subtle Screening Inventory (SASSI), The SASSI Institute, 201 Camelot Lane, Springville, IN 47462  http://www.sassi.com/sassi/index.shtml. The SASSI is a brief and easily administered psychological screening measure that helps identify individuals who have a high probability of having a substance use disorder.

Tools 6-1 thru 6-6 were drawn from the series of JAN Fact Sheets and are available from the Job Accommodation Network, P.O. Box 6080, Morgantown, WV 26506.

Supporting People to Grow and Advance in Their Vocation


Relave, Nanette, Supporting Retention and Advancement in the Labor Market, The Finance Project. This publication provides an overview of some initiatives around the country and a good resource bibliography for further reading. http://www.financeproject.org/Publications/supportingretentionRN.pdf

Tool 7-1: Labor Force Attachment and Advancement Planning Form, Chronic Homelessness Employment Technical Assistance Center (CHETA), 324 Broadway, Albany NY 12207.
Tool 7-2: Labor Force Attachment Index, Chronic Homelessness Employment Technical Assistance Center (CHETA), 324 Broadway, Albany NY 12207.

Tool 7-3: Individual Performance and Skill Tracking Sheet, Chronic Homelessness Employment Technical Assistance Center (CHETA), 324 Broadway, Albany NY 12207.

Tool 7-4: Group Performance and Skill Tracking Sheet, Chronic Homelessness Employment Technical Assistance Center (CHETA), 324 Broadway, Albany NY 12207.

**Additional Job Retention Resources**


This report recognizes some of the most promising models of transitioning to work programs, state policies and local program innovations supporting low-income working families around the country.


Proscio, Tony and Elliot, Getting In, Staying On, Moving Up: A Practitioner’s Approach to Employment Retention. 1999. This publication describes The Vocational Foundation, Inc. (VFI) in New York City, a program that provides job training, placement, and retention assistance to at-risk young adults.

The Job-Loss Recovery Program™ SAMSHA publication. This program utilizes self-generated imagery to assist workers to recover from job loss and therefore re-enter the workplace more quickly. [http://modelprograms.samhsa.gov/template_cf.cfm?page=promising&pkProgramID=427](http://modelprograms.samhsa.gov/template_cf.cfm?page=promising&pkProgramID=427)
Appendix III

Acknowledgements

In assembling this toolkit, CHETA drew on the expertise of numerous individuals, programs and websites. In addition to those cited in the text and in Appendix II., we would like to express appreciation and gratitude for the contributions of the following:

- Community Housing Partnership (CHP) – San Francisco, California
- Dual Recovery Anonymous World Services – Prairie Village, Kansas
- The Enterprise Foundation – Columbia, Maryland
- Harm Reduction Institute – Laura Guzman – Oakland, California
- Job Accommodation Network (JAN) – Morgantown, West Virginia
- Supportive Housing Employment Collaborative (SHEC) – San Francisco, California