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EMPLOYMENT FOR INDEPENDENT LIFE FOR INDIVIDUAL WITH INTELLECTUAL DISABILITIES

PROGRAMME BOOK

EU ERASMUS+ PROJECT

KA204 - Strategic Partnerships for Adult Education

2019-1-TR01-KA204-075171

September 2019-August 2022

Eskişehir, 2022

EMPLOYMENT FOR INDEPENDENT LIFE (EFIL)

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SECTION I. INDIVIDUALS WITH INTELLECTUAL DISABILITY IN THE WORKING LIFE

CHAPTER 1

Individuals with Intellectual Disability and Their Characteristics

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Basic Concepts

The definition of intellectual disability, which is one of the groups of individuals with special needs, showed differences in years. Changing definitions affected the views of the community regarding individuals with intellectual disability on one side, and caused with differences in the services provided to these people on the other side (Sucuoğlu, 2017). According to the last recent definition proposed by the American Association on Intellectual and Developmental Disabilities- AAIDD, intellectual disability is; “a deficiency characterized by limitations of mostly intellectual functions including daily, social and practical skills and both adaptive skills. This deficiency is seen before the age of 18.” (AAIDD, 2019).

Whereas in Turkey, individuals with intellectual disability was grouped in the **Special Education Services Legislation** which was updated again in 2020 (MEB, 2020) which was developed based on the 573 Special Education Decree Law -which was enforced in 1997- as “mild, moderate, severe, highly severe intellectual disability” and depending on the “support level needed”. According to this classification, in the Legislation, the need support levels needed by individuals with intellectual disability were described as; “limited” for the individuals with *mild* intellectual disability, “intense” for the individuals with *moderate* intellectual disability, “intense, lasts all life” for the individuals with *severe* intellectual disability, and “needs care and surveillance all lifelong” for the individuals with *very severe* intellectual disability.

Developmental Characteristics

Growing and development is an ongoing process from birth to the end of puberty which is during the first 20 years of the human lives with a big and striking effect, and continues all lifelong (Öztan, Ulusoy and Akpınar, 2018; Santrock, 2010). Physical changes have an essential importance because they are the starters and regulators of the psychological and social changes occurring in the puberty years (Dinçel, 2006). In this period, as the physical development, the weight of the body increases, the body length increases, all sub systems which constructs the body grow and mature (Doğan, 2007). The degree of the level of intellectual disability have some effects on *physical development*. For example, the physical development of individuals who were mildly affected by intellectual disability is very similar to their typically developing peers. Whereas when the effect degree of the individual increases by the disability, differences in physical characteristics may be observed. For example, individuals who were moderately affected by intellectual disability might have differences in body balance, movement, coordination skills. Besides, physical development of individuals who were severely and very severely affected by intellectual disability is much later

than their peers, also, they face muscle tonus, deficiency in motor skills, limitations in movement, balance, hand-eye coordination and hand skills. For this reason, it is very important to plan and implement physical activities for increasing these individuals' motor coordination (Friend, 2011; Hardman, Drew and Egan, 2008; Heward, 2013; Sucuoğlu, 2017).

Individuals with intellectual disability pass the same phases of *language development* with their peers with delays. The problems that individuals with intellectual disability face in language development can be listed as; delays in language development, limitations in receptive and expressive language skills, giving directions, telling a story that they listen, fluency problems in pronunciation and speaking, initiating, continuing and ending a speech on a specific topic, following directions, having difficulties in using language functionally. Depending on the level of being affected by the disability, delays in language development might show differences (Friend, 2011; Heward, 2013; Sucuoğlu, 2017).

When individuals with intellectual disability are compared with their typically developing peers regarding their social and emotional characteristics, they face with some difficulties. Most individuals with intellectual disability have difficulties in establishing social relations, continuing the established relations and communication, and expressing themselves to other individuals. The difficulties that individuals with intellectual disability face cause presenting inappropriate behaviors. The behavior types of these individuals in social settings may cause their typically developing peers' having negative attitudes towards them, them being less selected as friends, and being not accepted by their peers. For this reason, it is vital to include targets of social skills into their educational plans and teach them these skills. When compared with typically developing peers, it is seen that individuals with intellectual disability are more alone regarding their emotional characteristics. It is also seen that students with intellectual disability who were enrolled in separate schools live more depression when compared with the ones who were enrolled in inclusive settings (Friend, 2011; Heward, 2013; Sucuoğlu, 2017).

Learning Characteristics

Learning characteristics of individuals with intellectual disability shows that these people have various difficulties in attention, learning and memory. Individuals with intellectual disability have problems in; (a) gathering and storing information in the short and long-term memory, remembering the information and events or the sequence of event, transferring the learned information into different settings and conditions, (b) discriminating, paying attention to a specific stimulus, focusing, taking and using the necessary information out of various stimuli, (c) receptive and expressive language skills, giving directions, telling a story after listening, fluency in pronunciation and speaking, initiating, continuing and ending reciprocal speech about a title, following directions, using language functionally, (d) generalizing the acquired behavior, skill, concept or information across different settings, conditions, individuals and materials, (e) out of academic skills, especially in reading and writing, reading comprehension, and decoding the meanings of words, in math skills, making calculations, problem solving, using money, shopping, (f) struggling for reaching a target, completing the started jobs, and (g) in metacognitive skills planning how to solve a problem, checking, implementing and evaluating the results of the solutions. When the level of being affected by the disability, this kind of problems can be faced

more intensely (Friend, 2011; Hardman, Drew and Egan, 2008; Heward, 2013; Sucuoğlu, 2017).

The problems they face, especially individuals with mild and moderate disability, affect their academic success negatively, it leads them to be behind their peers, their unsuccessful learning experiences in the past decreases their motivation, spending less effort for reaching a target, being unwilling for learning, and being dependent on others. All these mentioned factors prevent individuals with intellectual disability from starting a work, continuing the started work, completing a work and generalizing into other works; affects their participating in new conditions and settings in a negative way (Hardman, Drew and Egan, 2008). In this point, dividing the target information, skills and behaviors into small pieces and teaching in this way by the people who work with them will help these individuals to pay attention and learn the target behaviors more easily. Moreover, people who work with these individuals should provide successful learning opportunities, create settings in which they can be highly successful, provide opportunities for them to present their acquired skills and behaviors, fade the prompts and support they provide in time gradually for the individual to manage the skills and behaviors independently (Friend, 2011; Heward, 2013; Smith, 2004; Sucuoğlu, 2017).

Behavioral Characteristics

Socio-cultural environment, socio-economic conditions, individual characteristics, family environment, physical health development have various effects on the *behavioral characteristics* of individuals with intellectual disability. Individuals with intellectual disability represent more social behavior problems when compared with their typically developing peers. These individuals have difficulties in accepting criticism towards them, limitations in controlling themselves, difficulties in representing appropriate behaviors for the settings they live, and inappropriate behaviors such as self-laceration (Heward, 2013). The inappropriate behaviors they demonstrate cause them to live some problem/s during placing them in a job, their continuing the jobs they were placed, developing positive relations among their work friends and employers and being socially accepted in the environments they live.

For preventing, reducing and eliminating the inappropriate behaviors that these individuals represent, it is needed to prepare a behavior changing program and implement that program systematically. During the preparation and implementation of these programs, support people (i.e., transition coordinator, special education specialist, work coach, etc.) are needed for supporting the individual (Gargiulo, 2003).

Another component in the definition of intellectual disability is adaptive skills. Adaptive skills are the ones needed for representing appropriate behaviors required in the social environment they live in and appropriate for the age level of the individual in order for these individuals live their lives independently (AAIDD, 2010; Hardman, Drew and Egan, 2008). In the definition of AAIDD, these behaviors were categorized into three groups: (a) conceptual (language skills, reading-writing, Money concept, self-management, etc.), (b) social (inter-personal relations, avoiding deception, obeying codes, responsibility, following rules, etc.) and (c) practical adaptive behaviors (i.e., eating, preparing meal, moving, self-help, occupation/work skills, home skills, transportation, etc.) (AAIDD, 2010). Difficulties in adaptive skills may cause limitations especially during transition to adulthood, living an independent life, and life quality of these individuals.

In the preparation process of individuals with intellectual disability for the independent living and transiting to adulthood, the above-mentioned development, learning and behavioral characteristics have essential effects. In this point, individuals with intellectual disability should be supported by systematical educational programs in order to minimize the difficulties they face. Especially during acquisition of vocational skills in work life and during the employment process, it is essential to combine the skills of the individuals with the work they will do and conducting naturalistic learning procedures such as on-site training. Besides, it is also essential to use evidence-based practices for teaching new behaviors to individuals with intellectual disability, making plans for fluency, maintenance and generalization at the beginning of the training, and implementing these plans, and teaching behaviors related with self-coordinating, self-determination and self-advocacy are needed. Adopting these principles within the life-long learning frame for the education of individuals with intellectual disability and providing the needed support will increase the life quality of both these people and people around them.

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CHAPTER 2

Preparation to Independent Life

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a. Competences

Individuals with intellectual disabilities are provided with training to gain independent life skills throughout their lives from early childhood to old age. Independent living skills are defined as unique skills that are necessary for all people to live and enable daily function in all areas of life (social and personal) (Mustian & Richter, 2012).

In the literature, independent life skill areas related to adulthood are classified as (a) home life, (b) using social resources, (c) employment, (d) financial planning, (e) leisure time, (f) health and safety (Steere, Rose & Cavaiuolo, 2007). In addition, in the Life Centered Education (LCE) Program, which was first developed by Brodin and expanded and revised in 2012, it is stated that individuals with special needs should have competence in three basic areas in order to live independently. These core areas are (a) daily life, (b) self-determination and interpersonal skills and (c) professional / working skills, and include a total of 20 sub-competencies (Wandry, Wehmeyer ve Glor-Sheib, 2013). Based on the independent life skills (Steere, Rose, & Cavaiuolo, 2007) specified in the literature, including the competencies in LCE, the competencies that individuals with intellectual disability should have to live independently can be listed as in Table 2.1.

Table 2.1. *Competencies that Individuals with Intellectual Disability Should Have in Independent Living*

<u>Daily Life</u> <ul style="list-style-type: none">• Make your own personal care and cleaning• Meeting your personal needs• Eating, preparing food, setting and removing the table (culinary skills)• Dressing and providing care• Shopping (buying food and clothing, etc.)• Using and managing money (banking transactions, depositing invoices, managing personal budget)• Having health-related skills (taking medicine, taking precautions against diseases, using the hospital, healthy sex life)• Ability to travel in and out of the city (using public transportation, walking on foot)• Having basic academic skills (literacy, mathematics)• Ensuring security (domestic security, social security)
<u>Self-Determination and Interpersonal Skills</u> <ul style="list-style-type: none">• Having self-determination skills (self-awareness, self-management, recognizing values and differences, personal life options)• Problem solving (making decisions, choosing, dealing with the problem, setting goals, taking risks, managing resources)• To express yourself• Being a part of the family• Interpersonal communication and interaction• Knowing and defending their rights and responsibilities
<u>Working Life</u> <ul style="list-style-type: none">• Searching and learning about job opportunities• Applying for a job, interviewing• Evaluating suitable job options and choosing a job

- | |
|--|
| <ul style="list-style-type: none">• Entering and maintaining employment• Demonstrate appropriate job skills |
|--|

b. Determination of Needs

Determining what kind of knowledge, skills and support individuals with intellectual disability need in preparing for an independent life is of great importance in order to meet these supports effectively and to enable the individual to become independent. While determining the needs, information can be obtained from people who know the person with intellectual disability best, or information can be collected by directly observing the individual. The following techniques can be used in the information gathering process to determine the needs:

1. *Semi-structured interviews*: These are individual interviews with people who know the individual best. These can be in the form of a parent meeting, meeting with other family members, a teacher meeting, an employer meeting, and a psychological counselor meeting, if any. With the open-ended questions prepared by the trainer, it can be determined which knowledge and skills and what kind of support the individual with intellectual disability needs. For this, questions can be created based on the competences listed in the previous title. In this meeting with a person, the trainer turns the questions he / she has to the participant. She never comments on what the participant says, and records her answers with a tape recorder. A sample of semi-structured interview form can be found in Yıldız's (2020) thesis.
2. *Focus group interviews*: A focus group meeting is a group meeting held in order to learn the thoughts of a predetermined group of participants on a pre-determined topic within the framework of pre-determined guidelines. The purpose of these interviews is to gather in-depth information about the individual. In order to determine the needs of the individual with intellectual disability, a group of 6-10 people including multiple stakeholders such as family members, teachers and employers can be interviewed simultaneously. The trainer, who collects information as a moderator in focus group discussions, should manage the meeting. When starting the interview, everyone should introduce themselves, explain the purpose of the interview, and then start the interview with a warm-up question. In the interview, the trainer directs the questions she has prepared in turn to the group and records the answers on the voice recorder. She takes notes by observing the emotional expressions of the participants during the meeting. The purpose of these interviews is to collect in-depth information about the person with intellectual disability. Sample focus group interview questions can be found in the study of Çokluk et al. (2011).
3. *Survey, checklist, inventory, or scales*: Questionnaires are forms that provide information about the frequency or percentage values related to the properties investigated, and where the expressions to be obtained are presented to the

participant as items, in triple or five-point likert type. Structured and scaled tools that are used to measure a structure are scales. Needs assessment scales, whose validity and reliability were previously tested and used in scientific studies, can be used at this stage. The tools that will be used most effectively by the trainers are checklists. The checklist is used by marking the extent to which the skills and behaviors listed in the list are displayed by the trainer or parent of the individual with intellectual disability. You can prepare a checklist by converting the competencies listed in the previous title into sentences in the dimensions of behavior, knowledge and skills, you can mark the form by observing whether the individual performs this behavior or not, asking if he / she has that knowledge. Thus, you can determine what behavior, knowledge and skills the individual needs. In the checklist, you can include items based on the competencies "Washing his clothes", "He prepares his breakfast", "He deposits money in the bank". You can find the sample checklist on this subject in Yıldız's (2020) thesis.

c. Preparing a Education Program for Needs

After the needs are determined by using the data collection tools described in the previous title, namely by conducting interviews, using questionnaires or checklists, a curriculum is prepared to meet these needs. While preparing the curriculum, many needs of the individual may arise in more than one field. In this case, the needs should be prioritized.

Prioritizing the Needs

Interviews with the people around the individual, the observation of the individual and the needs that emerge based on the questionnaire/checklist/ scale data are written in items, and the interviewees are asked to rank these items in order of importance. Considering the ranking made by more than one person, one or two needs that can be worked together are selected among the needs that are given priority in the ranking, and a curriculum is prepared for these needs. To explain these steps with an example, let's assume that the needs of the individual with intellectual disability named Ege were determined using interviews and a checklist. Table 2.2 contains a sample checklist to be used in determining the needs. The checklist may include all of the competencies described in the first title, or there may be less competencies depending on the characteristics of the individual. Therefore, the items in Table 2.2 are increased and decreased according to the individual. The items marked as "no" or "with help" in the control list and the information obtained as a result of the interviews are brought together and all the needs of Ege is listed. These needs are then prioritized by the interviewees. An individual education program is prepared for Ege in line with the prioritized needs. Table 2.3 contains an example of putting the needs in priority.

Table 2.2. *Independent Living Checklist (Needs Determination Form)*

Daily Life	Yes	No	With Help	Comment
1. Takes a shower every other day.				
2. He eats using a spoon, fork and knife.				
3. He irons his own clothes.				
4. Makes a shopping list.				
5. Uses the money.				
6. She does shopping.				
7. ...				

8. ...				
9. ...				
Interpersonal Skills				
1. Expresses himself appropriately.				
2. Communicates with others.				
3. Start a chat.				
4. Follows the rules of courtesy.				
5....				
6...				
Working Life				
1. Searches for job opportunities.				
2. Job makes an application.				
3. Provides continuity to work.				
4....				

Table 2.2 contains the needs determined in the light of the information collected by observing the person with intellectual disability and interviewing their parents, family members, teachers or employers. These needs are then put in order of importance by the people who are informed. For example, if 3 family members, teacher and employer were interviewed for an individual, the subjects mentioned by these people are listed on a total frequency of 5 people. Table 2.3 contains the needs listed in order of importance over the sample.

Table 2.3. *Prioritizing The Needs*

Order	Frequency (f)	Priority The Needs
1.	5	Expresses herself appropriately.
2.	5	Communicates with others.
3.	3	She irons her clothes.
4.	3	She does shopping.
5.	2	Makes a job application.
6.
7.

Table 2.3 presents the top 5 priority needs for Ege. Accordingly, two subjects, which were stated as needs by each of the 5 interviewees ($f = 5$), ranked first and second. These issues; (1) expressing oneself appropriately and (2) communicating with others. According to this example, the instructor prepares a curriculum taking into account the first two needs among these 5 determined needs.

d. Teaching

After the trainer determines the priority needs, he plans the teaching process to meet these needs. At this stage, he/she can prepare a teaching plan or a short

program. According to the example given in the previous heading, the two top priority issues for Ege is proper self-expression and communication with others. The sample teaching plan given in this title is presented as a summary and has been prepared for Ege's ability to "communicate with others". This skill can be planned in more detail, consisting of more steps, in line with the needs of the individual you work with.

Sample Teaching Plan

Date: .../.../.....

Time:

Section name: Interpersonal Relationship

Aim: Ege communicates with his colleagues at work.

Sub-aim: Ege starts a conversation with his colleague.

1. Ege greets his friend who comes to him.
2. Ege asks his friend how he is doing.
3. Ege asked "How are you?" He answers the question as "I'm fine too, thank you".

Learning-teaching processes: Being a live model, giving verbal clues and model hints, direct expression.

Tools-Environment: Break time at work; table, two chairs, two cups of coffee, instructor, colleague and Ege.

Implementation: The trainer sits at a table in a break environment in a position where Ege can be seen. He tells Ege that he should watch him carefully and that he will ask him to do the same. When his colleague comes to the table, he shows him the chair where he will sit in a "welcome" manner. Then, "Hello, how are you?" asks and waits for an answer. His colleague, "I'm fine, thank you, how are you?" he asks. In return for the instructor, he replies "I'm fine too, thank you". Then they get up from the table, and his colleague leaves the room to re-enter. The trainer instructs Ege by saying "It's time for a break, take your coffee, sit at the table and start a conversation with your friend who comes to you. It is expected that Ege will perform all the steps that the instructor performs. In the step that he cannot do, the trainer presents hints first verbally and again as a model if he cannot. For example, if Ege remained silent when his friend came to the table, the trainer says "Yes, what were we doing now? If Ege reacts correctly, she reinforces it and tells her to continue. If Ege does not react or reacts incorrectly, the trainer moves to where Ege sits and becomes a model for the behavior, saying "Hello, how are you?" he says. Then he tells Ege to replace him and asks him to start the behavior by saying "You tell me now". This process is similarly repeated for all steps.

Evaluation: After the instruction is completed, an assessment session is held at the end of that day or at the beginning of the next day. No clue is offered to the individual during this process. The trainer sets up the same environment and people. He salutes his colleague who comes to Ege at the time of the break and begins the conversation and monitors the behavior of Ege. The behavior in this instruction consists of three steps: 1. Saying greetings, 2. Don't say how are you, 3. answering the question as "I'm fine too, thank you". The trainer monitors whether these three steps are performed correctly and makes the marking on the form in Table 2.4. Instructor Ege continues teaching until he does this behavior for three consecutive sessions with 100% accuracy.

Table 2.4. *Sample Evaluation Form*

Behavior Steps	True	False
1. He greets his friend who comes to the table.		
2. Asks your friend how are you?		
3. He answers the question asked by his friend as "I'm fine too, thank you".		
<i>Total percentage of correct behavior:</i>		

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CHAPTER 3

Adaptive Skills Required in Working Life (Pre-Employment)

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a. Competences

One of the most important dimensions in the transition of individuals with intellectual disability to an independent life is working life. Working of individuals with intellectual disabilities is not only the contribution of labor to the economy. It is possible to support the cognitive, social, emotional and psychological development of these individuals, ensuring their full participation in society, and supporting the integration and normalization processes. Individuals with intellectual disabilities are expected to have various adaptive skills different from basic independent living skills in order to participate in sustainable employment. According to the researches in the literature, some of the skills that an individual is expected to exhibit before joining the working life are as follows: communication skills, interpersonal relations, adaptation to work, taking responsibility, self-management, decision-making, self-confidence, cooperation, technological skills, personal values, career planning (Baker, 2013; Baran & Cavkaytar, 2007; Gündoğdu, 2010; Gürsel, Ergenekon & Batu, 2007; Hasırcıoğlu, 2006; İŞKUR, 2018; Özbey, 2015).

The job of the employees and the knowledge, skills and qualifications required to maintain this job are defined as employability skills (Baker, 2013; Forrier & Sels, 2003; Ju, Pacha, Moore & Zhang, 2014; McGrath, 2009; Robinson, 2000). Employability skills can be classified in many ways in the literature. In this context, when the preparation process for working life and working life are considered together, many adaptive skills can be mentioned before employment (Hanley-Maxwell & Collet-Klingenberg, 2012). Cotton (2008) basically defines employability skills (a) *basic skills* (speaking, listening, reading comprehension, doing simple mathematical operations), (b) *high-function thinking skills* (creative thinking, problem solving, decision making, learning to learn) and (c) *affective skills and character traits* (interpersonal skills, self-confidence, self-directedness, motivation, responsibility, honesty, flexibility, etc.). In line with the results obtained from all classifications and researches in the literature, the adaptive skills that individuals with intellectual disability will need in working life can be listed as shown in Table 3.1.

Table 3.1. *Adaptive Skills Required in Working Life*

Basic Skills	Cognitive Skills and Abilities	Affective Skills and Personal Traits
Communication skills	Understanding, analyzing	Interpersonal skills
Literacy skills	Problem solving skills	Adapt
Basic arithmetic operations	Organizing, planning	Skills to work with the team
Self-care skills	Self-management skills	Taking responsibility
Safety skills	Technological skills	Flexibility
Use of money	Creating goals	Being self-confident
	Risk taking	Know your citizenship duties
	Time management	Be respectful
	Learning and creativity	Don't be fair
		Do not follow the rules of courtesy

As seen in Table 3.1, the competence expected from individuals with intellectual disability in working life can be grouped under three main headings. Basic skills in daily life, communication and academic fields are cognitive skills related to learning and self-management processes and interpersonal skills. These skills and characteristics are learned by observing the family at home in early childhood and continue to be learned through special education processes in the following years. When the formal education is over, a needs determination study should be carried out in order to find out whether an individual is ready for working life and to what level he / she exhibits the skills specified in Table 3.1. You can determine the needs of individuals with intellectual disability in the pre-employment process by using many tools such as semi-structured interview, questionnaire, checklist, scale, and inventory as described in Unit 2.

b. Determination of Needs within the Scope of Employability Skills

In this title, examples of studies that can be done to determine what kind of knowledge and skills are needed to prepare individuals with intellectual disability for working life are included. In this direction, semi-structured interview form and checklist examples are presented in Table 3.2 and Table 3.3.

Table 3.2. *An Example of Interview Questions for Determining the Knowledge and Skills Needed in Working Life*

Interview Questions
1. What are the difficulties an individual has in getting a job?
2. In your opinion, what are the reasons for the individual not to be included in sustainable employment?
3. Has the individual received any training to prepare for working life? If so, what kind of education was it?
4. What are the daily life skills that an individual needs in working life?
5. What are the interpersonal skills that an individual needs in working life?
6. What are the self-management skills that an individual needs in working life?
7. What are the cognitive skills an individual needs in working life?
8. What are the professional skills that an individual needs in working life?
9. What are the personal characteristics that an individual must have in order to participate in the working life?
10. How would you rank the needs you specified in order of priority?

The questions given in Table 3.2 are sample questions. The person who will work with the person with intellectual disability can decrease, increase and diversify the questions according to the characteristics of the individual. You can get in-depth information about the individual with intellectual disability by asking these questions to the parents, teachers, and employers if they are working. While making conversations, you should be alone with the person you are meeting in a quiet room. In addition, you should get written and verbal consent from the person you are going to interview to record the interview and use the information in the interview. You can record your conversations using a voice recorder or mobile phone. After the interviews are completed, you can determine the needs of the individual with intellectual disability among the answers given to each question by transcribing the records. After determining the needs, you can first decide which knowledge or skill you will study by considering the priority order determined in the interview and the issues you consider important as an instructor. You can work together some skills depending on

the needs identified. For example, in interpersonal skills, if both the ability to express oneself correctly and to work with a team are required, you can study these skills simultaneously.

Table 3.3 also includes a sample checklist to determine the needs of the individual with intellectual disability. The items in this list may change, increase or decrease in line with the individual's individual characteristics and needs.

Table 3.3. *An Example of a Checklist for Determining Knowledge and Skills Needed in Working Life*

Skill Domain				
Basic Skills	Yes	No	With Help	Comment
1. Makes personal care and cleaning.				
2. Eat according to the rules at work.				
3. Dressed for the job.				
4. The materials at the workplace are in use.				
5. Communication is initiated.				
6. Resumes the conversation.				
7. He reads the text made to him.				
8. He writes his name, surname and address.				
9. Using Money.				
10. Takes precautions against dangers in social environments.				
11. It protects against foreign people.				
Cognitive Skills and Abilities	Yes	No	With Help	Comment
12. Solves the problems faced during the day.				
13. Chooses in events with two or more options.				
14. Comes to work on time.				
15. Uses a basic computer.				
16. Makes planning about the works given in the workplace.				
17. Creates daily routines.				
18. He returns on time from the break.				
Affective Skills and Personal Traits	Yes	No	With Help	Comment
19. It works in harmony with the team.				
20. He fulfills his own responsibilities at work.				
21. When a problem arises at work, he reconciles with others.				
22. He is respectful to his colleagues.				
23. Follows courtesy at work.				
24. He will be honest with his boss and colleagues. It adapts to the work and workplace culture.				
25. It works in harmony with the team.				

The items seen in Table 3.3 are given as examples. It can be changed according to the characteristics of the studied individual. While filling the checklist in the needs determination study, the individual is observed by the trainer and interviews are made with the parents and teachers. Items marked "No" or "With Help" are listed in the checklist. The marked items are prioritized, with priority marked as "No". Planning is made to work on the issues determined to be the highest priority.

c. Preparing a Education Program for Needs

After the needs of the individual are determined by using the data collection tools (interview, checklist, questionnaire etc.) explained in the previous title, a curriculum is prepared to meet these needs. For example, the interview form and the checklist given in the previous topic can be used together or the forms can be used alone. While preparing the curriculum, many needs of the individual may arise in more than one field. In this case, the needs should be prioritized.

Prioritizing the Needs

Interviews with the people around the individual, the observation of the individual and the needs that emerge based on the questionnaire / checklist / scale data are written in items, and the interviewees are asked to rank these items in order of importance. Having the interview with more than one person produces more accurate, valid and deep information. For example, when information is obtained from both parents, teachers and employers, considering the ranking made by these people, the top priority subjects are selected among the priorities in the rankings. If we explain these steps with an example, let's assume that the needs of the person with intellectual disability are determined using the interview questions in Table 3.2 and the checklist in Table 3.3. In the last question in the interview form, the interviewees are asked to prioritize the topics. A common list is created by comparing the rankings from parents, teachers and employers, and the topics are lined up.

Items marked as "no" or "with help" are determined in the checklist. By comparing these items with the issues determined as a result of the interviews, the common priority issues are selected. You can use the sample form (Table 2.2) given in Unit 2 to prioritize the needs. Continuing with the example given in Unit 2, let's assume that for the individual with intellectual disability named Ege, the top priority issues needed in preparing in working life were determined as working in harmony with the team, abiding by the rules of courtesy, using money, coming to work on time. In this case, the trainer makes a plan to work on similar topics together. For example, a curriculum is prepared to work with the skills of *working in harmony with the team and *obeying the rules of courtesy.

d. Teaching

After the trainer determines the priority needs, he plans the teaching process to meet these needs. At this stage, he/she can prepare a teaching plan or a short program. According to the example given in the previous title, the two top priority issues for Ege is *working in harmony with the team and *following the rules of courtesy. The sample teaching plan given in this title has been summarized and prepared for the field of "interpersonal skills". This skill can be planned in more detail, consisting of more steps, in line with the needs of the individual you work with.

Sample Teaching Plan

Date: .../.../.....

Time:

Section name: Interpersonal Skills

Aim: Ege works in harmony with the team in work in the workplace.

Sub-aim: Ege fits the discipline required in teamwork.

1. Ege is respectful to his colleagues.
2. Ege gives polite answers when asked.
3. Ege fulfills its duties in teamwork.
4. Ege fulfills the instructions given by the boss.

Learning-teaching processes: Being a live model, providing verbal clues and model clues, opportunity teaching, direct expression.

Tools-Environment: Teamwork at work; table, four chairs, work-related materials (documents, pens, etc.), instructor, two colleagues and Ege.

Implementation: An environment for teamwork is organized in the workplace. The instructor, two colleagues and Ege sit around a round table. A scenario is prepared to use the live model technique. The trainer will be a model for employee behavior in accordance with Ege. The trainer, colleagues and the Ege sit at the table to check the products in a box. Everyone has a box and a checklist in front of them. Employees will count the products in the box in front of them and check and mark whether they are on the list or not. Later, everyone will compare their lists and determine which product is missing and create a common missing product list. In this process, the trainer first says, "Let's start counting, friends" and they start to check the products in the boxes. When Ege has difficulty counting her own products, she becomes a model instructor to ask her colleague for help: "There is a product in the box but I cannot find which one. Can you help me please? ". When Ege asks for help appropriately, the instructor reinforces it. Then, Ege is asked to thank her colleague in a polite way. Similarly, in the process of getting the job done, his colleagues seek help from the Ege. The Ege is expected to help by responding politely. If Ege does not react appropriately, the instructor becomes a model for the correct response: "When your colleague Ege asks you for help, you should help him by saying of course, watch me now, you should do this", turning to his colleague asking for help and becoming a model for appropriate response. Similar behaviors can be exemplified over the planned scenario. Once the missing products are identified, it becomes a model for the instructor Ege to cooperate and exhibit the necessary behaviors in a polite and respectful manner in the process of creating a single missing product list by collaborating with all employees. In this process, Ege is given the opportunity to cooperate with the team, to work in harmony with the team, to be respectful and polite, and to take appropriate actions. At every opportunity, the appropriate reactions of the Ege are reinforced, the instructor stops the inappropriate reactions and becomes a model for appropriate behavior. You can organize peer tutoring by scheduling similar tutorials with colleagues.

Evaluation: After the instruction is completed, an assessment session is held at the end of that day or at the beginning of the next day. No clue is offered to the individual during this process. The trainer comes together in the same environment and with different colleagues for the same job. The trainer tells the Ege to start working and observes the Ege behaviors of asking for help, helping, being polite and being respectful while working. Prepare and record the right and wrong behaviors in a form as in Table 2.3 in Unit 2. When Ege does these behaviors in three different scenarios with 100% accuracy in a row, he ends the teaching.

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SECTION II. VOCATIONAL SKILLS AND TEACHING METHODS

CHAPTER 4 Working Skills

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Skill is defined as the ability of a person to accomplish a job and to complete an action properly (TDK, 2020), depending on the predisposition and learning. Working skills, on the other hand, are jobs or work pieces that consist of the analysis of the tasks and skills required by the individual's work environment. In the acquisition of study skills, just like in other learning experiences; cognitive level, in other words, learning at the knowledge level; psycho-motor level, learning at skill level; Learning at the attitude and habits development takes place. Acquisition of these learning means improving the competencies of the individual.

a. Competencies

In order for the individual to acquire working skills, he / she must develop his / her competencies in these areas. Competence, according to the vocational education literature is the confirmation of "the knowledge, skills and competence of the individual with the national qualification framework by the certification body authorized by the Vocational Qualifications Authority. Opinions of employers and their colleagues in the workplace are guiding in determining the competencies related to the working skills of individuals with intellectual disabilities.

Some data on the working skills of individuals with intellectual disabilities were obtained from employers and colleagues working with individuals with intellectual disabilities. Baran and Cavkaytar (2007) conducted a research aiming to determine the opinions and suggestions of employers who employ individuals with intellectual disabilities in their workplaces regarding the skills they consider important in the employment of individual with intellectual disabilities. Research results reveal that employers are looking for working skills such as responsibility, technology, adaptation, teamwork, communication and academic skills in order for individuals with intellectual disabilities to be employed. In addition, employers have stated that they give comfortable and uncomplicated jobs that are suitable for what the individual can do, do not exceed their capacity, do not require much responsibility. In addition, employers in the field of high safe jobs; It is seen that the characteristics such as having jobs that will not harm him, having less risk of accident, and having job security are frequently emphasized (Baran & Cavkaytar, 2007).

Artar (2017) conducted a study called determining the opinions and suggestions of his colleagues about the working life of individuals with intellectual disability working in workplaces where supported employment is implemented. Although there are many findings in this study, their colleagues have reported an opinion on the working skills of an individual with intellectual disability. An employee stated that the work done by an individual with intellectual disability is usually the scanning of files and preparing drinks. They also indicate that they generally do repetitive work. Based on

the results of these researches, it is seen that employees with mentally impaired employees give jobs that they can do, and they usually do repetitive/uniform jobs in their workplaces.

AAIDD (2020), which is the leading organization in the education of individuals with intellectual and developmental disabilities, listed the necessary competencies and sub-competencies in preparing individuals with intellectual disabilities for independent living. It is collected under the title of "Job Skills" as one of the competence areas. Accordingly, working skills consist of four competencies as seen in Table 4.1.

Table 4.1. *Study Skills*

1. Researching and Knowing about Employment Opportunities
<ol style="list-style-type: none"> 1. Here define personal values encountered 2. Work determines social values met 3. Determines the profitable aspects of the business 4. D. Determines employment and training resources 5. to. Employment Opportunities information 6. f. Categorizes jobs by employment category 7. Search for local employment and training opportunities
2. Exploring employment options
<ol style="list-style-type: none"> 1. Identify key employment interests 2. Identify employment skills 3. Research realistic employment Identify requirements for desired and current employment opportunities 4. Identify basic needs for employment
3. Job search, securing and permanent employment
<ol style="list-style-type: none"> 1. Job search 2. Making a job application 3. Making a job interview 4. Solving business problems 5. Meeting business standards and functions 6. Employment promotion and sustainable employment.
4. IV. Demonstrate Suitable Employability Skills
<ol style="list-style-type: none"> 1. Complying with the instructions and regulations in the workplace 2. Recognizing the importance of participation and punctuality in the workplace 3. Recognizing the importance of the audit 4. Paying attention to workplace safety in performing work skills 5. Working with others (teamwork) 6. Quality completion of the given works 7. Working at expected efficiency levels

The working skills shown in the table consist of common competencies in the preparation of individuals with mental and developmental disabilities for the profession. Therefore, there are general competencies required before an individual becomes employed in a particular profession. In order to gain the competencies listed in four main sections, continuous training practices are required along with employment. Accordingly, the teaching of the skills given in Table 1 should be

included when working with individuals with intellectual disabilities. Table 1 can also be used as a checklist to determine the individual's current status.

The knowledge and skills and working skills in these departments are provided to individuals with intellectual disabilities within the scope of the "Business Education and Vocational Ethics" course included in the programs of special education vocational schools with third-level education (MEB, 2020). https://orgm.meb.gov.tr/meb_iys_dosyalar/2018_10/03153236_HAFYF_ZYHYN_OTYZM_YY_VE_MESLEK.pdf

b. Determination of Needs

Within the scope of the Business Education and Professional Ethics course, the competencies of each profession are also included. Therefore, competencies are determined for each profession and profession branch in which working skills are exhibited. For example, in the special education vocational school for individuals with intellectual disabilities, there is a list of competencies for the "Textile Printing and Patterning" branch within the "Textile" profession. When students reach these competencies, they can be employed as graduates. For example, each area of competence Turkey Competencies are defined in the Data Base. It has defined the duties that people who will receive a diploma in this field should do (TYVT, 2020). This definition is listed as the duties and skills that people with this competence should do.

Table 4.2. *Basic Skills in the Field of Textile Technology*

<ul style="list-style-type: none"> • Draws a pattern. • Prepares warp. • Make Tahar. • Mouthpiece opens. • Throws weft. • It attracts tambourine. • Throws knots. • String candles. • It wraps the rope. 	<ul style="list-style-type: none"> • Passes the rope through the conveying unit. • The needle lifts. • Pulls sled. • Attaches comb wire. • Straight stitches. • Ironing. • Cuts with scissors. • It folds the fabric. • Thread the needle 	<ul style="list-style-type: none"> • Sew fabric with a needle. • Uses measurement tools. • Draws around patterns. • Emulsion lasts. • Measures with a balance. • Uses a squeegee. 	<ul style="list-style-type: none"> • Paint makes. • It makes sandpaper. • Uses hand tools and tools. • Uses simple machines. • Uses hand tools and tools. • Uses simple machines
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If the individual has the basic skills in the field of textile technology given as an example in Table 2, he / she will be able to have a professional competence certificate for this profession. As a result, having the general competencies of the working skills given in Table 1 and the skills related to a profession given as an example in Table 2 will increase their employability. Therefore, by creating general competencies and competencies of a particular profession, the needs of an individual with intellectual disability regarding working skills can be determined.

c. Program Preparation According to the Needs

Working skills of individuals with intellectual disability can be examined under three headings. First, basic skills common to every profession; second, employability skills; The third one is the working skills that must be demonstrated in a particular profession. Using Table 4.1, the existing situation and performance level of the individual in his / her working skills can be determined. Accordingly, competency tables and task analysis are prepared as checklists and what the individual can do is determined. Thus, the competencies that the individual does not have and the skills that he cannot perform are determined. Accordingly, a vocational training program can be developed, implemented and monitored.

In this section, "Waiter Training Program" developed by Cavkaytar (2012) can be given as an example. Accordingly, the program aims to make adults with intellectual disabilities able to exhibit the behaviors required by the waitressing profession. In line with this general purpose, the competencies expected from the participant are listed as the general competencies in Table 1 and the competencies of the waiter profession in Table 4.3.

Table 4.3. *Waiter Profession Program Competencies*

1. To be able to define the waiter profession with its features,
 1. Defines the waiter profession.
 2. It tells where the waiter can work.
 3. Lists the waiter's duties.
 4. Tells the duties of other employees working in the workplace.
 2. To be able to describe the preliminary preparations that the waiter will make for the study.
 1. He wears his work clothes.
 2. It does the necessary work for its own cleaning and hygiene.
 3. Tells the names of the tools to be used.
 4. It shows the location of the vehicles it will use.
 3. To be able to provide a service to a customer.
 1. Receives an order.
 2. Service opens.
 3. Serves.
 4. He adds up the blanks.
 5. To organizes tables and chairs.
 4. Ability to provide real-world service for at least three different customer types, order types and environments.
 1. It serves one person, two people, a group.
 2. It only serves beverage, only food, both beverage and food.
 3. It serves inside, in the garden, upstairs.
-

Similar to the example in Table 4.3, in individual education practices, each competency is considered as a working skill. In addition, each competency is written as task and skill analysis as seen in Table 4.4. Task analysis, which is formed in the form of skill analysis, is used both in determining the needs of the individual regarding the

profession, in evaluating the individual before, after and after the instruction, and in skill teaching.

Table 4.4. *Customer Service Skills Task Analysis*

Task and Skills	Yes	No	Help/Description
A- Receives an order.			
1. It stops in a certain part of the cafe			
2. Waits for the customer to be seated			
3. ...			
B. Ability to Prepare Food Service			
4. Takes a coffee table			
5. Puts next to the table			
6. ...			

In the example in Table 4.4, only a few skills are included, they can be increased according to the competencies of the determined profession. However, such checklists of tasks and skills can also be prepared for tasks and skills in different professions. Thus, a curriculum for teaching a profession can be prepared. In Table 4.5, the waitressing profession training program developed by Cavkaytar (2012) is summarized.

Table 4.5. *An Example of a Program: Waiter Profession Program*

Name of the Program: Waiter Training Program-GAMEP

Purpose of the Program: To make adults with intellectual disabilities capable of exhibiting the behaviors required by the waitressing profession.

Program Content:

- To be able to define the waiter profession with its features,
- To be able to describe the preliminary preparations that the waiter will make for the study.
- Ability to provide a service to a customer.
- Ability to provide real-world service for at least three different customer types, order types and environments.

Learning-Teaching Processes

- Methods and Techniques: Lecture, discussion, demonstration, correct teaching methods
- Environment and Equipment: Cafe simulation environment, which is the real working environment cafe.
- Materials: Presentation materials, skill analysis, equipment used in the café and materials
- Employee's Handbook: Waitress profession annotated and illustrated content.

Evaluation: List of competences and skill analysis lists

Subjects are taught according to the content given in Table 4.5. The information level education of the program is carried out in the form of group training, with methods

such as presentation, discussion and summarization. Skill training is carried out in the form of individual training in accordance with the task and skill analysis in the checklist prepared in Table 4.4.

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CHAPTER 5

Teaching Methods and Techniques

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There are many behaviors and skills in many areas that individuals with intellectual disability should learn in order to be independent, and be productive by being able to act on their own. One of these areas is employment area. In this section, the steps that would be followed in order to teach these behaviors and skills and the definitions of the procedures, methods, techniques and implementations that could be used in this process are determined.

Work/Duty Analysis in the Work that the Individual is Placed

In the employment process of the individuals with intellectual disability, one of the first things that should be done is to analyze the work that the individual does in the job they are already placed or will be placed. The work that the employee will do in the job are called their duties. Therefore, first the work/duties that the employee should do in everyday routine should be determined and afterwards, these work/duties should be analyzed. *Work/duty analysis* can be defined as dividing complex or chained behaviors or skills into small steps that can easily be taught (Cooper, Heron and Heward, 2007). For example, let's think that an individual with intellectual disability will be placed in a shop selling clothes. One should first determine the duties that all employees are doing in that shop and they should all be analyzed.

Work/Duty Analysis of the Shop Employees

1. Comes to work on time.
2. Greets work friends.
3. Wears work clothes.
4. Checks self-care and cleanness.
5. Joins to the morning meeting when needed.
6. Starts the work in one's working area on time.
7. Conducts needed organizations related with the work place.
8. Does his work.
9. Obeys the time-out periods (going and coming back on time)
10. Obeys the lunch time period (going out and coming back on time).
11. When it is time to go home, they say farewell to each other.

This work/duty analysis prepared for all employees in clothes shop can be developed and adapted for other various work places. Doing this work/duty analysis and training the individuals with intellectual disability regarding the work pieces in the analysis will ease the individuals' adaptation to the work place and their social acceptance by the colleagues. After doing the work/duty analysis, each work/duty in the analysis should be taught to the individual with intellectual disability.

The individuals who are placed into a job should be trained regarding the work/duty they will be doing. For doing this, the work/duties in the work place that the individuals with intellectual disability should be analyzed. In this point, the work opportunities appropriate for these individuals, and the requirements and competency expectations from the individuals with intellectual disability in order to

be able to work in these situations should be determined. Individuals with intellectual disability can work as cashier, department organizer, cleaning staff or prepare foods and drinks and service them in that shop. After deciding in which position the individual with intellectual disability will work, the duties in that work should be analyzed. If we continue with the given example, after making the necessary evaluations, let's think that it is decided to place the individual to make the cleaning of the shop. First the work and duties that the cleaning staff does should be analyzed.

Work and Duties of the Cleaning Staff

1. Cleans the dust off the shelves in the department.
2. Cleans the dust off the coat racks.
3. Cleans the dust off the middle stands.
4. Cleans the dust off the folding banks.
5. Wipes off the floor.
6. Wipes the dust off the floor every two hours.
7. Cleans the fitting rooms.
8. Cleans the checkout part of the shop.
9. Wipes the doors and windows.
10. Throws out the garbage of the shop.
11. Throws the boxes and wrapping papers after the goods are opened.
12. Cleans the personnel restrooms.
13. Cleans the storage room.

Skill Analysis of the Skills in the Job that the Individual with Intellectual Disability is Placed

Each of the listed work/duties are consisted of many subskills at the same time. When learning characteristics of individuals with intellectual disabilities are considered, teaching many of these behaviors and skills at once is not possible. These skills and behaviors can be more easily reached with a number of small steps. Skill analysis is sequencing each teachable step of a skill which construct the skill at last (Snell and Brown, 2014). Skill analysis can be done by using various ways. If we continue with the example above, the skill analysis of "Cleans the dust off the shelves in the department" should be done.

Skill: Cleans the dust off the shelves in the department.

1. Takes the clothes off the shelf on to the walking stand and empties the shelf.
2. Takes the cleaning material.
3. Sprays some cleaner to the shelf.
4. Puts the cleaner on the cleaning car.
5. Wipes the shelf with the cleaning towel.
6. Waits for a few minutes for the shelf to dry.
7. After the shelf dries, takes the clothes from the walking stand and puts them on the shelf.

The skill analysis seen above can be written in different ways (Snell and Brown, 2014):

1. Skill analysis can be written from the memory if the skill to be taught is an already known/being done skill.

2. It can be written by personally doing and writing each step done if the skill is not known at all and it needs to be analyzed.
3. The cleaning staff who is already working in the shop can be asked to do the skill. The skill steps can be written without missing any steps.
4. An expert can be asked to write the skill analysis.

Dividing the skill steps into such teachable pieces will provide the individual with intellectual disability to learn each step more easily and quickly.

Determining the Performance Level Regarding the Skill

After writing the skill analysis, performance level of the individual needs to be determined regarding the skill. The aim of determining the performance level is to see in which level does the individual can perform the skill before starting the training. By doing this, the individual's development during the training procedure can be seen more objectively. While determining the performance level (baseline of the skill) of the individual regarding the skill single-opportunity and multi-opportunity methods can be used (Snell and Brown, 2014; Tekin-Iftar ve Kircaali-Iftar, 2012).

During determining the performance level using both methods, first the setting and needed materials are organized. While using *single-opportunity method* for determining the performance level: (a) Skill direction is provided to the individual. For example, "Clean the dust off the shelves in the department." (b) The individual is observed and coded with "+" for the skill steps performed independently (correct response). (c) The individual is coded with "-" for the skill steps that couldn't be presented or incorrectly conducted. (d) The evaluation ended when the individual got the first "-" from a skill step.

While using *multi opportunity method*: (a) Skill direction is provided to the individual. For example, "Clean the dust off the shelves in the department." (b) Waited for 5 sec. for the individual's respond. (c) The individual is observed and coded with "+" for the skill steps performed independently (correct response). (d) The trainer completed the step that the individual couldn't present or incorrectly conducted without saying something. The individual is coded with "-" for this skill step. (e) Waited for 5 sec. for the next step. (f) The individual is observed and coded with "+" for the skill steps performed correctly. (g) The trainer completed the step that the individual couldn't present or incorrectly conducted without saying something. The individual is coded with "-" for this skill step. (h) Performance level determination continues until all the steps of the skill analysis are completed. Performance level determination is continued until at least three consistent data are collected in intermittent sessions. After the performance level determination is completed, correct response percentage is calculated by using the formula "Number of correct responses in the skill analysis / Total number of steps in the skill analysis X 100". The collected data are shown on the graph as baseline data (Snell and Brown, 2014; Tekin-Iftar and Kircaali-Iftar, 2012).

Deciding the Targets and Teaching Approach for the Skill Steps

Generating the skill targets follows determining the performance level of the individual regarding the skill. The long-term target regarding the skill is the individual's conducting the skill across different people, different setting, and different materials with 100% or 80-90% and above correct response percentage.

After generating the targets related with the skills, the trainers should decide whether they will teach all steps in the skill analysis “together” or “one-by-one” depending on the individual’s characteristics. In order to reach the long-term target, all skill steps in the analysis are taught “together” in the same training session. This approach is called “whole skill approach”. Whole skill approach is the most frequently used approach in teaching chained skills (Snell and Brown, 2014; Tekin-İftar and Kırcaali-İftar, 2012).

Determining and Using the Prompts

Prompt is the trainer’s help provided to the individuals, before they respond in order to increase the correct response probability. Before starting to teach the skill, the prompt to be used during teaching should be determined. There are six types of prompts including jest or mimics prompts, pointing prompts, visual prompts (picture or two dimensions prompts), verbal prompts, modeling prompts and physical prompts (full physical prompt, partial physical prompt, shadowing/shading) (Snell and Brown, 2014; Tekin-İftar and Kırcaali-İftar, 2012).

While using the prompts, it is useful to consider the following listed points (Snell and Brown, 2014; Tekin-İftar and Kırcaali-İftar, 2012): (a) the most moderate prompt, in other words, the prompt that uses the least control on the body of the individual, should be selected. (b) According to the characteristics of the disability group being worked, prompt types might be combined and used together when needed (i.e., modeling prompt+verbal prompt, physical prompt+verbal prompt, etc.). The prompt directly related with the behavior or the most natural one should be selected. (d) Prompt should be provided only when the individual pays attention. (e) Prompt should be provided in a supporting way to the individual. (f) Prompt should be faded as soon as possible. By doing this, individual’s presenting correct response to the directions provided or asked questions should be targeted. (g) Prompts should be used systematically, not be used haphazardly. (h) Maximum care should be given for not to cause addiction. For this purpose, differential reinforcement for the correct responses without prompts should be conducted and the focus should be on the pre-stimuli.

Teaching Methods

There are many different teaching strategies, methods, techniques and implementations for teaching the expected behaviors and skills that will be used in the work places for individuals with intellectual disabilities. Under the following titles, some of them are being presented.

Video Modeling

Video modeling teaching strategy emerged from the literature related with observational learning. It constitutes of the individual’s watching and observing the model presenting the target behavior and afterwards, repeating the behaviors watched. Video modeling has many benefits when compared with live modeling. In video modeling teaching procedure, five kinds of modeling were described: adult modeling, peer modeling, personal point of view, self-modeling, and mixed modeling. While preparing the videos, there are some principles to be considered (Değirmenci and Ergenekon, 2009; Genç-Tosun and Kurt, 2014; Mechling, 2008; Nikopoulos and Keenan, 2006).

The trainer and the individual sit/stand beside each other where they can see the computer screen in video modeling sessions. Trainer provides controlling prompt in order to take the attention on to the study (i.e., Arif, we are going to learn to wipe the dust off the floor with a mop skill. First, we will watch the video from here, then we will clean the floor with the mop. Are you ready to work?). If the individual responds by pointing or verbally that s/he is ready, the trainer praises (i.e., "Very good. I see that you're ready. Let's start."). After watching the video the trainer praises the individual's watching behavior (i.e., You're super Arif, you watched very carefully. Now let's go and wipe the dust off the floor."). When the trainer and the individual come to the area to be cleaned, the trainer provides the controlling prompt to the individual (i.e., "Arif, now you will wipe the dust off the floor with the mop as you watched on the video. Are you ready to work? Let's start then."). If the individual responds by pointing or verbally that s/he is ready, the trainer praises (i.e., "Very good. I see that you're ready."). Then, the trainer provides the skill direction to the individual for realizing the skill (i.e., "Arif, now wipe the dust away from the floor with the mop as you watched."). When the individual completes the behavior, the trainer provides with verbal praise.

Social Stories

Social stories are short stories which have characteristics similar to fables, they can usually be read in less than one minute, mostly they comprise pictures or drawings, they present examples to specific behaviors and possible results of these behaviors. In social stories, six types of sentences are being used: descriptive sentence, directive sentence, confirmatory sentence, reflector/describing the point of view sentence, collaborative sentence and controlling/ direction providing sentence (Gray, 2002; 2010).

During the training sessions, after reading the social story, questions are asked related with the story read to the individual with intellectual disability. Correct responses of the individual are rewarded, story is read again for the incorrect responses and the process is being repeated. The social story is being read by fading until the individual presents the target behavior without reading the story. Fading can be realized in two ways: (a) When the individual starts to present the target behavior or skill, the directive sentences can be removed from the story. (b) Time table prepared for the implementation of the social story can be changed and the story can be read three or four times a week rather than reading every day. When the criteria met and the fading is completed, reading the story can be ended (Akgün-Giray, 2015; Gray, 2002). Implementation of social story is completed with reading the story and implementing the behavior in natural settings.

Graduated Guidance Teaching

Graduated guidance is effectively used with individuals who (a) does not have the skill to imitate the model, (b) does not have the skill of waiting for the prompt, and received waiting training, however could not acquire this skill. In graduated guidance, the trainer starts with providing the target stimuli and controlling prompt. In time, depending on the individual with intellectual disability's performance, the trainer can make "instant decisions" and withdraw the controlling prompt or can start to use the faded prompt again. This process is called "fading prompts". The point to be careful about graduated guidance is to fade the prompt when the individual does

not need the prompt or whenever they need a more moderate prompt and when the individual needs, providing the faded prompt again (Snell and Brown, 2014; Tekin-İftar and Kircaali-İftar, 2012).

Activity Schedules

Activity schedules are one of the visual support systems developed for eliminating the inability of the individuals with intellectual disability to start, continue or end the skills they acquired by themselves without any stimuli or prompts. It was prepared for the individual's making transition across activities independently, reducing the difficulties and problems (i.e., tantrums) occurring during the transitions, individual's making choices, listing the activities in a sequence and following the sequence determined by themselves (<http://www.tohumotizmportali.org>; Rao and Gagie, 2006).

Activity schedules can be prepared with "pictures" or "writings" according to the characteristics of the individual. It can be prepared "very detailed" by dividing each step into pieces or can be prepared "very generally" for providing prompts by using symbols or pictures to the individual to start the activity or skill. There are some prerequisite skills for the individuals with intellectual disability to learn activity schedules. These skills are (a) to discriminate picture and basement, (b) matching same/similar objects, (c) matching picture-object, and (d) accepting directions done by hands (physical prompts) (<http://www.tohumotizmportali.org>; Rao and Gagie, 2006).

Before starting the schedule following skill, (a) schedule and materials should be prepared, (b) reinforcers to be used during teaching should be determined and prepared, and (c) setting in which teaching will be realized should be prepared. At the beginning of schedule following skill teaching, in order to eliminate the errors, graduated guidance teaching starts to be used in which hand direction and full physical prompt are used. Whenever improvement is seen, guidance is reduced gradually (<http://www.tohumotizmportali.org>; Rao and Gagie, 2006).

While evaluating schedule following skill, related with each activity in the schedule, data are being collected from the phases of (a) opening the schedule book and turning the page, (b) pointing/ looking at/ showing/ giving/ bringing the picture, (c) taking the materials, (d) realizing and completing the activity, and (e) transiting to the next activity on the schedule appropriately (putting the materials to their places and going back to the schedule. During the training in every session all the activities in the schedule are being evaluated according to these phases. Correct responses without prompts are coded with "+" on the data recording form and responds with prompts are coded with "-" and the percentage of correct responses is calculated and pointed on the graph as training data. In order to accept the first schedule as totally acquired, the individual with intellectual disability should (a) present at least 80% correct responses in sequential settings and (b) reach 2,5-3 metres distance in reducing the physical distance phase (<http://www.tohumotizmportali.org>; Rao and Gagie, 2006).

Evaluating the Teaching

Probe/evaluation sessions provides information about the training procedure to the trainer. Probe/evaluation sessions can be conducted as daily probe sessions as well as intermittent probe sessions (Snell and Brown, 2014; Tekin-İftar and Kircaali-İftar, 2012).

During the probe/evaluation sessions, the same as the performance level determination, skill direction is given to the individual (i.e., "Wipe the dust away from the floor with the mop.") and the individual's level of realizing the skill steps are determined. In the probe sessions, the individual is not provided with any prompts at all. When the probe/evaluation session according to the skill analysis is completed, "the percentage of correct steps" is calculated. These percentages are pointed on the graph as training sessions data. According to the graph data, changes and/or accommodations are placed when needed (Snell and Brown, 2014; Tekin-İftar and Kırcaali-İftar, 2012).

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SECTION III. DUTIES OF THE PERSONELL DURING EMPLOYMENT PROCEDURE

CHAPTER 6

Stakeholders in Working Life

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Working life is a multidimensional process that includes the employment and working process (Cavkaytar & Artar, 2019). There are various characteristics and different responsibilities that the stakeholders in the process should have in order for an individual with intellectual disability to enter a job and work in this job in a sustainable way. If there are community-based working life alternatives in the job placement process of individuals with intellectual disabilities, determining the characteristics of employers and colleagues in environmental assessments and considering them in decision-making processes will contribute to the process. On the other hand, the fulfillment of certain responsibilities by the personnel involved in the job placement process (eg job coach) or by the parents, who can be qualified as natural stakeholders, is important in supporting the individual with mental retardation.

When it comes to the working life of individuals with intellectual disabilities, different employment alternatives can be mentioned. Employment of individuals with intellectual disabilities is generally carried out according to three different models. These models are the sheltered workplace model, supported employment and competitive employment. While there are generally individuals with disabilities in sheltered workplaces, in competitive employment, individuals with intellectual disabilities often work with typically developing individuals. Therefore, according to the model adopted in the job placement of the individual, the stakeholders in the working life may differ as seen in Table 6.1.

Table 6.1. *Potential stakeholders in the working life of individuals with intellectual disabilities*

Employment model	Potential Stakeholders
Sheltered workplace	Employer or responsible manager, workshop chief, other employees with disabilities, customers (if in the service sector), parents
Supported employment	Employer or human resources manager, job coach, typically developing employees, customers, parents.
Competitive employment	Employer or human resources manager, typically developing employees, customers, parents.

Employers

The employer can generally be defined as a natural or legal person or institution and organization that employs workers on the basis of a contract. As it is understood from the definition, the employer may appear as the owner of the workplace in some workplaces, in some workplaces as a recruitment manager or human resources officer, and in some cases as an institution or organization. This situation is affected by variables such as the size of the workplace (large enterprise or small-medium sized enterprise) or its structure (public institution, private sector organization). Therefore, the type of employer to be interviewed in the placement of an individual with intellectual disability may differ according to the workplace.

Employers undertake the roles of interviewing candidates, making recruitment decisions, task distribution, evaluating and guiding employees, and providing them with the necessary support (Eisenberger, et al., 2002; Rothman, 1998). Employers' responsibilities are determined by the laws of the country where the business operates. Although it may vary in different countries, these responsibilities can be listed as follows:

- Starting procedures for social security insurances of employees and paying their premiums
- Paying employees the equivalent of their labor
- Taking necessary occupational health and safety measures in the workplace
- Complying with the Labor Law of the relevant country in matters such as dismissal and severance pay.

As can be seen, employers' responsibilities are limited by laws. When it comes to the employment of individuals with intellectual disability, it can be considered as a more correct approach to talk about characteristics rather than responsibilities. Prior to the job placement process, determination of certain characteristics of potential employers identified in the environmental assessment by the personnel responsible for the placement will contribute to sustainable employment. The attitudes and perceptions that employers adopt towards individuals with intellectual disability are effective in their recruitment behavior (Gustafsson, Peralta, & Danermark, 2013). On the other hand, the state of interacting with individuals with intellectual disability in their past life plays a role in their recruitment decision (Smith, Webber Graffam, & Wilson, 2005). In some cases, employers may have incomplete or incorrect information about the characteristics of individuals with intellectual disabilities and legal responsibilities in the employment of individuals with disabilities. This situation may play a negative role in their recruitment of individuals with intellectual disability (Bengisu & Balta, 2011; Kaye, Jans, & Jones, 2011). In this respect, employer characteristics that should be evaluated in the job placement processes can be listed as having positive attitudes and perceptions towards individuals with intellectual disabilities, having information about the characteristics of individuals with intellectual disabilities and the legal status in their employment. As a result of this assessment, it can be taken into consideration in deciding on the workplace where the job will be placed or in determining the supports to be offered to the employer.

Co-workers

Regardless of which model the working life of individuals with intellectual disability takes place, it can be mentioned that there are co-workers in the process. Co-workers come to the fore as the most important component that constitutes the social environment of individuals with intellectual disability in working life (Mank & Buckley, 1996). Co-workers can undertake different tasks in the working life of individuals with intellectual disability. These generally appear as business and social supports, as can be seen in Table 6.2. Work-related support provided by co-workers to individuals with intellectual disability can be listed as helping to complete the job and providing feedback about the work performed. Social supports offered to individuals with intellectual disabilities can be listed as taking breaks and leisure time, keeping an eye on and motivating (Artar, 2018). The level of access of the individual with intellectual disability to these supports is very important in sustainable employment as it affects his / her job motivation and performance (Novak & Rogan, 2010).

Table 6.2. *Supports offered by co-workers to individuals with intellectual disability*

Work-related support	Helping get the job done
	Providing feedback on the work done
	Work-related reminders
Social supports	Leisure time (break, meal times)
	Motivating
	Keep an eye on
	Making recommendations

These supports listed above should not be considered as the duty or responsibility of the colleague. This support relationship, which can be described as natural supports in the workplace, is determined by different variables such as workplace culture or working conditions. Therefore, choosing the workplace with the most positive culture in the job placement processes will increase the access of individuals with intellectual disabilities to the listed natural supports (Artar, 2018). On the other hand, in the interviews with the employer during the job placement process, the issue of assigning an employee to support the individual with intellectual disability and to adapt to the job can be discussed.

Job Coaches

Job coaches play an important role in the supported employment model, which can be described as an important practice in the participation of individuals with intellectual disabilities in working life. The job coach is responsible for providing sustainable employment to the individual with intellectual disability by providing the necessary support before the job placement, during the employment and working process. In addition, the job coach can play an important role in supporting the components in the workplace where the individual is placed.

The job coach should conduct a series of assessment studies prior to job placement in order to ensure that the person with intellectual disability works sustainably (Camuso & Baker, 2008). In this context, various checklists can be used to determine the extent to which an individual with intellectual disability is ready for

employment. It is important to determine the level of functioning in employability skill areas of the person with intellectual disability in these checklists. The job coach should determine the level of competence of the individual and collect data for the most appropriate job by determining the hobbies, interests and desires of the individual by interviewing, observation and portfolio analysis. In this process, the job coach should decide on the most suitable workplace for the individual by identifying potential working alternatives in the environment where the individual lives. In this process, which can be described as job analysis, the job coach should evaluate potential workplaces in terms of working conditions and workplace culture (Hagner, Dague, & Phillips, 2015). Prior to the job placement, the job coach should decide on the most suitable workplace for the individual by gathering the data collected about the individual and the workplaces in the surrounding (Nord, et al., 2016).

During the job placement phase, he observes for a certain period of time at the workplace where the job coach placement decision is taken, and clarifies the job description of the individual by meeting with the employer. Plans training sessions for the needs of the individual, if any, by evaluating the individual within the scope of the skills required by this job description. It is very important that these trainings are carried out on the job, in a real environment. The job coach performs the job placement of the individual after the relevant training. In this process, the job coach provides support to the individual and other components in the workplace (eg colleagues, employer) and evaluates the individual's job performance. If there is no problem in the job performance of the individual, the job coach makes the supports offered over time. At this stage, an important issue that should be considered is that the job coach ensures that the supports offered by the other components in the workplace are offered naturally instead of leaving the individual without support during the fading period. In this way, both the support requirement of the person with intellectual disability will be met and the decreases that can be observed in the work performance will be prevented.

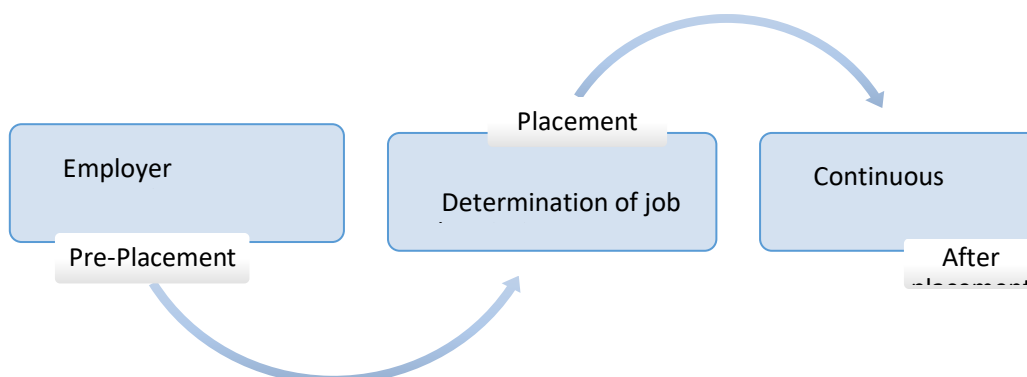


Figure 6.1. *Tasks of the Job Coach*

The job coach's activity in the process does not end after the job placement. The job coach should periodically make observations at the workplace where the person with intellectual disability works, meet with the stakeholders in the workplace and reveal data on how the process is going. This stage, which can be described as a monitoring process, is very important in ensuring sustainable employment (Meaker, 2016).

Job coaches' duties and responsibilities in the process are not only about supporting professional competencies. For example, the job coach should act on subjects such as teaching or adapting the travel skills necessary for the transportation of the individual to the workplace, meeting the information needs of the employer and colleagues, if any, in the process, taking necessary measures to increase social interaction during breaks and leisure times. Finally, job coaches should inform parents about the individual's working life at regular intervals and provide consultancy services to individuals with intellectual disabilities and their parents for future career planning (Pierangelo & Giulani, 2007).

Parents / Primary Caregivers

When it comes to the participation of individuals with intellectual disabilities in working life and to work in a sustainable manner, the duties and responsibilities of parents extend to early childhood. Parents should act as assessors and advocates in building educational services on functional skills, being aware of the difficulties that their children may face in the post-school period.

Parents or, in some cases, primary caregivers can be considered as a source of information to the job coach about the level of functioning, interests and competencies of the individual before the placement, placement and monitoring. Parents should inform the job coach about the individual as accurately as possible in the pre-job placement process, and contribute to the determination of the supports that the individual needs. During the job placement process, parents should closely follow the individual's self-care, transportation to the work place or work motivation, and provide feedback to the individual when necessary. Parents should avoid behaviors such as frequent visits to the workplace and being involved in the work process without the knowledge of those responsible, being aware that their children are now an employee at the workplace. It can be said that parents have certain expectations and wishes for their children in some situations. These expectations and requests may not be realistic in some cases. For example, parents may not take advantage of job opportunities in other areas by asking for their children to work in desk jobs or public institutions. In this context, parents should take part in the process with real expectations, taking into account the advantages of participation in working life to the quality of life of individuals with intellectual disabilities and should act in cooperation with the experts.

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CHAPTER 7

Preparing Individualized Transition Plan

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Transition to Adulthood and Transition Services

Transition to adulthood is one of the important and unavoidable transition points of individuals with intellectual disability' lives. This period requires the individuals with intellectual disability to acquire a series of complex skills and use them on one side (Ergenekon, 2012; 2015) and to face with many responsibilities which independent living requires (Wehmeyer and Webb, 2012).

Various factors that inhibit the successful transition of individuals with intellectual disability to adulthood and their employment are reported in the literature. These factors can be listed as the individuals with intellectual disability's; insufficient skills, not meeting the job competencies, not being able to adapt changing expectations, parents' lack of information, parents' extreme protective attitudes, low parent and community expectations, community prejudices, the settings' being dangerous for these individuals, unequal opportunities when compared with typically developing individuals, problems in social security organizations, in positive discrimination, in the supports provided to the employers, problems related with the educators, lack of employment services after school, lack of collaboration among shareholders, conditions of work staples, limited support, lack of legal regulations and impediments in the implementations. These factors listed make the procedure very much more complex, difficult and stressful for individuals with intellectual disability (Gross and Francis, 2015; Sitlington, Neubert and Clark, 2010; Steere, Rose and Cavaiuolo, 2007).

In the literature regarding transition to adulthood, it was reported that preparing individuals with intellectual disability for employment alone is not enough for these individuals' participation in the community living. Therefore, transition from school to work concept is being replaced with transition from school to adulthood or to community living/independent living concept nowadays. Hence, the skills to be taught to the individuals were extended to necessary skills in community living/independent living skills as well as work and employment skills (Beirne-Smith Ittenbach and Patton, 2002; Halpern, 1994; Patton, 2002; Wehman, 2013).

Although there are many different classifications for the skills which are called "independent living skills" in the literature, the most widely used classifications are developed by Brodin (1997) and Wandry, Wehmeyer and Glor-Sheib (2013). According to these classifications, independent living skills consist of "daily living skills", "self-determination and inter-personal skills" with "employment skills" and sub-skills of all these skills. "Academic skills" support all these three areas.

The purpose of transition services in this point is to conduct a merely bridge duty for the individuals with intellectual disability to get ready for the program and setting that they will transit, to bring the positive outcomes related with the individual to an optimum level, to help the individual to make conscious choices and take the needed responsibilities during transition, to teach skills which are necessary in the settings that they will take place after school, to develop their self-awareness (Branson and Bingham, 2009; Morningstar and Clavenna-Deane, 2018; Rowe, Kortering and Test, 2012), to help the individuals reach their living and vocational targets, to make them active and productive members of the community (Bakken and Obiakor, 2008),

prepare the individual, parents and related personnel for the differences they will face with in the new setting that they will transit in order to make the transition easier and without problems (Lombardi, 1992), maintaining the continuity of services and support provided to the individuals and their parents, in order to ease their adaptation, to minimize the level of anxiety and stress of the individuals and their parents and fulfill their legal obligations and responsibilities (Bailey and Wolery, 1989; Branson and Bingham, 2009; Morningstar and Clavenna-Deane, 2018).

In the frame of the listed purposes, during the implementation of transition services, evaluation, determining the future targets of the individual, placing the individual to the setting where they will transit, and preparing the individual for the environment that they will transit phases should be implemented in a circular way (Baer and Flexer, 2013; Greene, 2009). In this point, it can be said that, for the individuals transit softly both across educational stages and after educational settings transiting to adulthood, and, in order to reduce the problems that are faced during transition procedure, it is needed to prepare transition plans for the individuals. The planning and organizations regarding transition play such as a “bridge” duty and provide opportunities for the individuals to overcome the difficulties they face and continue their ways in a safe condition.

Transition Planning and Preparing Individualized Transition Plans

Planning the transitions shows the way to individuals with intellectual disability; (a) while preparing them for the next program during transferring between educational stages, (b) while making decisions about their future, (c) while planning their lives after school, and (d) while preparing them for this life, strengthening, supporting and guiding them is conducted by this procedure (Olson, Platt and Dieker, 2008). In this procedure, it is needed to develop individualized transition plans (ITP) for the individuals with disabilities.

ITP is a road map prepared in order to make the individuals with intellectual disability’s transition to educational, community and vocational environments different from their existing educational setting effectively and efficiently; developed by collaboration of themselves, parents, school personnel, vocational people who provide adult services, employer delegates in order to match the individuals’ dreams, interests, desires, choices, and needs with the requests of the environment (Gürsel, Ergenekon and Batu, 2007; Morgan and Riesen, 2016). In summary, ITP is an action plan which designs movement of individuals with intellectual disability from one step to one further step and their future and also which consists the services to be focused in order to make their transition from school to further lives easily (Crawford, 2012). ITP is prepared as a part of the individualized family support program (IFSP) in the early intervention years between 0-3 years, and individualized education program (IEP) in the preschool, kindergarten, primary school, and secondary school years after the age of 3 years.

The purpose of preparing ITPs is for the individuals live a “life with quality” in their adulthoods and reach independence. Therefore, it is very important to (a) consider the individuals with intellectual disability’s dreams, interests, desires, choices, preferences, abilities, strengths and needs, (b) determine the knowledge, skills and behaviors necessary in the environments that they will be placed in near, medium and far future, (c) teach these knowledge, skills and behaviors via evidence based practices to individuals with intellectual disability, and (d) in order for the individuals

reach the target, to teach self-determination skills and develop these skills in the ITPs developed for the individuals with intellectual disability (Strnadová and Cumming, 2016; West 2010).

Developing an ITP for the individuals with intellectual disability is possible by a comprehensive transition evaluation. The basic characteristics of a systematical and comprehensive transition evaluation are listed in the literature as follows: (a) to be individual centered, (b) to include different shareholders into the evaluation procedure, (c) to conduct a continuous evaluation, (d) to conduct the evaluation procedure by including many different environments, (e) to differentiate the quality of evaluation depending on the age level of the individual, (f) to consider the individual's being ready for the training after secondary school, and (g) to consider the family's interests, desires and cultural sensitiveness (Morgan and Reisen, 2016). Besides these characteristics, in order to prepare an effective ITP, it is necessary to determine the individuals' performance levels, strengths and weaknesses, learning style, interests, abilities, preferences, attitudes, the areas that the individuals need now and will need in the future, their interpersonal skills, academic performance levels, and their independent living skills, self-advocacy skills, career interests, plans regarding their future, and their purposes in a long time period (Miller, Lombard and Corbey, 2007; Wandry, Wehmeyer and Glor-Scheib, 2013).

Basic Principle in Transition Planning

Planning the transition procedure and services is a difficult job because, it requires both time and effort. In order to make the transition services planning and determination easier, some principles were determined in the literature. These principles can be reported as follows (Bruder and Chandler, 1993; Rosenkoetter, Hains and Fowler, 1994; Rous and Hallam, 1998; Shogren and Wehmeyer, 2020): (1) Transition procedure should be started in early ages as possible. (2) Planning should be comprehensive. (3) Transition plan should be prepared both for the institution and across institutions. (4) Common planning should be made between the sending and receiving institutions. (5) Observations should be conducted in the sending and receiving institutions. (6) Implementations should be flexible for meeting individual needs. (7) Roles and responsibilities of the shareholders should be determined. (8) The knowledge and skill needs of shareholders should be determined and planning should be made for complete these needs. (9) Shareholders should work collaboratively. (10) Sending and receiving institutions should share their information. (11) Confidence relation should be secured among the institutions and sense of confidence should be increased. (12) A work plan calendar should be developed and implementers should obey the calendar strictly. (13) Enough time and resources should be reserved in order to manage the role and responsibilities determined in the transition procedure. (14) Attendance of individuals with disability should be provided during the planning process. (15) Family participation should be essential and parents should be encouraged to be advocates of their children. (16) Planning process should be respectful to the cultural diversity. (17) It is important to determine the support services regarding the transition procedure. (18) Planning procedure should be community based as much as possible. (19) Transition policy and procedure should always be reviewed in order to avoid possible defects and provide opportunity equality. (20) The characteristics, knowledge level, skills and behaviors of the individual should be determined. (21) The individual should be taught social,

behavioral and functional skills rather than academical or academic preparational skills.

While paying attention to the principles mentioned above during preparing an effective transition, answers should be searched for the following questions during the process (Wehman, Targett and Richardson, 2012): (a) Where is the individual going to live? (b) Where is the individual going to work? (c) What does s/he like to do? (d) How is the individual going to continue the relation with others and develop new relations? (e) What kind of income and support is the individual going to need? (f) If the basic support provider is the parents, what will happen when they cannot continue this role? A transition plan prepared by answering these questions and considering the principles listed above will help to prepare the individuals with intellectual disability and their parents to make a smooth and unproblematic transition to adulthood by preparing them to the differences they will meet (Wehman, 2013; Winter and Kelley, 2008). Realizing these duties mentioned above will ensure the individuals with intellectual disability and their parents to live a life as they deserve, to increase their life quality and help them to be satisfied by their lives.

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CHAPTER 8

Who Are the Personnel and What Are Their Duties in European Countries

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ITALY

In Italy, Law n. 68 of 1999, "Standards for the right to work of the disabled", aims to promote the inclusion and work integration of people with disabilities in the world of work through support services and targeted employment. All public and private employers hiring at least 15 workers are subject to the obligations set out in Article 3 of Law no. 68/99.

Employers must submit the request for employment to the competent offices within sixty days of being obliged to employ disabled workers.

Private employers hire disabled people through:

- conventions stipulated with the Employment Centres Office (ECO)
- nominative recruitments with prior requests for clearance
- numerical start-ups made by the ECO office

Public employers hire through:

- recruitment by means of rankings published at the Job Centres following public notices, on specific portals and on the official website of the Regions
- public competition managed directly by the institution

Public Bodies and Companies must take into account the following bracket:

- from 1 to 14 employees no obligation to recruit;
- from 15 to 35 employees they have the obligation to hire a disabled worker;
- from 36 to 50 they have the obligation to hire two disabled workers;
- over 50 employees they are obliged to hire 7% of disabled workers, once the deductions provided for by the rule on the calculation basis have been made.

Companies subject to the obligations of Law 68/99 are required to send, by 31 January of each year, a prospectus showing the total number of employees, as well as the jobs and tasks available for disabled workers. If, during the year, a new obligation arises, the company is obliged, within 60 days from the onset of the obligation, to activate one of the institutions provided for by Law 68/99.

In Italy, the novelty lies in the new principle of "targeted employment" aimed at placing people with disabilities in jobs compatible with their health conditions and working abilities, so as to achieve a profitable insertion that meets both the needs of the individual and the productive needs of the company. In other words, it refers to a series of tools that make it possible to identify and assess the actual working and professional skills of the disabled person in order to place him/her in the most suitable job. This way, the worker will be able to have a placement that is more in line with his or her possibilities and the employer will be able to consider the hiring of a disabled worker as a resource to be empowered. The Regions play a fundamental role in all this. The Regions promote the right to work of disabled people by supporting their integration, work integration and self-entrepreneurship through employment services, training and work policies and targeted employment activities. In particular, the regional targeted employment structures hold the list of unemployed persons who

aspire to employment appropriate to their working capacity, and manage the ranking list for employment within the public bodies.

Directive No. 1/2019 concerning "Clarifications and guidelines on the compulsory employment of protected categories" focused on the figure of the person in charge of the processes of integration of people with disabilities. This figure, provided for by the law, is compulsory for all the public administrations referred to in Article 1, paragraph 2 of Legislative Decree no. 165/2001 and is designed to ensure the effective integration of people with disabilities in the workplace. The obligation, which is foreseen for large public administrations, does not preclude public administrations with less than 200 employees from appointing the above-mentioned person in charge. The person in charge is required to collaborate with the organisational structures competent in the respective fields (first and foremost, with the National Council for the integration of people with disabilities in the workplace) and to respect their powers.

He/she performs the following functions:

1) takes care of the relations with the employment centre territorially competent for the work placement of disabled people, as well as with the territorial services for the targeted placement;

2) after hearing the competent doctor of his/her administration and, if necessary, the technical committee referred to in Law 68/1999 "Rules for the right of disabled people to work", he/she prepares the regulatory measures and proposes, if necessary, the technological solutions to facilitate integration at work. In this regard, Article 3, paragraph 3 bis of Legislative Decree no. 216/2003 provides that public and private employers, in order to ensure compliance with the principle of equal treatment of persons with disabilities, are obliged to adopt reasonable accommodation in the workplace to ensure that persons with disabilities are fully equal to other workers.

In order to understand what is meant by "reasonable accommodation", it is necessary to refer to Article 2 of the United Nations Convention on the Rights of Persons with Disabilities, ratified by Act No. 18 of March 3rd 2009, where "reasonable accommodation" means "necessary and appropriate modifications and adaptations not imposing a disproportionate or excessive burden adopted, where there is a need, in particular cases, to ensure that persons with disabilities enjoy and exercise, on an equal basis with others, all human rights and fundamental freedoms".

Employers in the public service are required to implement the above-mentioned measure, even if such burden is subordinated on the basis of the human, financial and instrumental resources available under the legislation in force, without new or additional burdens for the public finance. There is no one who does not see, in this provision, an inconsistency of the law, since, in order to allow a perfect integration of disabled workers, it is clear that such measure requires the disbursement of funds for the purchase of devices and instruments allowing the implementation of the measure;

3) he/she monitors the implementation of the integration process, acknowledging and reporting to the competent services any situations of discomfort and integration difficulties. With reference to the competent services, we want to recall the need to communicate the above-mentioned situations to the targeted employment services and, before that, to those responsible for human resources management and organisation, i.e. to those services that the administrations identify within their organisational structure.

The figure of the Disability Manager (the original name given to this figure) was created for both the private and public sectors.

The importance of this figure is undeniable and, however, there are considerable problems in its implementation, which can be summarised as follows:

- 1) despite the obligation introduced by Legislative Decree No. 75/2017, to date, very few administrations have identified this figure;
- 2) the few administrations that proceeded with his/her nomination, limited themselves to a mere formal fulfilment, so much so that there are no particular activities carried out and found in the Annual Report that should be prepared by them and then published on the Transparent Administration website;
- 3) lack of resources available to the manager, which invalidates any possibility of affecting the organisational structure of the entity in order to guarantee, in fact, compliance with the principle of equal treatment of persons with disabilities;
- 4) lack of a Professional Register and of a training course aimed at creating expert and prepared professional figures.

While waiting for the implementation decrees establishing the "Company Observatory" and the "Disability Manager" figures, big names in industry and services, such as IBM, Tim, UniCredit, Unipol, Enel, Hera Merck Serono, etc., launched a series of internal initiatives that achieved such excellent results that they can be considered 'best practices'. There is also no shortage of public tenders encouraging the adoption of Disability Management plans.

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SPAIN

In Spain, labour personnel specifically assigned to provide support in the work environment may or may not be specialized. Specialized personnel in Spain are **job coaches**, usually external to the companies and work centres. Depending on the stage of integration into the labour market in which the person with a disability is, the job coach may be more or less important.

The job coach, also known as *community employment specialist* (Brooke, Wehman, Inge and Parent, 1995), is a professional who assumes the role of intermediary between the worker and the company and provides support to the worker. It is mainly about coaching and helping in the workplace to cope with work tasks. The support is considered intense when the coach helps or supervises the worker during practically the entire workday. It is considered intermittent when it is present only on specific days and moments, usually at the beginning and end.

Job coaches have to assemble a set of knowledge and skills to perform their main function, supporting the person with a disability who is looking for a job from the beginning until he or she works independently in the job market. The job coach, considering the model of the EUSE (European Union of Supported Employment) and the contributions of different authors, is someone who should have:

- Skills for training, development, coaching and support.
- Ability to negotiate and mediate.
- Knowledge of labour legislation and the labour market.
- Knowledge of information, counselling and guidance for people with disabilities, employers, and families.
- Ability to relate and create networks.

The definition of the competences and functions of the job coaches vary depending on the country. Different relevant authors in the field of supported employment in Europe and the European Union of Supported Employment (EUSE) itself indicate the need to clarify the poor definition of the competences of job coaches in different European countries and the need for clarification of a solid and adequate training. In Spain, the INICO, University Institute of Integration in the Community of the University of Salamanca, with the support of the Spanish Association of Supported Employment (AESE) y DOWN ESPAÑA propose the following phases of an **individualized employment plan** and the professional competences to be developed in each moment of the process:

1. Commitment phase with the person with disability in search of employment:
 - Evaluate the applicants, considering their skills, interests, and preferences.
 - Adequate job and competence profiles.
 - Adopt a personalized approach in each phase of the program.
2. Professional Profile Phase:
 - Conduct a complete collection of information about aspirations, interests, and work capabilities.
 - Obtain and manage all the necessary information about the worker to trace his/her professional profile.
 - Determine the candidate's physical, cognitive, social and communication skills, hobbies, and interests.
3. Job search phase:
 - Properly match the capabilities and skills of the applicant and the needs of the employer.
 - Identify the appropriate position for the employee using the professional profile and workplace analysis.
 - Provide the employee training and support in the search for employment.
 - Train the employee with all the necessary support for the transition to the next phase.

4. Commitment phase with the entrepreneur:
 - Define the needs of the company, the requirements of the position, and the working environment.
 - Expose the functions of the Supported Employment service to the company.
 - Provide continuous access to the Supported Employment service.
 - Develop cooperative projects with the company during the whole process.
 - Collect feedback from the company on their experiences with Supported Employment.

5. Support phase inside and outside the workplace:
 - Generate adequate training and support while encouraging independence in the workplace.
 - Ensure that Supported Employment service works with the employee to determine appropriate alternatives for training and learning.
 - Identify possible natural supports in the workplace.
 - Develop a flexible training and action plan.
 - Apply various support strategies and tools, technological applications, and technical aids when necessary.
 - Informing the employee in all the phases regarding typical activities of the new job, such as presentation, probation, performance, and development procedures in cooperation with natural supports.
 - Involving, instructing, and training natural supports in the workplace.

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AUSTRIA

Official policy

In 2008 Austria has ratified the UN-convention for the rights of people with disabilities. Article 27 defines the right to work and earn a living through work that is freely chosen. Article 6 defines the right to have access to vocational guidance and training, job placement, further training, support in maintaining a job and re-entering

the workforce. As strategy of the Austrian Federal Government for the implementation of the UN-Convention a **National Action Plan** (NAP 2012-2020) was decided, which included strategies for fostering inclusion in work. Besides the idea of building up an existing model for **integrative companies** in Austria, the main focus was placed on the further expansion of vocational support for young people with disabilities, especially through job coaching. The most efficient policy measure for young people with intellectual disabilities or learning difficulties was to create the opportunity to start or complete tailor-made vocational training in an **extended apprenticeship** or in **partial qualifications**. 2017 an **Inclusion Package** was adopted in the National Council, which increased the budget for occupational inclusion measures, mostly financially addressed to companies to motivate them for starting employment of people with disabilities.

The **Public Employment Service** (AMS) and the **Ministry of Social Affairs** (SMS) play a key role in approving grants. While AMS is the central contact point for all job-seekers (with or without disabilities) and for companies offering jobs, the central task of the Social Ministry Service is the professional integration of people with disabilities. Excepted are registered beneficiary disabled persons with a degree of disability of at least 50%, to support them is the task of the **Federal Social Office** (BSB). All three together are responsible for the creating of employment opportunities for people with disabilities, the implementation has to be done in cooperation with partners in the provinces (regional labour market services, NGOs, provinces, companies ...).

Labor market projects

Lots of training activities in *Employment and qualification projects* have been developed through the engagement of NGOs and are financed as measures of an active labour market policy, aiming to bring long-term unemployed AND persons who never had entry to working experience into the first labour market. Besides the fact that persons with a degree of more than 50% still are excluded, reality showed, that people with intellectual disabilities hardly can participate in those general measures. They need more than others tailor-made, disability-specific solutions, that have to be planned carefully and need long-term individual holistic accompaniment including the social environment, which means in some cases the personal assistants, the families or other persons involved AND it needs the involvement of the companies.

As a policy consequence a variety of support services for people with special assistance needs was grouped together and expanded in the Network for Vocational Assistance (NEBA), financed by the Social Ministry Service. The common aim of these measures is to enable and facilitate the entry of persons aged 15 to 65 into the labor market and to secure existing jobs by supporting through advise, coaching, case management and individual support on the working place. NEBA includes: Youth coaching, AusbildungsFit (former production school), Vocational training assistance, Work assistance, Job coaching and a Service for companies.

Youth coaching aims to show young people perspectives through advice, support and case management. Youth coaching is a counselling measure for young people to avoid

them from falling out of the social system. Youth Coaching does no concrete training, the goal is a to find individual solutions for a future professional life.

AusbildungsFit (formerly production school) is intended to provide training for all young people who do not succeed entering further vocational training or school-based training. A lack of basic skills and individual skills are trained for the next step towards training.

Vocational Training Assistance (BAS) supports young people during placement within the framework of vocational training in the form of an extended apprenticeship or partial qualification in accordance. (§ 8b of the Vocational Training Act (BAG)). Young people are accompanied throughout their training both in the company and at school.

Work assistance supports people with disabilities in obtaining and securing jobs. Companies that want to hire people with disabilities receive support from the work assistant with questions about legal framework conditions, information about subsidies and assistance with problems in the company.

Job coaching offers direct, individual support at the workplace for people with a more comprehensive need for assistance (e.B. due to a learning disability or multiple problems). In doing so, both the professional and communicative as well as the social skills are promoted to meet the requirements independently in the long term.

Service for companies (NEBA Betriebsservice) is a pilot project since 2021 and focuses on the needs of the companies. Companies get comprehensive advice on the numerous funding offers, intensive support during recruiting in the company and information about the advantages and added value when employing people with disabilities. Aim is to win companies as partners and motivate them to employ people with disabilities through a systematic proactive approach.

NEBA is an umbrella brand for a differentiated and needs-based set of instruments to support people with disabilities and other disadvantaged groups on their way to the primary labour market. As it is financed under a common brand by the ministry, there is no situation of concurrence between the projects, working together has a primary function. It seems to be an efficient strategy in supporting young people far away from the first labour market. Many of the clients of NEBA are young migrants and people with special educational needs or learning difficulties.

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SECTION IV. JOB PLACEMENT PROCESS

CHAPTER 9

Sheltered Employment

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a. Definition

Different models can be used in the acquisition of a job and a profession for individuals with intellectual disability during the school period or after school period. Each of these models can be differentiated according to the level, developmental characteristics, health status, competencies and living conditions of individuals with intellectual disability. One of the primary issues in the full participation of individuals with special needs in society life is that these individuals become producers from consumer status and take their place in working life. A protected workplace or Sheltered Employment seems to be an important option for individuals with moderate to severe disability and intellectual disability who are unable to benefit from the environment where individuals with a typical situation are found.

First of all, it will be useful to define the concept of protected workplace and as a dependency to define the concept of sheltered employment. Sheltered Employment is an independent employment arrangement for people with disabilities only, not with non-disabled workers. düzenlemesidir (<https://medical-dictionary.thefreedictionary.com/sheltered+employment>). The protected workplace is a workplace that aims to employ only disabled people. These workplaces can be established as independent units within the enterprises, or they can be established as a workshop in different places from the enterprises.

Sheltered Employment is an environment where people with disabilities receive services and training to improve their job-related skills and behaviors. "Protected" or "sheltered" as a concept originally implied a safe and protected environment for people with disabilities (Armstrong, 2011). Therefore, it means that they are in a different environment than typical developing individuals.

The protected workplace model is an employment practice carried out in line with the contracts made with small-scale workplaces or in non-profit enterprises opened by non-governmental organizations and local governments (Cavkaytar & Artar, 2019).

In Article 3 of the Regulation on Protected Workplaces issued by the Ministry of Family and Social Policies, the Ministry of Labor and Social Security and the Ministry of Finance, "Protected workplace: A working environment that is technically and financially supported by the State in order to create employment for individual with mentally or intellectual disability who are difficult to be brought into the labor market. It is defined as "specially arranged workplace".

According to Article 4 of the same regulation, the conditions for obtaining the protected workplace status of a workplace are determined. According to this, "The ratio of the number of disabled individuals who will work in protected workplaces to

the total number of workers cannot be less than seventy-five percent. In determining the number of workers to be employed in this context, workers employed according to indefinite-term employment contracts and fixed-term employment contracts are taken as basis. Employees working on a part-time contract are converted to full-time work, taking into account their working hours. "

b. Required Competencies

The Secretary's Commission on Achieving Necessary Skills (SCANS) states the skills required for success in business life as follows; 1) Basic skills, 2) Workplace competencies. The basic skills stated here include the skills that all individuals preparing for working life should gain in schools. These skills are; a) Basic skills, b) Thinking skills, c) Personal qualities. Workplace competencies consist of five competence areas. These; 1) resources: identify, organize, plan interpersonal, distinguish resources; 2 Interpersonal: Working with others, 3) Knowledge: obtaining and using knowledge; 4) Systems: Understanding complex interpersonal relationships; 5) Technology: Working with different technologies (Sitlington, Neubert, & Clark, 2010).

Individuals with competencies at a level that cannot participate in supported employment and competitive employment practices in protected workplaces and workplaces with mansions and workshops may be eligible. The basic competencies that these individuals should have can be determined by adapting the basic skills and competencies required to work in a workplace. In addition, it should be determined from the independent life skills mentioned earlier. The competencies of the individual should be examined under three headings. These are listed as learning outcomes and items that should be found in each program. These are: Knowledge, skills, attitudes and habits.

In sheltered workplaces and sheltered workshop environments with intellectual disability, the individual is primarily expected to have basic skills. In addition to these basic skills, primarily minimizing dependence on the family, traveling from home to the workplace or workshop without family members and staying there for the time required by the job, complying with the basic rules in the workplace / workshop environment, acting in accordance with the program of the workplace / workshop, participating in activities and One of the most important issues is that they do not have inappropriate behavior. In line with this special information, the competencies required for individuals with intellectual disabilities to be in protected workplace / workshop environments can be determined using Table 9.1.

Table 9.1. *Basic Skills and Competencies Required for the protected workplace /workshop*

Competence Area	Competencies	Yes	No	Explanation
Daily Life	1. Toilet Skills			
	2. Personal care and cleaning			
	3. Independent dressing skills			
	4. Eating			
	5. Dressing and keeping your clothes clean			
	6. Having basic health-related skills (taking medicine, taking precautions against diseases)			
	7. Avoiding dangers			
Self-Determination and Interpersonal Relationships	8. Having self-determination skills (self-awareness)			
	9. Make a decision, make a choice			
	10. Expressing yourself verbally or non-verbally			
	11. Interpersonal communication and interaction			
Working Life	12. Choosing the right job for her.			
	13. İşte çalışma ve sürdürme			
	14. Demonstrate essential job skills			
	Total			

If you observe that the individual has at least 70% (at least 10 skills) of the competencies specified in this table, it will not be a problem for the individual to be in the workplace / workshop environment. If the individual does not meet the required criteria according to this list of competencies, a protected workplace / workshop preparation program can be applied. In this program, preparatory education can be continued until the individual has at least 70% of the competencies in Table 9.1.

First of all, it is the first and most basic step of individuals with a protected workplace or sheltered people with intellectual disability to transition to work and professional life. It is a type of service that can be used by severely ZY individuals who are out of school age and have completed their period of receiving special education services. Therefore, the options of these individuals other than employment in protected workplaces and sheltered workshops are living in nursing homes or with their families. Apart from these, they have no other options.

c. Placement

Protected workplaces are about to people with disabilities adopted the Regulation on Article 13 in accordance protected establishment must fulfill the following conditions: a) a) at least 40% or intellectual disability, b) Turkey be registered with the Employment Agency, c) have completed 15 years of age. If the individual meets these application requirements, at the same time, if he has the competencies given in Table 1 and the competencies related to the work to be done in the workplace, İŞKUR can perform a job placement in a protected workplace. In addition, individuals who cannot meet the criteria in terms of basic skills and competencies can continue their education in continuous vocational rehabilitation centers. Especially for individuals with very severe and multiple disabilities

d. Adaptation to work

Support personnel are employed in accordance with factors such as the capacity, size and workload of the protected workplace / workshop. According to Article 8 of the Regulation on Protected Workplaces;

1. In the protected workplace; It is compulsory to employ a workplace manager and educators who have higher education in the field of vocational and technical education or who have master teaching qualifications.
2. The workplace manager cannot be a manager of more than one protected workplace. However, provided that they have the qualifications, the teaching staff can perform the duty in the same workplace.
3. In the protected workplace, technical, administrative and auxiliary personnel and other personnel who may be needed may be employed in the protected workplace.

Along with these regulations, a certain ratio is included in the number of personnel. Personnel rates are specified in Article 4, titled Applying for a protected workplace status. According to this "... The ratio of the number of disabled individuals who will work in protected workplaces to the total number of workers cannot be less than seventy-five percent. In determining the number of workers to be employed in this context, workers employed according to indefinite-term employment contracts and fixed-term employment contracts are taken as basis. Employees working on a part-time contract are converted to full-time work, taking into account their working hours. " Therefore, a protected workplace consisting of 20 people must employ at least 15 disabled workers. The adaptation of disabled individuals to the job will be carried out by the technical, administrative and auxiliary personnel in the workplace.

Relevant personnel make arrangements for the adaptation of disabled individuals to work. Administrative personnel are responsible persons in all legal, financial and administrative matters of the protected workplace. In addition, the persons responsible for the adaptation of disabled individuals to the job are personnel who have received vocational and technical education. This expert personnel ensures the adaptation of the individual to the job by carrying out work program, ensuring the realization of job training for disabled individuals, organizing and teaching social programs.

Table 9.2. *Stages of Adaptation to Work*

Basic Skills and Behaviors	Yes	No	Explanation
1. Basic skills training for the job			
2. Competencies training to be displayed in the workplace			
3. Being on time to work independently			
4. Greeting colleagues			
5. Getting ready for work when you come to work			
6. Doing the given works on time and in quality			
7. To comply with occupational health and safety rules			
8. Displaying teamwork with colleagues			
9. Appropriate social behavior during breaks and lunch time.			
10. At the end of the day, do personal and environmental cleaning			
11. Preparing for return home, saying goodbye to colleagues			
12. Going home independently on time			

e. Monitoring, sustainability and transition

Individuals with intellectual disabilities working in protected workplaces / workshops are monitored by experts and weekly-monthly assessments are made. Monitoring the individual can be done by the workplace manager and the professional training specialist, using a form similar to the example in Table 9.2. New training plans can be prepared on the missing subjects. In addition, individuals with severe and very severe disabilities may have problems in permanently learning the behaviors and skills they have learned. For this reason, relevant trainings should be repeated continuously. Therefore, the skills and behaviors in Table 2 can be used as a daily workplace routine.

In the field of rehabilitation, workshops have been criticized as programs in which people with significant disabilities are referred and stay for years, exploited, and / or do not see competitive employment results in their communities. Another criticism is that individuals with significant disabilities have difficulty generalizing their skills and knowledge from one environment to another. Therefore, job preparation programs are not effective in this regard (Armstrong, 2011). For this reason, there is a need to increase after-school programs.

As a result, many individuals with moderate and severe intellectual and developmental disabilities that cannot be employed in another workplace will be able to become productive in adulthood. Protected workplaces are an important option in the employment of these individuals.

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CHAPTER 10

Supported Employment Model

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Some groups in the society have difficulty in participating in working life. Looking from the past to the present, women, immigrants, ex-convicts and individuals with disabilities face obstacles in participating in working life. Supported employment is a practice developed to ensure the participation of individuals who are not seen as a labor force by the general public and to work in a sustainable way (Pierangelo & Giuliani, 2004). In recent years, the supported employment model has been adapted for individuals with intellectual disabilities, who can be considered as the most disadvantaged group in participation in working life, and community-based employment practices are developed. The supported employment model aims to evaluate the interests and competencies of individuals with intellectual disabilities, to be placed in a job compatible with the data obtained from this assessment, and to be supported by a job coach during the job placement and working process. In this direction, the supported employment model not only increases the participation of individuals with intellectual disabilities in working life, but also provides support that will ensure sustainable employment. The most important component of the supported employment model is the analysis of the environment in which the individual is present, revealing the competencies expected from the individual in different contexts and determining the most suitable environment for the individual. Therefore individual with intellectual disability and the components of the working life in the environment where the individual lives (e.g. colleagues, employers) are the focus of the supported employment model (Drew & Hardman, 2007; Steere, Rose & Cavainolo, 2007).

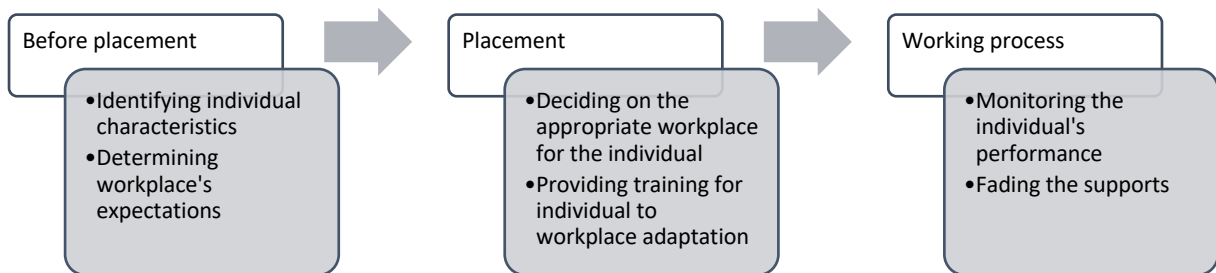


Figure 10.1. *Supported employment process*

Today, many non-governmental organizations implement employment practices in different ways. Practitioners can evaluate themselves against certain criteria to determine whether the process they are running is supported employment. Supported employment model can be evaluated according to the criteria of (1) permanent employment, (2) participation, (3) continuous support and (4) individuals with disabilities.

- **Permanent employment:** Persons with intellectual disabilities in supported employment should be employed in shifts of at least 20 hours per week and at least minimum wage.

- **Participation:** Supported employment practices should be conducted in community-based settings. In other words, individuals and customers that typically develop in the work environment should be the majority.
- **Continuous support:** The individual in supported employment practice should be constantly supported by the job coach or workplace components.
- **The person with disability:** The individual with intellectual disability being unable to work in the absence of support is an important criterion for supported employment.

The application of supported employment requires the determination of the most suitable working alternatives for the individual with intellectual disability. Of course, it is among the responsibilities of job coaches to gain the competencies required by working life through the trainings offered to the individual. However, some professions expect different character and physical characteristics from employees. For example, individuals working in warehouse services may be expected to lift certain weight boxes. On the other hand, social competencies expected of an individual who will work as a waiter in a restaurant will be more complex than an individual who will work on a production line in a workshop. For this reason, before the job placement process, the job coach should determine the individual characteristics and the expectations of the workplace and perform the compliance analysis process. This analysis can be carried out according to certain criteria. Workplace observations and interviews will be very useful in determining the criteria. An example of compliance analysis prepared for a supermarket is given below.

Table 10.1. *Compliance Analysis Example* (Taken from Cavkaytar & Artar, (2019) p. 121)

Compliance Analysis Example for a Supermarket		
Evaluation Area	Employer's expectations	Individual characteristics
Appearance	Dress well and do personal grooming	Looks clean and well maintained overall
Hygiene	It should be neat and clean	She/he looks clean and meticulous
Strength	Must be able to lift a 20 kg load	She/he has a very strong physique
Durability	Must be able to stand for a 6-hour shift	Seems to have enough stamina
Paying Attention to Details	It should be able to distinguish the labels of different products	Although she/he is careful about the issues she/he is interested in, she/he needs tips on other topics
Academic skills	Fluent demonstration of money handling skills	Proficient in functional math skills

Use of tools	It should be able to use a cash register. Must be able to use a document scanner Print price tags	Can use money without needing a calculator No experience using cash registers and document scanners
Interaction with customers	Must have interpersonal skills	Can get angry when faced with sarcasm or angry customers

When supported employment practice is carried out in accordance with these criteria listed above, it serves to sustain individuals with intellectual disability in working life and contributes to their quality of life. For this reason, the supported employment model stands out among the employment model preferences of the individual with intellectual disability and their parents (Migliore, Mank, Grossi, & Rogan, 2007). The presence of a job coach who continuously evaluates the individual in the process and provides the required support, and the ability of an individual with intellectual disability to access opportunities to increase social participation every day can be listed among the most important reasons underlying this choice (Mank & Buckley, 1996; Mank, Cioffi and Yovanoff, 2000; Sen, 1997).

Adaptations in the supported employment model

Although supported employment is carried out according to certain criteria, it has an individualized and context-specific structure since it is based on the harmony of the individual and the environment. Therefore, differences can be observed in terms of scope and focus in supported employment. Differentiation of practices in supported employment generally differs according to the placement process and the intensity of supports.

According to the placement process, supported employment practice can be listed as individual placement, group placement, placement with mobile business personnel and entrepreneurial model (Camuso & Baker, 2008). In *the individual placement model*, a job coach is only responsible for an individual with intellectual disability. The job coach offers support to this individual in the job search, job placement and post-placement process. In *the group placement model*, a team consisting of a business coach or business coaches works for the placement of an individual with intellectual disability ranging from five to eight in the same workplace. In this practice, the levels of functioning of individuals with intellectual disability are similar. The workplaces where the placement is made are generally large companies that are institutionalized. In the placement practice with *mobile business personnel*, job coaches direct individuals with mental impairment to work for a certain period of time. On the other hand, in this practice, the job coach can also work in meeting the temporary support needs of individuals currently working in the workplace. Individuals with intellectual disability working within the scope of the mobile work personnel practice can be placed in these workplaces permanently if their employers are satisfied with their performance. *The entrepreneurial model* can be explained as the institutions that provide supported employment services establish a small, medium-sized business and employ individuals with intellectual disability here. The difference that distinguishes this model from the protected workplace model is that other employees that typically

develop in the workplace are also employed. Tips on supported employment practices according to placement type are shared in Figure 10.2. below.

Individual placement	Group placement	Mobile business staff	Entrepreneurial model
<ul style="list-style-type: none"> • Individual with intense support needs • Small businesses 	<ul style="list-style-type: none"> • A group of individuals with similar level of support needs • Large-scale workplaces 	<ul style="list-style-type: none"> • A group of individuals currently working • Career awareness phase 	<ul style="list-style-type: none"> • Highly socio-economically placed parents • Non-governmental organization cooperatives

Figure 10.2. *Tips on supported employment practices by placement type*

Supported employment model applications differ according to the intensity of the supports as continuous-full-time support model, full-time-fading support model, part-time support model and environmental employment support model. These practices differ according to the level of support required by the individual. *The continuous-full-time support model* has been developed for individuals with intellectual disabilities who do not have working experience or need intense support. In this model, there is an individual with intellectual disability at the center of the support offered by the job coach. The job coach closely and continuously supports the individual during the job placement and study process. The job coach takes the necessary measures in the process to ensure that certain part of the support required by the individual is provided by his colleagues at the workplace. *In the full-time-diminished support model*, the job coach provides continuous and intensive support for individual with intellectual disability during the job placement process. However, this practice aims to withdraw the support provided by the job coach over time with the increases in the level of functioning of the individual. Although the support provided to the individual within the scope of this model has diminished over time, the job coach continues to observe and evaluate the individual continuously. *The part-time support model* is suitable for individuals with lighter support needs or have previous work experience. The main purpose of the part-time support model is to adapt the individual to the workplace. The primary focus of the job coach is that the individual with intellectual disability participates in the social environment at the workplace and reaches the competencies to meet the support they need from other employees in the workplace. In this direction, the job coach supports employers, colleagues and, in some cases, customers, and focuses on the social competencies of the individual with intellectual disability. Within the scope of this practice, there is no permanent job at the workplace where a job coach is placed. *Environmental employment support model* can be described as an application where the workplace components are at the center of the supports in cases where the support needs of the mentally impaired individual are very low. The purpose of this practice is to increase the quality of supported employment by solving problems that are not related to individuals with intellectual disabilities (Steere, Rose & Cavainolo, 2007).

As listed above, supported employment practices differ according to the individual's functioning and working experience. Changes in the level of functioning of the individual may cause transitions between these practices (Marston, 2015). For example, an individual with intellectual disability who needs intense support during the transition from school to work may need less support as his work experience increases. In this case, the job coach should decide on the most appropriate supported employment application by differentiating the intensity or focus of the supports provided to the individual.

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CHAPTER 11

Competitive Employment

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a. General Framework

People want to work in a job suitable for their qualifications and education, where they can get the wages they deserve. Businesses, on the other hand, aim to employ people with appropriate qualifications, skills and characteristics to operate effectively and efficiently. In the competitive labor market, the most fundamental element of the employment process is to match the companies that aim to reach the human resources that are suitable for their needs and the human resources that are looking for a job suitable for their qualifications.

Having a job, which is a prerequisite for individuals to participate in society as productive individuals and to commit to life, is much more important for individuals with disabilities (Karaaslan, 2019). The education and support that disabled people receive in the workplace have made it possible for them to build up their skills, enter the labor market and succeed in competitive employment. While paid working in the open labor market enables disabled people to earn income, develop their skills and discover their own talents, it also offers the opportunity to enrich human resources and to benefit from the skills and characteristics of disabled people for companies. In addition, being employed by own choice within the competitive labor market enables the disabled people to plan for the future and expands its options for life (Destekli İstihdam Temel Bilgi Dökümanı, 2011: 13, 14).

b. Recruitment Process

The recruitment process has been regulated legally so that disabled individuals can be employed in the jobs they prefer in the competitive labor market with other individuals by getting "equal pay for equal work". There are two ways that disabled people can enter the labor market:

- Registering with ISKUR and applying to job posting for recruitment of disabled employees announced by institution.
- Applying directly to job posting on platforms such as career sites, web pages or disability associations of employers who want to employ disabled people.

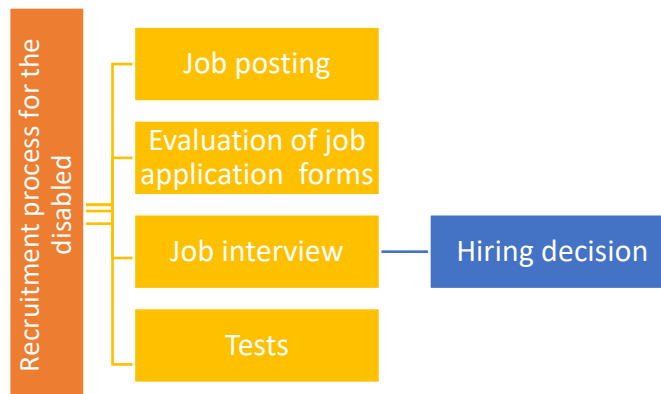


Figure 11.1. Recruitment process in job posting

Job Posting and Evaluation of Job Applications

First, disabled people can apply to job posting announced by Turkish Employment Organization (ISKUR) with condition of being registered to ISKUR. Individuals who certify that they are deprived of at least 40% of all body function losses according to their disability status, with the disabled health board report they will receive from authorized health institutions, can apply to ISKUR Provincial Directorates/Service Centers and register as "disabled" (<https://www.iskur.gov.tr/>).

Disabled individuals meet with their "disabled coach" in the application interview to ISKUR. In the application interview, the disabled coach asks questions like what the disabled person does? or can do? what is his/her work experience? etc. and creates a CV for him/her. If the disabled wishes and can, they can also create a CV from the website of the institution. The disabled coach monitors the quota of enterprises employing 50 or more workers with the Monthly Workforce Chart. The employer who has a quota deficit or wants to employ disabled people above the quota applies to the institution. Disabled job coach uploads the advertisements of job vacancies with the details like required qualifications, white collar-blue collar jobs, etc. on ISKUR website and post them on billboards. In this announcement, the employer cannot restrict the disability type of the disabled person who will apply. Disabled services and disabled job coaches provide matching in each province upon the employer's application. If the job announcement will be given by the employer, it is important that the information that will benefit the employer is clear and that this information is returned to the employer correctly. This openness also helps disabled people applying for jobs to feel better. For example, the statement clearly stated in the advertisements "We welcome the applications of disabled people" removes the hesitations of the disabled ([https://www.engelsizkariyer.com/\(S\(musbea553uhfpt55adde3zy2\)\)/YaziYazdir.aspx?id=42](https://www.engelsizkariyer.com/(S(musbea553uhfpt55adde3zy2))/YaziYazdir.aspx?id=42)).

Although advertisements are posted in the usual ways, disabled people may not be able to access these advertisements. If it is aimed for disabled employees to access these advertisements in a better way, job postings can be made by voluntary associations, newspapers or magazines broadcasting for the disabled, and local service organizations for the disabled. Job application forms should be designed in accordance with disabled individuals. Application forms should be written in capital letters, simple and clear. If appropriate arrangements are not made in the job application forms for disabled persons, anyone should be able to fill the form on behalf of the disabled person (<https://engelliler.gen.tr/f43/engellilerin-calisma-yasamina-katilimi-isverenler-calisan-engellilerin-sorunlari-5141/>).

Conducting Job Interview

Job interview is done at ISKUR. The disabled job coach requests an appointment from the employer or his/her representative to come to the institution and make an interview. It is announced on the board and in the system which position will be interviewed at which day and time. Disabled people who match qualifications of job advertisement participate in the interview. Companies must legally fill the vacant position within 1 month. If the employer directly hires a disabled individual by its own, the interview can be done at the workplace. However, employers need to register the candidate hired through their own channels with ISKUR within 15 days (Arıkan, 2018: 96).

Interviews conducted during the recruitment process of people with disabilities may need to include some special conditions ([https://www.engelsizkariyer.com/\(S\(musbea553uhfpt55adde3zy2\)\)/YaziYazdir.aspx?id=42](https://www.engelsizkariyer.com/(S(musbea553uhfpt55adde3zy2))/YaziYazdir.aspx?id=42)):

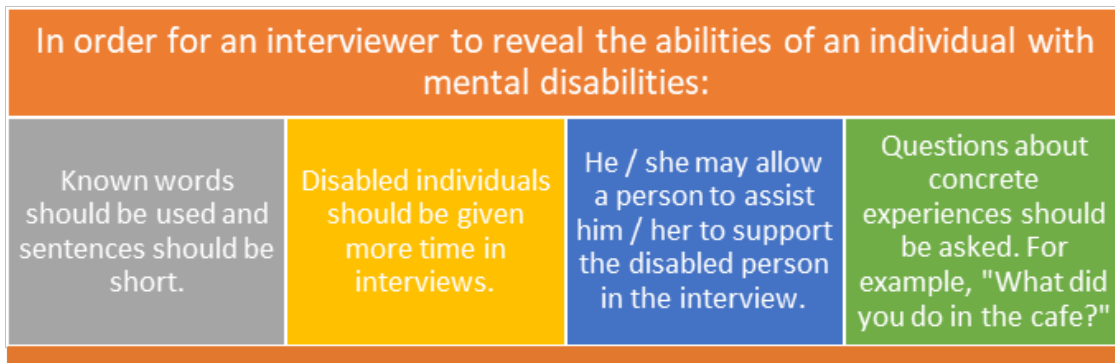


Figure 11.2. *Reveal abilities for interview*

Talent Assessment and Recruitment

The recruitment process of a disabled individual should not be different from the recruitment process of a non-disabled individual, and the skills required for the job should be defined in the most accurate way and matched with the qualifications and characteristics of the disabled individual applying for a job. For this purpose, tests applied in the selection process and selection criteria should focus on the specific skills, knowledge and abilities required for the vacant job. At the end of this process, it is aimed to provide the most appropriate match with a placement suitable for both the situation of the disabled individual and the demands of the employer. In case of this matching, both the satisfaction of the disabled individual increases and the employer experiences the minimum possible problems that may arise from employing the disabled individual in a position that is not suitable for him/her (Karaaslan, 2020: 55).

If the job requirements in the position where the disabled person will be employed are defined correctly, the important factor in making the recruitment decision is not whether the individual has a disability but whether she/he is suitable for that job. For this purpose, the responsibilities of the job, the tools and methods used, the skills, knowledge and abilities required to do the job should be defined and matched with the competencies and characteristics of the disabled individual during the recruitment decision (<http://www.omuzomuza.com.tr/Engelli-Bireyin-%C4%B0se-Alim-Sureci>).

c. Required Competencies

There are basic skills and traits needed in every job in order to be employed. These are general skills that make an individual employable. These basic skills, expressed as employability skills, are to work well with others, to act to solve problems and to adapt to any work environment. Interventions to improve the social skills and self-management of the disabled should be aimed at increasing their work and professional capacities such as coping with stress, time management, problem analysis, career planning, decision-making skills and effective communication skills. Increasing

professional performance and self-employment skills will increase the productivity and motivation of people with disabilities, which will support the improvement of the quality of work (Ministry of Labour and Social Security (MoLSS), 2013: 13).

d. Adaptation to Job

The basic conditions for providing and successfully maintaining competitive employment depend on detailed job analysis, providing support and information in the workplace, appropriate pricing strategies, training and orientation programs, and making the necessary arrangements in the workplace. Individuals may need guidance and counseling in the real work environment, even if they have received the necessary training and appropriate qualifications related to the job assigned to them.

Training and orientation programs enable employees to learn the working conditions and the rules of the business in a short time, and ensure that employees get rid of their fears and prejudices about work. For individuals with intellectual disabilities, the orientation program carried out after the job placement process makes it easier for individuals to get used to the work environment and adapt to the job. In this context, it is possible not only to find a job, but to ensure the sustainability of the work with a special training and orientation program at the workplace (İnal vd., 2020: 27). It is stated that disabled individuals are more successful in employment when they receive on-the-job training rather than in separate or protected training programs. (<http://thecpsd.org/wp-content/uploads/2018/09/CIE-Myths-and-Truths-CPSD-9.24.18-final.pdf>).

First of all, it is important to inform the employee about the rules and general procedures regarding the work in the orientation program. The orientation process can be carried out by disabled support personnel within the human resources department or by experts who have received the necessary training in this regard. The communication methods and language should be simple and easy to understand for the disabled employee. It will be helpful to use capital letters, an understandable language and necessary figures in booklets and brochures prepared for orientation and education. (Seyyar & Aydemir, 2014).

In particular, it is necessary to introduce health and safety-related rules, working hours, lunch and coffee breaks, paid and weekend holidays and the benefits provided to the employee. One of the most important steps of the orientation process is the introduction of the new employee to their managers and colleagues. Considering the prejudices regarding the employment of persons with disabilities, it is better understood how important this stage is. Assisting disabled employees in compliance with unwritten rules (Who will make the coffee? Who will stay in the break? Who will complete the unfinished works?) as well as written rules and ensuring the support of their colleagues are important in terms of the adaptation process (Hemmings & Morris, 2004: 15).

e. Monitoring, Sustainability and Transition

Business regulations are important for the sustainability of employment of individuals with intellectual disabilities. They should be given appropriate opportunities and the workplace should be organized in a way that facilitates to work.

As with other employees, employees with intellectual disabilities with may experience various compliance and disciplinary problems in the workplace. A monitoring and warning system can be established especially for disabled employees who may have difficulties in following the given instructions, organizing tasks, focusing on work, making decisions, solving problems and learning new tasks. For example, it may be necessary to give more verbal warnings to an employee with intellectual disabilities than others. If someone is not doing their job well, it would be wrong not to tell them and give them a chance to improve their job. A follow-up form prepared by human resources can be filled out and monitored by the first supervisor of the disabled employee and shared with him/her periodically, and he/she can be warned so that necessary improvements can be made. Various attitudes and behaviors can take place in this form such as the disabled employee's compliance with workplace rules and hours, compliance with occupational health and safety rules, fulfillment of given instructions and duties, working motivation, attention and concentration on duty, working style, cooperation with other employees, relations with customers, realization of mistakes and reaction to the error (Buzzeli, Leonori & Berarducci, 2009: 146). On the other hand, necessary measures should be taken to ensure that disabled employees have access to information on career development and promotion opportunities appropriately. If this information is provided electronically, it should be given importance for accessibility.

Special arrangements can be made for employees with intellectual disabilities especially during the monitoring and evaluation of performance. For example, employees with disabilities may be helped to fill in "their own recognition forms" as part of appreciating their performance. It will be beneficial if the forms are prepared and understandable considering the person and his/her duties. For example, in the form, questions that can be answered with yes or no, such as "Did I get to work on time? Did I comply with the working hours? Have I done all the work I have to do? Did I have difficulty doing my job? Am I satisfied with my work day? Did I fulfill what my colleague asked me to do?" can be prepared in this form (Buzzeli, Leonori & Berarducci, 2009: 152). It is very important to motivate employees for their success and examine failures together. As with all employees in the workplace, showing that the business values disabled employees, including the employee in activities carried out inside or outside the workplace, and ensuring that they express their opinion on activity selection may provide motivation.

A mentally disabled employee can perform their duties in longer time, although they can do the same job as other employees (Hemmings & Morris, 2004: 25). During the work, it is necessary to give the time disabled employee needs to do the job independently instead of doing the job or making it easier for her/his to do it. In addition, seeing the intellectual disabled employee as an adult, communicating with an age-appropriate language and behavior will make it easier for them to acquire behaviors and skills appropriate to their role in the workplace and to develop independent living skills (Buzzeli, Leonori & Berarducci, 2009: 138, 153).

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CHAPTER 12

Job Placement Process in European Countries

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ITALY

The work integration paths, designed by effective local networks of public and private actors, show that even people with physical, intellectual and psychic disabilities can become active subjects, freeing themselves from the risk of a chronic condition of assistance need and reducing the risk of poverty. Thus, employment for people with disabilities not only brings undeniable social benefits but also saves the public system welfare costs. Nevertheless, people with disabilities encounter many obstacles when trying to enter the labour market; these difficulties originate in earlier stages of life, for example, during the schooling process which, especially for those with severe disabilities, is characterised by difficulties in achieving high levels of education. It should also be considered that physical barriers still represent a serious impediment to labour inclusion and could be easily overcome by adopting agile forms of work, such as smart working, which, however, are not yet widespread. Other barriers are inherent in the supply system and are linked to cultural and social attitudes: despite the advantages and benefits of employing people with disabilities - such as law 68/99, a pioneering law on targeted employment - employers still tend to consider the employment of people with disabilities a problem for productivity. In Italy - as it was already pointed out - there have long been rules to promote the employment of people with disabilities and they anticipated the UN Convention, which refers several times to non-discrimination and equal opportunities in career advancement. Law no. 68 of 1999 introduced targeted employment, overcoming the previous compulsory employment, which was merely a compensation tool for people with serious health problems. The law conceives job placement as an opportunity for self-realisation and a tool for social inclusion; it aims to connect labour supply and demand, to promote the enhancement of people's skills and the identification of tools for personalised insertion in the workplace, in line with the principle of reasonable accommodation later defined in Article 2 of the UN Convention (see Chapter 3). Law n. 381 of 1991 assigned social cooperatives an important role in the employment of people with disabilities also through actions aimed at overcoming their disadvantage in terms of skills and human capital. With these aims in mind, "B-type cooperatives" were created with the function of training and employing (or re-employing) people with physical, mental or sensory disabilities.

Despite this far-sighted legislation, the disadvantage of people with disabilities in the labour market remains significant. In fact, considering the population between 15 and 64 years old, only 31.3% of those suffering from serious limitations are employed (26.7% among women, 36.3% among men) against 57.8% of people without limitations. At a territorial level, the worst data is that of Southern Italy: only 18.9% of people with disabilities are employed. Contrary to what normally happens in analyses broken down by territory, the best data in this case is not that of the North but that of the Center: 42.2% of persons with disabilities are employed, against 37.3%. A plausible explanation for this evidence is that people with disabilities are mostly employed not in the private sector but in the Public Administration: 49.7% compared to 41.3% for people without limitations. With reference to the private sector, agriculture precedes

services and industry in this respect. Moreover, people with disabilities are frequently self-employed but rarely managers, professionals or entrepreneurs.

A further relevant consideration concerns the overall quality of work. An indirect measure of the latter is the degree of job satisfaction. The data show that among employed people without limitations the share of satisfied people is significantly higher than among people with severe limitations (75.9% against 65.4%). The highest gap is observed among the self-employed, where the presence of people with disabilities is greater; this evidence could indicate that for the latter the work they do is a fallback solution dictated by the lack of other opportunities.

Pursuant to Article 17 paragraph 1, letter z) of Law no. 124/2015, "In order to ensure effective integration in the workplace of people with disabilities pursuant to Law no. 68 of March 12th 1999, provision for the appointment, by public administrations with more than 200 employees, without new or additional charges for the public finance and with the human, financial and instrumental resources available under current legislation, of a person in charge of the integration processes, defining his/her tasks with particular reference to the guarantee of reasonable accommodation referred to in Article 3, paragraph 3-bis, of Legislative Decree No. 216 of July 9th 2003; provision of the obligation for the annual transmission by public administrations to the Minister delegated for simplification and public administration and to the Minister for Labour and Social Policies, as well as to the competent local employment centre, not only of the communication relating to the vacancies of posts reserved for disabled workers, but also of a subsequent declaration relating to the timeframe and modalities for the coverage of the reserve quota provided for by the regulations in force, in compliance with the statutory recruitment constraints of public administrations, as well as provision of adequate sanctions for the failure to send the aforementioned declaration, also in terms of numerical start of workers with disabilities by the competent local employment center".

The delegation of powers was punctually reflected in Legislative Decree No. 75 of May 25th 2017, Chapter V, "Measures in support of disability", Article 10 entitled "Amendments to Article 39 of Legislative Decree No. 165 of March 30th 2001", which introduced to Legislative Decree No. 165/2001, Articles 39 bis, 39 ter and 39 quater, with specific reference to the establishment of the National Council for the integration of people with disabilities in the workplace and of the person in charge of the integration processes of people with disabilities.

The establishment of the Council at the Department of Public Administration is envisaged without new or additional charges for the public finance, while Article 39 ter provides that public administrations with more than 200 employees shall appoint a person in charge of the integration processes, without new or additional charges for the public finance and within the human, financial and instrumental resources available during the current legislation.

What can be done to improve the situation? (Decree of the President of the Republic October 12th 2017

"Adoption of the second two-year action programme for the promotion of the rights and integration of people with disabilities" - Published in the General Series Official Gazette December 12th 2017, n. 289)

- a) monitor and promote full implementation of the Guidelines for targeted employment to be issued pursuant to Legislative Decree No. 151 of September 14th 2015;
- b) improve and harmonise the functioning of the services for targeted placement, which must be guaranteed as essential levels of service throughout the national territory, in order to promote more and better employment for people with disabilities;
- c) ensure adequate skills and strengthening, through targeted training, the professionalism of the operators of Employment Centers in the field of employment and disability;
- d) guarantee specific skills and professionalism in the field of targeted employment in the competent structures, starting from the National Agency for Active Employment Policies that is to be set up;
- e) monitor the use of Regional Funds, in collaboration with the Regions, in the light of the legislative changes that have taken place;
- f) analyse the implementation of the new regulations on targeted employment in the Public Administration and assess the process of compliance with Law 68/99;
- g) set up a national register of people who received a certification from the public Commissions in charge of ascertaining invalidating states or disability, on which ISTAT and INPS started a feasibility study;
- h) include disability among the variables to be taken into account in the periodic surveys on the labour force conducted by ISTAT, aimed at the general population;
- i) guarantee the interoperability of the various databases, which already exist and which may eventually exist, on the subject of adult work-related disability, in order to have reliable and periodic data available;
- j) provide access to the information in the "Targeted employment database"; carry out periodic analysis of the available data with a view to assessing barriers and facilitating elements at least once a year, also in the light of the reform of the active policies system;
- k) decline specific monitoring and assessment activities of policies, programmes, services and interventions addressed to persons with disabilities, from a "mainstreaming" perspective (i.e. within the ordinary monitoring and assessment systems, valid for the whole labour market);
- l) introduce a specific priority for intervention to support self-employment and self-entrepreneurship, even beyond the already envisaged references to social cooperation;
- m) envisage monitoring actions and interventions, when reprogramming, on the structural funds for active policies European Regional Development Fund (ERDF), National Operational Programme (NOP) "Systems of active policies for employment",

National Revolving Fund for the promotion of self-entrepreneurship and self-employment, etc.) also in favour of the employment of people with disabilities; periodically monitor the regional programming in favour of the employment of people with disabilities in order to coordinate them with the national objectives on the same subject;

n) identify, during the review and reprogramming of the NOP "Systems of active policies for employment" (ERDF), specific and transversal initiatives to increase employment and reduce the inactivity rate of women with disabilities, and to increase female self-employment and entrepreneurship;

o) build an integrated network of subjects and services to support the public system of targeted employment, also by activating convergence and operational integration with the "profit and non-profit" Employment Agencies, with the aim of increasing the potential of support for the promotion of employment and its sustainment;

p) promote the employment of disabled persons with high qualifications within public and private employment contexts, through incentives and awareness campaigns;

q) define, through an inter-ministerial technical roundtable, the concept of life-saving therapies for the purposes of the medical assessment for the recognition of the right to "part time" for workers suffering from oncological diseases as well as from serious chronic degenerative diseases "for whom a reduced working capacity remains, possibly also due to the disabling effects of life-saving therapies" (see Art. 8, paragraph 3 of Legislative Decree 81/2015), as well as for the purposes of guidance for the application of collective bargaining on the subject;

r) identify the competent commission, among those already existing, to ascertain the conditions entitling to access to the benefits referred to in Art. 8, par. 3 and par. 4 of Legislative Decree 81/2015 (with possible regulatory amendment of par. 4, where necessary) and clarify the relevant operational procedure;

s) focus on the job placement of people with intellectual and mental disabilities;

t) provide for a link between school and the world of work, in order to guide young people with disabilities towards an appropriate job placement.

“PILLS” OF PUBLIC CALLS AND NOTICES - Good practices in regional policies for the employment inclusion of people with disabilities.

PIEDMONT REGION - Tsunami Project.

Innovative modality of work inclusion of people with psychic discomfort. The Piedmont Region, with the support of the European Union, is the leader of an experimental project for a new model of employment of people with disabilities. The project foresees that each new person registered in the targeted employment according to L.68/99 is supported by a qualified operator (job coach) in a first orientation phase, followed by an internship experience in local companies.

LOMBARDY REGION - Social Farming.

Public Notice on Social Farming: system action for the alternation, orientation and work placement of young disabled people of December 23rd 2016. General objective: to create, with the support of the Lombardy Social Farming Network, a model of intervention for the orientation of disabled people towards work using agriculture as an "educational medium", experimenting with different territorial and business realities for the gradual approach to work and job placement for certified disabled people leaving secondary education or vocational training courses.

SARDINIA REGION - Includis Project

Integrated and multidimensional paths of active inclusion to increase employability and participation in the labour market, increasing the offer of work opportunities to subjects in particular conditions of disadvantage and social exclusion. Targets: unemployed people with acknowledged disability and/or with mental disorder or autism spectrum disorder and/or with mental and/or psychic disability in charge of social health services. People with disabilities involved: Access and charge-taking (n. 1077) - Orientation (n. 920) - Traineeships (n. 656).

Companies involved (n.356)

LAZIO REGION - Pensami Adulto Project

The project, through processes of school inclusion and school-to-work transition, aims to improve the quality of life of young adults affected by autism spectrum disorders. The Region has accepted the notice issued by the Higher Health Institute, with the participation of the Friuli Venezia Giulia, Calabria, Molise and Basilicata Regions, in order to systemise good practices on their territory on the subject of school and work inclusion of people affected by Asd, but also to experiment and disseminate innovative models of intervention to encourage their introduction to work. Targets: students with and without autism spectrum disorder; high school teachers.

EMILIA ROMAGNA REGION - Permanent training courses - Skills for employability and adaptability - year 2020

The call promotes widespread training opportunities aimed at supporting people with disabilities in the acquisition of knowledge and skills to increase their employability and adaptability and therefore functional to strengthen targeted policies for job placement and stay in the labour market. It aims to make available a range of short courses, including modular ones, which can be used in a personalised and individualised manner, capable of meeting the need to acquire the basic knowledge, skills and abilities necessary to start up subsequent active job search processes and to remain in work contexts and organisations. Targets: a) disabled jobseekers enrolled in the targeted employment service in accordance with the provisions of Law no. 68/99 b) disabled people in accordance with Law no. 68/99 who are employed and disabled people who have acquired a disability while still in employment.

SPAIN

Sheltered employment: special employment centres

In Spain, sheltered employment is defined as the employment of those people who cannot access the ordinary labour market because of their disability. Sheltered employment is managed through **Special Employment Centres**, which were promoted in all the Autonomous Communities, in accordance with Article 42 of Law 13/1982 on the Social Integration of the Disabled.

Its workforce is made up of, at least, 70% of workers with disabilities, who are provided with paid work. These are people of working age (16-64 years), with a recognized degree of disability of at least 33% and with sufficient preparation to perform a job with a minimum productive capacity.

According to **CEPES**, Confederación Empresarial Española de la Economía Social (Spanish Business Confederation for the Social Economy), there are currently 557 special employment centres in Spain within the framework of the social economy and almost 36,000 workers with disabilities are employed at them.

In addition to the special employment centres, there are **Labour Enclaves**. These enclaves allow people with disabilities to be integrated into standardized work environments. Besides, the enclaves are an easy and quick formula for the creation of stable jobs in ordinary companies. Therefore, it is not a temporary solution.

Labour Enclaves are contemplated in Royal Decree 290/2004 of February 20 (revised in the General Law on the Rights of Persons with Disabilities and their Social Inclusion of 2013).

Supported Employment

Supported Employment is defined in Royal Decree 870/2007 of July 2 as the "set of actions for individualized guidance and accompaniment in the workplace, provided by specialized job coaches, whose aim is to facilitate the social and labour adaptation of disabled workers with special difficulties in finding employment in companies in the ordinary labour market under similar conditions to other workers in equivalent positions".

By means of this decree, supported employment must include at least the following actions:

- Guidance, counselling and accompaniment for the disabled person, elaborating for each worker an adaptation programme to the job.
- Work of approximation and mutual assistance between the worker beneficiary of the supported employment programme, the employer, and the company staff who share tasks with the worker with a disability.

- Support to the employee in the development of social and community skills, so that he/she can interact with the work environment in the best conditions.
- Monitoring of the employee and evaluation of the insertion process in the job.
- Counselling and information to the company about the needs and adaptation processes of the job.

In general terms, in Europe and Spain, the phases of supported employment can be summarized as follows:

1. Introduction to Supported Employment Service: This phase provides accessible information appropriately and helps the individual to use that information and take an informed decision.
2. Producing a Professional Profile: The aim is the individual knows his or her strengths and weaknesses, and, therefore, it is an opportunity for people to choose a job that is compatible with their interests, aspirations, needs, situation, and prior experience.
3. Job Search: Supported Employment services should consider those activities that best meet the needs of the parties involved.
4. Corporate Involvement.
5. Provision of support inside and outside the workplace: The degree, amount, and nature of support provided to an individual will depend on his or her needs, abilities, and work situation. Professional support should gradually disappear and be replaced by support from fellow workers. Both the degree of support provided and the substitution strategy should be planned and discussed with the workers, the company, and the individual. Likewise, this contributes to the development of natural supports in the work environment.

Regular or Competitive Employment

In Spain, *regular employment* is the one offered by companies, organizations and associations with which the worker maintains a certain labour relationship. This modality includes *supported employment*, where a professional offers the necessary support to the job seeker so that he or she can integrate into an ordinary work environment.

At the same time, the modalities of work within ordinary employment can be considered as *employed* and *self-employed* work. In the former case, the worker is hired by a private company or a public agency, which generates the work. In self-employment, it is the person himself/herself who creates the job. In this second case, we can establish a distinction between self-employment or autonomous work and associated work (in which the person, whether or not he or she has a disability, associates with others to create cooperatives or societies).

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“Reality, situation, dimension, and trends of supported employment in Spain on the horizon of the year 2020”. Observatorio Estatal de la Discapacidad, 2017 (State Disability Observatory)

AUSTRIA

Sheltered work

In Austria still about 23.500 persons with disabilities are clients of sheltered work. According to the current jurisprudence of the OGH, the therapeutic purpose of employment in sheltered work is in the foreground, which means that people with disabilities are not to be regarded as employees within the meaning of an employment contract law. As a consequence they don't earn normal wages and receive only a small pocket money, and, what is dramatic for the future, they don't have access to social insurance, unemployment insurance or retirement insurance.

NGOs supporting people with disabilities are important players in offering and supporting work for their clients. Some of those NGOs have grown out from further self determination organizations founded about 50 ago, when housing and work in the form of daily structure were combined in one institution. Meanwhile they are important NGOs, acting as representation of interests for people with intellectual disabilities. Long traditioned big NGOs, like “Lebenshilfe”, ‘Diakoniewerk’ and ‘Caritas’ are criticizing this discrimination since many years and claim for the right to work according to the UN-Convention. Yet they still offer sheltered work without wages and social insurance for their clients, because of the legal restrictions.

Supported employment:

"Supported Employment" as a method in supporting people with handicaps and companies is considered to be most effective. In 2010, the European Union summarised successful methodological approaches with the "Toolbox for Supported Employment". The services of the "Network for Professional Assistance" (NEBA) are largely based on

this model. In 2018, more than 66.000 people in Austria were supported by NEBA services (methods see Chapter before).

Besides there are other kinds of supported employment that have to be mentioned.

Inclusive companies (former integrative companies)

Inclusive companies have the obligation to employ at least 60% of people with disabilities. The model was founded in the 80's aiming to offer inclusive work and workbased training for people with disabilities. Meanwhile there are 8 individual companies at 20 locations all around Austria. Right from the start secondary aim of inclusive companies was to foster qualification and to support while trying to find a job outside. Inclusive companies are now structured in three modules: The Vocational Preparation module qualifies people with disabilities with the aim of placing them on the general labour market. The Inclusive Enterprises Apprenticeship Training (IBL) measure was launched in 2015. It provides access to high-quality vocational training with a formal qualification. In the Module Employment employees with disabilities are permanently employed, when their placement on the general labour market is not possible. In 2021, about 1700 people with disabilities work in an inclusive company, 11% of them are people with intellectual disability. Compared to sheltered work in a daily structure, the employees do not receive "pocket money", but a regular salary or a regular wage. Inclusive companies receive subsidies from the Ministry of Social Affairs, funds from the federal states and the Public Employment Service (AMS) to compensate competitive disadvantages caused by the employment of people with disabilities.

Employment and qualification projects

In cooperation with the Public Employment Service, the states and municipalities finance several socio-economic companies and employment projects for offering transit workplaces, which are paid by collective agreement, but limited in time between 6 months and one year. The target group are long term unemployed people, including beneficiary disabled people, young people with special educational needs or a learning disability.

For people with intellectual disabilities this strategy has not been yet successfully.

Strategies for increasing inclusive work places

In April 2019, a total of 12.629 people with disabilities and 74.629 people with health restrictions were officially registered as unemployed. In Austria there are three different strategies to increase the number of working places for people with disabilities in the first labour market and to motivate companies to offer them.

Legal regulations

According to the **Disabled Employment Act 2006** (Behinderteneinstellungsgesetz) each company must hire a person with a disability for each 25 employees in the staff.

Today still only about 60% of the companies obey this law, and prefer the alternative of paying a compensatory tax (from € 271 to € 404 per month and person who should have been hired depending on the number of employees). Only the federal sector fulfils the employment obligation in its entirety. (BMSGPK 2021) As a measure of the National Action Plan in 2011 the compensatory tax was increased, but without any effect.

Financial incentives for companies

Individual subsidies and **wage subsidies** for companies: They aim to support and compensate for the disability-related additional expenses or the disability-related underperformance.

1. Individual funding by the Public Employment Service or the SMS finances technical work aids, training costs, training allowances and mobility.
2. Wage subsidies for companies when hiring a registered disabled person (inclusion promotion, inclusion bonus for apprentices)

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<https://www.sozialministerium.at>

<https://www.ams.at>

SECTION V. TRANSITION TO INDEPENDENT LIFE

CHAPTER 13

Labor Law

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a. Workplace Standarts

Various and different regulations regulating labor standards and securing employees' rights can be mentioned. However, it should be said that a significant part of these rights are accepted as fundamental human rights, in other words, all people in the world are defined as unconditional rights because they are only human. (Sen, 2013: 145) For this reason, rights such as the right to work, the right to social security, the right to organize, the right to pay, the right to rest are secured by fundamental human rights documents with the UN Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and ILO conventions, as well as the European Social Charter, EU documents, etc.

The right to work refers to the right of every person to have the work and income necessary for a decent life. However, the right to work is not just about having a job. It also includes the working environment and conditions such as social security, job security, working hours, fair wages, paid vacation, rest, right to ask to work in jobs appropriate to their age, strength and gender. (Kaya & Yilmazer, 2016: 61-62). On the other hand, the above-mentioned texts on human rights have been approved by our country, similar to all EU member countries. According to our Constitution, these and similar texts on human rights become a part of our domestic law from the moment they are approved, and they become directly referenced for Turkish courts. (EHİS, 2016: 7).

b. Alternatives in working life

Disabled people can take place in working life in two ways. They can either start an independent business and work in their own business, or take part in a dependent business relationship.

Independent Work

Persons with disabilities can start a business and benefit from financial, in-kind or service assistance in order to work independently.

For example, to disabled individuals; it can be aided in financial support such as grants, interest-free or low-interest loans, tax exemptions, allocation of space for the workplace, financial or in-kind assistance such as the provision of tools, equipment and some raw materials to be used in the workplace. These aids can also be in the form of a service like professional consultancy.

To at least 40% disabled people who has reports and wants to start their own business in Turkey is provided a support by TEO. These supports are financed within the scope of the quota system, from the fund to which administrative fines collected from employers who do not employ disabled individuals are transferred.

Dependent Work

Among the methods aimed at ensuring the employment of the disabled, the quota method is the most common method applied in our country. With the quota method, the private and / or public sector employers who have an employment capacity determined by law are obliged to employ disabled individuals at the rates determined by the laws. While this quota rate, which is determined as 4-6%, is usually kept constant, it can sometimes vary depending on the size of the firm or the sector worked. (Altan, 2004: 63; Thornton, 1998: 3)

The obedience of quotas in many countries such as Italy, Spain and Turkey is mandatory and if they don't obey, there is a penalty for these countries. However, there may be some incentives for employers who employ disabled people (Uşan, 1999: 92-145; Thornton, 1998: 2-3). For example, private sector employers in Turkey, part of the employer's share of insurance premiums for disabled people they employ are paid by the Treasury.

In countries such as Germany, France and Austria, it is not mandatory to comply with the stipulated quota. In sectors such as construction or mining, if the possibility of employment with the quota method is exhausted, the employer can be relieved of the liability by paying a financial price to a private fund as a legitimate option. This amount paid is not considered as a penalty and is collected in a fund and used by redistributing to employers, disabled people or service providers in various ways in order to ensure the adaptation of disabled individuals to working life.

In Turkey, according to the quota method disabled: However, it should be noted that although the comprehensive first implementations of the quota method started 70 years ago and there are actually quota practices in over fifty countries (ILO and OECD, 2018: 14), the desired success has not been achieved. For these reasons, it is frequently stated in the literature that encouraging employers to employ disabled people is a better solution instead of mandatory quota application, and in some countries such as England, USA, Australia, Canada and the Netherlands, mandatory quota practice is abandoned. In many countries that continue to apply quota, it is observed that the method has been revised and efforts have been made to encourage employers to employ disabled people. (Thornton ve Lunt, 1995: 14; Öcal, 2014: 59; ILO ve OECD, 2018: 20).

c. Employment Rights for Individuals with Special Needs

Obligation to Employ Disabled Workers

Despite the legal obligation determined within the framework of the quota method, administrative fines are imposed by the Provincial Directorate of Labor and Employment Agency for public and private workplaces that do not employ disabled people, each disabled person they do not employ and each month they do not work.

Employment in worker staff

In Turkey, employers are obliged to provide workers run through Turkey Business Association. However, disabled workers can be employed without the agency. In this case, private sector employers who hire disabled workers must notify the Agency within 15 working days at the latest and register it.

The employer meets the disability deficit within 15 days at the latest from this meeting by selecting the disabled job seekers or other disabled job seekers registered on the

Agency's portal, or among the disabled people that they will provide with their own means. It informs the Agency about those who are hired and those who are not recruited, indicating the reasons for not being recruited.

Placement of the Disabled as Civil Servants

In EKPSS, different exams are made according to the disability groups and educational status, and the questions are prepared in a way to measure the knowledge, abilities and skills of the disabled on the basis of their learning and perception levels, language development and verbal communication difficulties.

Ban on segregation

"Disabled people cannot be discriminated against; Anti-discrimination is the basic principle of the policies for the disabled "

According to Article 122 of the Criminal Code, in case of discrimination based on disability "in recruiting or not recruiting the person", the person who discriminates is sentenced to imprisonment from six months to a year or a judicial fine.

According to the Labor Law, "No discrimination based on language, race, gender, political opinion, philosophical belief, religion or sect is allowed in the business relationship."

Legal Regulations Concerning Social Security of Disabled

Article 60 of the Constitution of the Republic of Turkey "Everyone has the right to social security" is called. In the 61st article of the Constitution, which lists those that need to be specially protected in terms of social security, it is stated that "The State takes measures to ensure the protection of the disabled and their adaptation to social life", and the state is charged in this direction.

The insured persons who have a disease or disability to be considered disabled before the first time they start working as insured and who cannot benefit from the invalidity pension for this reason are given old-age pension without seeking the age conditions required for other insured persons (58 and 60), provided that they meet the following conditions.

Preparation of the Workplace and Working Conditions for the Disabled

Employers are obliged to prepare their workplaces to facilitate the work of disabled people and to ensure the suitability of the job for the disabled employee, to take the necessary precautions for their health, to work in their profession or in jobs close to their profession, to improve their knowledge and skills, and to provide the necessary tools and equipment for their work.

In the presence of suitable conditions, the starting and ending times of working periods can be determined according to the situation of the disabled, provided that they are not less than the periods specified in labor laws. Similar regulations are also valid for disabled civil servants.

d. Social Policies

It can be said that social policy implementations for persons with disabilities started in the last quarter of the 19th century and took shape in four stages.

The most rational way of integrating disabled people into society by providing them with the opportunity to live humanely and enabling them to live independently without being dependent on anyone is to ensure that they can enter the working life.

Policies stipulating the employment of the disabled are started to be followed before the disabled people are placed in jobs in accordance with the Standard Rules set by the United Nations. These policies are completed during the job placement phase and continuing after their employment.

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CHAPTER 14

Housing and Living Alternatives

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Regardless of their socio-economic, cultural and geographical characteristics, home life has an important place in every individual's life. Home life can be shown as one of the most important components of an independent adult life. When the opinions of individuals with intellectual disabilities are examined, it is seen that they want to live in a house separate from their parents in post-school life. On the other hand, it is very important for individuals with intellectual disability to continue their home life in the absence of their parents. It is known that individuals with intellectual disability have difficulties in maintaining their home life in the absence of their parents and therefore they are referred to nursing homes in some cases (Knoll & Wheeler, 2005; Lindstrom, Benz, & Doren, 2002). Therefore, when it comes to bringing individuals with intellectual disability to an independent life, where and how these individuals will live in adulthood is very important (Bakken & Obiakor, 2008).

Supported living

Many applications have been developed for individuals with intellectual disabilities to live separately from their families and support their social participation in adulthood. These practices are described as supported living (Baer, & Daviso, 2013). Supported living practices are carried out in the form of an individual with intellectual disability living with his family, in an apartment, a group house, in a shelter institution, by providing the support he needs.

Accommodation alternatives in post-school life for individuals with mental retardation include living on their own, living with parents or relatives, living in group homes and living in a care center (Sitlington, Clark, & Kolstoe, 2000). Living independently can be defined as living in a place outside of the family home or a care institution, with a spouse or roommate without any support. Living with parents or relatives is an individual continuing to live in the home in which he grew up without any support. Life in group homes is the individual's living in structured environments (eg, arranging a 4-storey apartment building into a group house) with six or 10 individuals, continuously supported or monitored at regular intervals. Living in a care center can be defined as living in institutions and organizations that support individuals who cannot live independently (Sitlington, Neubert, Clark, & Oliver, 2010). Care centers consist of institutional care services that aim to provide daily care for mentally disabled adults who need intense support and to participate in social / leisure activities. These services are generally provided by nursing staff trained in the healthcare field (McConkey, Kelly, Craig, & Keogh, 2017).

It is known that the quality of services provided by institutions that provide support for individuals who need care services in adulthood are low and quite expensive (Campbell, 2012). On the other hand, these services cause the segregation of individuals with intellectual disabilities from the society (McConkey, Kelly, Craig, & Keogh, 2017). Accordingly, in determining the most suitable life alternative for

individuals with intellectual disability, the level of participation, the individual's need for support and cost variables should be considered.

Table 14.1. *Life alternatives for individuals with intellectual disabilities*

Supported living practice	Participation level **** = very good *** = good ** = average * = restrictive	Support needs of the individual **** = Continuous / Intensive *** = Intermittent / Intensive ** = Intermittent / Light * = Monitoring	Cost **** = very costly *** = costly ** = sustainable * = no additional costs
Living on your own (Independent)	****	*	***
Living on your own (with staff support)	***	**	****
Group house (independently)	***	*	**
Group house (with staff support)	**	**	***
Care center	*	****	****
Family home	*	***	*

Determining the most suitable living alternative

Deciding on the most suitable life alternative for individuals with intellectual disability in adulthood requires a comprehensive and environmental assessment process. The following questions should be answered while deciding on the most suitable living alternative:

- Are the individual and family satisfied with the current life alternative?
 - ♣ If not, what are the reasons?
- Does the individual alone have the skills (eg self-care, consumer and travel skills) and resources (earning money from a job, government benefits, etc.) to meet the needs of daily life?
 - ♣ If not, what kind and density of supports does it need?
- Are there any institutions or NGOs that will provide services within the scope of supported living in the region where the individual lives?

The answers to these questions will form the basis for those concerned before searching for new life alternatives for the individual. Quality of life is a perceptual situation that varies from person to person. Therefore, first of all, whether the mentally disabled individual and his / her family enjoy living together and the effect of this association on family members should be determined. If the individual and his family make a preference for a new or more independent life alternative, the reasons for this should be investigated. For example, an individual with intellectual disability may

want to live alone or with friends after joining the working life. On the other hand, the parents of an adult individual with intellectual disability may experience difficulties in caring for the individual due to their age. Therefore, the first step in deciding on the most suitable life alternative is to determine the quality of life of the individual and the parents.

In cases where there is a desire for the mentally disabled individual to switch from their parents to a different life alternative, the individual and the environment he / she lives in should be evaluated. Within the scope of individual evaluation, firstly, the level of functioning in the fields of daily life skills of the individual should be determined. In the field of daily life skills, the level of independence in the areas of preparing breakfast, lunch and dinner, preparing the clothes that the individual will wear during the day (ironing, washing, folding and creating appropriate combinations), determining a list of needs and shopping for these needs, realizing money management and using transportation facilities Critical skill areas to be considered in determining the life alternative are listed below:

- Daily life,
- Communication skills,
- Functional academic skills,
- Citizenship duties and acting in accordance with the law,
- Health and safety skills
- Travel skills (Bakken and Obiakor, 2008; Brolin, 1997; Hasazi, et al., 1989).

These evaluations should be carried out in the natural environment where the individual lives. For example, if an individual lives in a metropolitan city, using public transport is one of the skill areas to be considered in the assessment. However, this skill may not be critical for an individual living in a small town. Below is a sample evaluation form.

Table 14.2. *Individual evaluation form that can be used to decide on the alternative of life*

Skill	Intense support requirement	Intermittent support requirement	Monitoring	Independent
Managing money				
Searching, finding and taking responsibility for a house				
Performing self-care				
Cleaning the house				
Buying and preparing food				

Buying and maintaining clothing				
Free time at home				
Keeping yourself and your home safe				
Ability to travel for their needs				

The information obtained from the above form or similar forms can be helpful in determining the appropriate life alternative for the person with intellectual disability. On the other hand, this assessment includes the skill areas required for the individual to live independently in the medium or long term. The information obtained as a result of the evaluation is also a guide in determining the content of educational services to be offered to the individual (Holburn & Vietze, 2002; Baer, 1996).

In this process, besides the level of functioning of the individual, the society and environment in which the individual lives should be evaluated. Planning should be made taking into account the cost of care and accommodation services (if any) provided in the environment and whether there is state support for these services (Pierangelo & Giuliani, 2004).

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CHAPTER 15

Working Life and Housing Process in European Countries

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ITALY

The UN Convention on the Rights of People with Disabilities emphasises, in Article 19, the importance for people with disabilities to be able to choose, like others, "their place of residence and where and with whom they live and that they are not obliged to live in a particular living arrangement". In other words, it is in fact recognised that social inclusion also involves the possibility of breaking free from one's family of origin, breaking dependence on one's parents, expanding one's network of relationships and establishing one's own family. The debate on independence and independent living has so far focused mainly on the need to ensure a future for people with severe limitations after the death of their parents, when there are no longer any relatives able to care for them. However, independence cannot be linked to family conditions or postponed until "after us", i.e. when living without parents is an obligatory condition, since the creation of an autonomous family life is a legitimate need as well as a fundamental step towards the construction of an adult identity, regardless of the presence of limitations. Independence from the family of origin can take different forms depending on the type of limitation and the housing solution adopted. The failure to achieve family autonomy, or at least the delay in leaving the family of origin, is not an exclusive characteristic of people with limitations: according to ISTAT data, more than one third of 18–49-year-olds still live with their family of origin. The presence of limitations further reduces the possibility of family autonomy, configuring a further form of social exclusion. Leaving the parental home, living alone or building new forms of cohabitation, is for most people one of the main goals of life, representing the transition to adulthood and a significant moment for the affirmation of their identity. For people with disabilities, especially those with intellectual disabilities, this transition presents a number of critical elements, because this moment of development is generally denied to them because it is considered impossible - beyond any real assessment - or it occurs suddenly when the person's original family is missing, often in a traumatic way. In the latter case, the person with intellectual disabilities finds him/herself, sometimes still young, living in residential facilities that he/she has not chosen or that are unknown to him/her, without having yet processed or experienced the separation from his/her parents, and sees his/her life revolutionised in a short space of time, with the loss of his/her references, be they people or living spaces, objects and habits. In recent years, partly as a result of the UN Convention on the Rights of People with Disabilities, a new way of thinking about residential care for people with intellectual disabilities has been emerging, envisaging solutions that do not stop at emergency intervention, but which make it possible to think in advance of a path to prepare for separation from the original nucleus, with a view to building the person's life project.

This orientation aims to guarantee paths which, in addition to responding to a housing need, pay attention to the real needs of people with disabilities, to the needs for dignity, relationships, affectivity, autonomy and emancipation inherent in each person as constituent elements of their identity. This new vision can open up

interesting scenarios, in that it makes it possible to remove disability from the temporal undifferentiated in which it is usually placed, finally recognising its adulthood. In fact, there is often a concept of development fixed on a certain phase, that of the eternal child, which denies the transitions that mark people's lives as time goes by (child, young person, adult, old person) and the changes that this entails in terms of self-perception, expectations and demands. The hypothesis of emancipation, of living in small community environments and with the appropriate personal support, shows the concrete possibility of significant improvements in the quality of life of both the recipients of the intervention and their families if they are still alive. In fact, the prospect of a daughter or son with disabilities embarking on a path to affirm their own adulthood and seeking relational and organisational autonomy outside the original nucleus of origin can be of help to their family members, both in facilitating the achievement of a different parental role, less limited by the "duty of lifelong care", and in facing what will be the "after us" with fewer worries and concerns. At present, however, in Italy, this opportunity does not constitute the prevailing existential condition of people with disabilities. Yet, nowadays, some people with intellectual disabilities have reached such levels of autonomy that the prejudices that society had against them have been challenged. They have become able to use money, shop and cook, travel by public transport, make friends and organise their own leisure activities. Life drawn up together with the disabled people themselves include real and active social roles, giving them the possibility to imagine a future life in autonomy in an accommodation that is neither the family home nor a sheltered facility. However, the limitations of disability and, more generally, of health do not allow these people to live completely alone. This does not mean, however, that it is not possible for an intellectually disabled person to transform the plan for independent living into a real and concrete experience.

By monitoring the safety of the home environment, through targeted educational interventions and sometimes through neighbours themselves, who are willing to provide a little help, it is possible to ensure an autonomous living environment for people with disabilities. However, effective planning and spontaneous support networks alone are not enough: at the same time, it is necessary to guarantee an adequate level of integration between services and local actors, in order to provide answers that are socially inclusive; individual and collective responsibility is also needed, starting with the disabled person's family members. In some Italian regions, these favourable conditions are already in place, and it is possible to detect the presence and emergence of innovative housing realities such as supportive condominiums and micro-areas, flats for autonomy, programmes of gradual approach to residency and schools for autonomous living; often, these housing solutions do not lead the disabled to enhance their personal autonomy (social and daily), favouring their rooting in the territorial context to which they belong. However, there is still much to be done. Thanks to the indications of principle expressed by law no. 162/1998, over the years the Regions have experimented and promoted projects aimed at indirect assistance, at encouraging home care and, albeit in a residual way, at supporting pathways to personal autonomy. The many experiences have sometimes taken the form of real forms of social innovation. In terms of critical points, some elements relating to the planning of interventions have emerged, especially at times of greater financial difficulty for the Region. In particular, in identifying the so-called "eligible" persons, health criteria have often been

adopted rather than elements of assessment of the risk of exclusion, ending up by directing resources to certain "categories" of disability. Another critical element lies in the lack of unification and concerted action (social, educational, health and sociomedical), which is also due, but not only, to the insufficient emphasis placed on individualised projects.

Lastly, interventions to stimulate the acquisition of so-called "adult disability", which would enable many people, especially those with intellectual disabilities, to emerge from the sort of "eternal childhood" to which they are sometimes relegated, are not yet so central. A remarkable role has been played by the centers or services for independent living, which offered people and public services support for individualised planning but also help with the more practical and operational aspects of managing indirect assistance. On the subject of independent living, the UN Convention on the Rights of People with Disabilities introduced an interpretation based on a new cultural, scientific and legal vision of the condition of disability, and in this sense the concepts already developed by the legislation and applied by Italian practice must be revisited: independent living and freedom of choice are closely linked to inclusion in society. Requirements linked to health conditions or other criteria that cannot be traced back to law are therefore outmoded.

We conclude with an example from the Region of Umbria that is based on the importance of the empowerment of the services, of the person with disabilities and of the community of reference.

1) The empowerment of the network of services, anchored to a model of global assumption of responsibility, understood as an integrated set of measures, supports, services, performances, transfers capable of supporting the life project of the person with disabilities and his/her inclusion, defined with his/her direct participation or that of his or her representative, after having assessed the specific situation in terms of body functions and structures, limitations to actions and participation, aspirations, as well as the environmental context in its broadest sense. The multidimensional assessment is at the basis of the definition of the most appropriate interventions for the implementation of independent living projects, and in this direction, it may be necessary to strengthen the operational capacities of citizenship offices. At the same time, principles, tools and organisational structures will be defined to make the personalised project for independent living feasible, verifiable and enforceable in the local context, in compliance with the provisions of these Guidelines. In order to facilitate and support people with disabilities in accessing information and in building and implementing their own project for independent living, the Single Points of Access to services and facilities, starting with the Citizens' Offices, should be strengthened in terms of their ability to offer information and support for the implementation of projects for independent living. This organisational set-up makes it possible to increase the appropriateness of the responses offered and to improve the system for receiving requests for social and welfare support related to self-managed personal assistance, which, if adequately supported, guarantees maximum efficiency, effectiveness and appropriateness in the use of resources intended to guarantee non-standardised assistive support and to achieve personal life goals;

2) the empowerment of people with disabilities (stimulating greater knowledge and awareness of their rights, duties, resources and limits) aimed at enhancing their ability to make self-determined choices. Peer counselling actions inspired by the main

European and national experiences could be activated or enhanced, as an added value to the current regional assistance system;

3) the empowerment of the community of reference, as a pivotal point of the regional planning, aimed, in line with the methodology of the "Agenda 22 project", at achieving a Programme of Disability Policies that is homogeneous throughout the region. The Regional Observatory on the condition of people with disabilities, for its own functions (art. 352 L.R. 11/2015), will be able to carry out an important action of detection and awareness, functional to the growth of the capacity of the (social, working, educational, etc.) environment to include and support independent living.

SPAIN

Working life and housing alternatives in Spain

As discussed in previous sections, in Spain, people with intellectual disabilities have access to a job in several ways: sheltered employment (developed in Special Employment Centres), supported employment and regular employment.

The Convention on the Rights of Persons with Disabilities (United Nations, 2006) has led to the recognition of persons with disabilities as subjects of rights at the international level. It constitutes a binding rule for the countries that have ratified it (Spain did so on November 23, 2007, entering into force on May 3, 2008). Such ratification commits countries to ensuring that persons with disabilities can fully participate in society, make decisions about their lives, and receive the necessary support to fully enjoy the rights associated with their social inclusion (education, accessibility, independent living, etc.).

Focusing on independent living, Article 19 of the Convention establishes the right of all persons with disabilities to decide where they want to live and with whom, and to access supports that allow them equal access to community resources.

Supervised apartments for people with disabilities

The housing alternatives in Spain for people with disabilities are varied and will depend on the degree of disability of the person.

For the time being, the general trend in Spain and in most Western countries is the transition from a residential model (congregated settings) to a model based on smaller homes (group homes) and personalized support (personalized living settings) (Wahlström et al., 2014). In group homes, also called sheltered housing, a group of 3 to 10 people share housing with the support of professionals throughout the day. The acknowledgment of certain limitations that these homes entail (lack of privacy, difficulties in making decisions, etc.) (Hollomotz and The Speak up Committee, 2009; García-Iriarte et al., 2016) has led to the development of a model of personalized support for independent living. The idea is to offer individual support to a person who lives alone or in a couple or shares an apartment with one or two other people

according to their needs and preferences (McConkey et al., 2016). The implementation of this model, directly linked to the development of practices and policies that promote personal choice, is progressing very slowly in our country (García Iriarte et al., 2016).

In Spain, the attention to people with intellectual disabilities has been managed on the grounds of the Law on Social Integration of the Disabled (LISMI, 1982) by combining institutional care with community-based services, with the latter dominating the model of sheltered housing. In 2006 the Law for the promotion of personal autonomy and attention to dependent people was approved, which establishes among its benefits the figure of the personal assistant. That said, despite the time that has passed, the implementation of this figure today is still very incipient and with little participation in quantitative terms (Huete and Quezada, 2014). Moreover, this figure has been linked to promoting the autonomy of highly dependent people, so that people with a lower degree of dependency, including most of those with intellectual disabilities, cannot benefit from it.

There are some specific projects in different autonomous communities of the Spanish State to support independent living in the person's own home, but these initiatives are still a minority. As Verdugo et al. indicate (2009a) in their report on the state of policies to support independent living for people with disabilities, in Spain the emphasis has clearly been on residential rather than community-based supports that promote independent living and social inclusion of people with disabilities. Apart from the support formula used, young people with disabilities experience numerous barriers to emancipation: almost two thirds of those between 27 and 30 years of age live in their parents' homes (Huete et al., 2016).

To people with severe intellectual disabilities, the most widespread housing solution in Spain is residential housing. In these residences, people with disabilities, besides finding a place to live, can develop activities in occupational centres, pre-employment workshops, etc.

In the case of people with a degree of intellectual disability that allows them some independence and autonomy, there are several types of housing:

- Assisted sheltered housing: in this type of homes, a professional provides support throughout the day.
- Supervised sheltered housing: a professional provides support at specific moments, not continually.
- Sheltered homes to promote autonomy and learning: in this type of housing, the disabled person has total independence and autonomy.

The professionals who support people with disabilities in housing may belong to a public institution (Social Services of both town halls and regional or national institutions) or to a private organization, entity or foundation, with or without a profit motive.

Sheltered homes allow people with intellectual disabilities to socialise and share time, experiences and tasks in regularly with other people who are not in their family circle, something that can enrich them in their development and social integration.

Overall, in Spain, this type of housing services can be accessed by adults with a certain degree of disability (equal to or greater than 33%, it is necessary to have a Certificate of Disability) but who are autonomous enough, even if they require occasional help or support and guidance in certain situations of daily life.

Other aspects that are taken into account in the application for access to sheltered housing are the family and economic circumstances, the motivation and the willingness of the applicant. Depending on these characteristics, a specific type of housing will be assigned.

To be eligible for subsidized housing, it is necessary to contact the Social Services of the town halls or autonomous communities for guidance in this regard and also to private entities and organizations that provide these housing services.

Personal assistant and life projects

The figure of the Personal Assistant is very important so people with intellectual disabilities to be able to develop both personally and professionally. The Personal Assistant is a professional that does or helps with daily life chores for another person who, due to his/her dependency situation, cannot perform them by him/herself or finds it very difficult to do so, thus allowing him/her to lead an independent life (Alejandro Rodríguez-Picavea and Javier Romañach, 2007).

For people with disabilities living independently, the figure of the personal assistant is very important.

For the ultimate goal to be the independence of people with disabilities, a very useful tool are Life Projects, the individual projection that each person builds on all the dimensions that are part of their personal and social development. It includes their goals and informal supports from their family and social environment, the natural supports existing in their community and the formal social, sanitary supports...

In order for the life project to be put into practice, an individual Care or Support Plan must be worked out with the person. Thus, each person, with the support of other significant people for him/her, expresses their goals, strategies, means and actions to achieve progress in what he/she has chosen and wants to do in their life. The life project is a process that demands flexibility and can be modified in order to adapt to changing life situations.

The ultimate goal of the life project is to emancipate and empower the person, prioritizing their wishes, values and expectations, while providing the individual support necessary to carry it out.

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Due to the *people first movement* and the empowerment approach about 50 years ago a process of de-institutionalisation also started in Austria, which tried to separate two important areas of life: housing and working life. This meant a change away from combined accommodation in large residential facilities with 24-hour care and sheltered work and daily structure measures inside the institution, which was synonymous to complete dependence. At this time innovative project ideas were far away from living in independent housing units in the middle of the communities like today and from finding working opportunities outside. Lots of different laws and responsibilities of the authorities (state, regional authorities, communities) made it difficult to find out the real demand and to finance regional projects. This obstacle has not changed until today. Nevertheless the idea of outpatient assisted housing prevailed and was built up and works well for people with physical disability. In that time lots of self-determinations-organisations (often parents) and NGOs were founded, some of them are meanwhile important big players in Austrias' social system. Some of them still offer both, support for work and for housing. For people with intellectual disabilities the situation has not changed in an adequate way.

Few statistics show, that in 2020 about 40% of people with disabilities in Austria live in outpatient forms of living, most of them have a physical disability. There is still a lack of barrier-free apartments, sufficient and needs-oriented assistance and financial support. On the other hand around 60% of adults with intellectual disabilities or learning disabilities continue to live with their families.

Concerning to the UN Convention the right to self-determined housing is enshrined in article 19, it describes the right to free choice of housing conditions. People with disabilities must have the opportunity to choose their place of residence on an equal footing and to decide where and with whom they live.

The living setting should be freely selectable and oriented towards private living, and meet these principles:

- Social space orientation: in combination with sustainable social relationships
- Support: with individually necessary assistance services
- Accessibility: with barrier-free infrastructure in the surrounding area

Everyone should be able to choose between assisted living in a residential building, partially supervised living in your own apartment, living in your parents' house or in your own apartment, alone or with a partner or other roommates. Once chosen, that transition is not easy, especially for people with intellectual disability, who in most cases never had the chance to decide for themselves and have no experience, what things are to do and how to manage them. Therefore the transition process has to be planned very carefully and many people have to be involved in the process: people with disabilities, their assistants, their relatives, the authorities, the social planning departments, the communities.

A well-functioning alternative model (mainly in larger cities) are inclusive shared flats. Women and men with or without disabilities live together in one apartment. The

residents with disabilities, often adults with a learning disability, have freely decided to live in the shared flat. The residents without disabilities live rent-free or with a little rent in the apartment, but have committed themselves to support the roommates with disabilities. They cook and eat together, also undertake leisure activities and are real contact persons.

Also residential buildings with small separate residential units and communal areas work in a similar way.

Counselling centres for outpatient living

Special counselling centres offer support and training for people with learning difficulties and/or mentally ill people, who want to reach living in their own homes. Together it is worked out which service is needed. Once or twice a week, appointments are arranged between customers and their supervisors.

- Contacts and cooperation with other institutions
- Assistance in managing finances
- Assistance with housing matters
- Initiation of jobs, occupational therapies and leisure groups
- Assistance in the administration of medicines
- Initiation and development of leisure groups and self-help groups.
- Crisis support

Personal Assistance

Personal Assistance is defined as individual personal help which is organized by the affected themselves. Aim is to support people with disabilities in living more self-determined and independent. Personal assistance can be received at home and for free time activities, but also at the workplace, in vocational trainings, in federal schools or places of higher education. There are different responsibilities between the Federal Government and the Länder, which leads to many different regulations, definitions of the objectives, the prerequisites and also the duration and amount of the subsidies. Approximately 1000 people in Austria receive personal assistance.

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SECTION VI. MONITOR AND EVALUATION PROCESS

CHAPTER 16

Assessment and Monitoring

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In many societies, adult individuals are expected to contribute to production and services. Societies even position their adult members according to these contributions they make. Having a profession and working in a job is one of these expectations. Although the most important benefit of working for the individual seems to be making money, it provides psychological and social benefits to individuals in many issues such as belonging, pleasure in producing, socialization. Therefore, individuals with special needs, as well as all members of the society, can be considered as the most important factor that will ensure their integration with the society.

Working a job is important for individuals with special needs to earn an income, to feel valuable, to be integrated with society and to increase their self-esteem (Alborno & Gaad, 2012; Levinson, & Palmer, 2005). The existence of individuals with special needs in the working life enables them to participate in social life through employment and become self-sufficient and productive individuals (Hiperlink, 2010). Individuals with special needs can achieve these goals; It requires a comprehensive assessment process that will ensure their proper employment as well as a good vocational education.

According to the International Labor Organization (2019), vocational assessment is the process of determining an individual's interests, tendencies, skills and abilities in order to determine the individual's vocational needs, strengths and career potential. With vocational assessment, the potential of an individual can be evaluated, as well as the content of a vocational training program or the individual's ability to adapt to different business environments and employability. Good vocational assessment involves collecting and analyzing information about the individual's vocational tendencies, skills, interests and career exploration history (internships, volunteer experiences, part-time or summer vacation work experiences, club and association activities, etc.), taking into account the native language, culture and family (Pierangelo and Giuliani, 2004).

Vocational Assessment Components

The developmental maturity of the individual should be taken into consideration as well as the skills required by the individual with special needs to adapt to business life and social life. In this context, the skills that should be focused on includes daily life skills, personal / social skills and vocational skills. Vocational assessment should be made more formal as the grade level of the student increases during the school period, the assessment data collected in the following years should be multilevel and should include both secondary and high school level assessment (Hann & Levison, 1998; cited in Pierangelo & Giuliani, 2004). Accordingly, Pierangelo and Giuliani (2004) stated that an occupational assessment of an individual at different educational levels consists of eight basic components.

Vocational Assessment Components

Interests: Vocational preferences of the individual can be determined from his expressions, his behavior and the interest questionnaire or inventory applied to him. If the assessment is done through interest inventories, it should be ensured that these tools address a wide range of professions rather than a few professions limited to one category. It is also very important that those who apply and interpret the interest inventories reflect what is liked and disliked vocationally rather than evaluating the skills that should be demonstrated for a particular profession. Assessment results should always be verified by the individual's statements and behaviors.

Aptitudes: Aptitude can be expressed as the ability to both learn and do different types of skills related to spatial, numerical, mechanical, and literacy. Most tools have been developed to measure an individual's propensity for performance in any of these skill areas. Often the best measure is to get the individual to try out different tasks that require specific inclinations and vocational assignments.

Working styles: Work style reflects how people behave, the emotional responses they give and the choices they make. Choosing to work with people, objects or data, the way the student organizes and makes decisions are dimensions of his work style preference. Information on preferences can be collected through interviews with the individual or temperament inventories, as well as through observations made by teachers and families.

Learning styles: Learning style reflects how the individual prefers to receive and process information and experiences. Information such as how the individual uses the input (auditory, visual and tactile) and keeps it in mind, what time intervals for learning or prefers to interact can be collected through observation and discussion, as well as through learning style inventories.

Developmental background: This information does not provide a detailed history, on the contrary, it only contains information that affects the performance and future life of the individual, especially regarding vocational development. The most important point to focus on when collecting such information is to determine what kind of needs the child has due to his inability.

Working features: These features include the individual's attitudes, values, employability skills, and work-related behaviors such as work habits and social skills. Positive working characteristics are vital to successful employment and are cited by employers as reasons for both promotion and dismissal. Information about the individual's working characteristics can be collected through inventories, observations in the real or simulated work environment, and checklists that include detailed working skills (punctuality, occupational safety awareness, etc.).

Vocational skills: These skills correspond to the specific technical, industrial or other type of skills required by the job or profession in real work environments. To determine whether the individual has the technical skills necessary to perform a particular job, an education or job analysis should be conducted and compared with the skills the student has. The best indicators of these skills emerge from observations made while the student tries to perform different parts of the work in the real work environment. In addition, since there are checklists on the skills required by most

professions, the support for the student to perform the jobs of that profession can be determined by comparing the skills that the student has and the skills required by the profession.

Functional Skills: These skills cover the skills an individual needs to overcome the problems related to living independently that individuals with special needs may encounter after school life ends. Some of these skills are skills related to handling transportation, financial management and home management, decision making and social skills. If the individual is not at an educational level that would have concerns about dropping out of school and living and working in the community, such an assessment may not be necessary. However, for individuals who are very close to this transition period (for example, vocational education center senior students), it will be essential to implement an assessment process that includes functional assessment.

Vocational Situational Assessment

Situational assessment can be defined as the opportunity for an individual with severe disabilities to perform different work-related tasks in real business environments in society. Generally, situational assessment stands out as a practice where three different types of work are exhibited and evaluated by the individual for four hours in social settings where the assessor contacts the employer. The important point here is that the selected jobs and professions (dishwasher, cleaner, shopkeeper, etc.) represent the types of jobs that provide employment opportunities in the region where the individual lives (Pierangelo & Giuliani, 2004).

Together with the appropriate training and support, the actual performance of the individual in the chosen job will be the best indicator of his future performance. The individual's job performance in real environments will provide information about his/her work characteristics, interests, skills, abilities and educational needs. For example, the following questions, which will be prepared as a guide, can be answered (Pierangelo & Giuliani, 2004):

- What jobs does s/he seem more willing and happier to do?
- Does he show his job preference with his behavior while doing these works?
- At what times of the day does s/he perform more effectively?
- Does s/he respond positively or negatively to environmental factors (noise, mobility, objects, people, etc.)?
- What types of cues does s/he react to and how often does s/he need them?

Due to the nature of the situational assessment, it may be desirable that the assessment be conducted by the job coach, job and vocational counselor, or other relevant staff providing supported employment services. The purpose of such an assessment will be to determine the eligibility of the individual for supported employment and to decide the scope of supported employment services that the individual needs if they are to be included in the scope of supported employment (Pierangelo & Giuliani, 2004).

Performance / Work Samples

Performance or work samples are frequently used as part of the vocational assessment process (Power, 2006). Work samples or work sample systems can often be

standardized to employees performing similar jobs, tasks in business environments. Work samples include a set of instructions, tasks, materials, and key behaviors.

Although there are commercial or formal work samples related to different business areas, it is seen that teacher-made work samples are more commonly used in the vocational assessment process. Teacher-made work examples consist of tasks, materials and tools similar to those used in real life and learning or work environments. It is very important to analyze the work or learning environment that will form the focus of the sample to determine the tasks to be included in the sample. Key factor to consider when applying work samples; In addition to the actual performance of the student, it is to observe and record the level of attention and interest in the tasks, and requests for explanations or help (Neubert, 2012).

Functional Vocational Assessment

Functional vocational assessment draws a detailed framework of factors that should be taken into account in transition to social life and vocational planning. Functionally describing an individual with a disability includes what he or she can do, learn and achieve rather than revealing the academic, mental or physical deficiencies that are entirely related to the individual. Functional assessment focuses on the skills an individual exhibits in natural environments such as social environment, school, home (Pierangelo & Giuliani, 2004).

As part of the vocational assessment process, functional assessment can serve two purposes. The information can be used to verify or compare how the learner works in the hands-on educational setting or at work. Functional assessment can also provide useful information that can be used in vocational planning and decision making. Vocational suggestions regarding the strengths and needs of the individual are considered as part of the functional assessment. Counselor, job coordinator, job coach, job and vocational counselor or other relevant experts can use the information obtained from functional assessment to identify a profession / job that the individual can do in his / her environment by matching the skills, interests and support needs of the individual (Pierangelo & Giuliani, 2004).

Vocational Assessment and Monitoring Process

Following the vocational assessment, the monitoring process starts for the person with special needs who are placed in a job. In the monitoring process, information is collected regarding the adaptation of the person with special needs to the job and the workplace, the interaction with other people in the environment (other employees, customers, managers) and the new situations that work life brings for the individual. In this context, monitoring is a process that continues under the roof of vocational assessment. In the light of the information gathered during the monitoring process, necessary arrangements and adaptations can be made to ensure the continuity of the individual in working life.

It is very important for the individual with special needs to adapt to the job in the first week of work. If possible, the individual should be observed every day during the first working week and support should be given when needed. Then, taking into account the performance and adaptation process of the individual, once a week for the first month, once a month for the following months, and once every 6 months after

completing the first year, monitoring studies of the individual can be conducted. The monitoring process can be carried out through observations or through interviews. All information collected during the monitoring process should be put into the vocational assessment file created for the individual and taken into account in the individual's career planning.

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CHAPTER 17

Assessment and Monitoring in European Countries

Tom SALAMON, Danilo CALABRESE, Rachel MARTINEZ, & Maria CARRACEDO

ITALY

Italy was one of the first countries to sign the UN Convention on the Rights of Persons with Disabilities (CRPD), the first country to draw up the Guidelines on Disability, and the first to adopt a Disability Action Plan in line with international standards. Ten years later, considerable progress has been made in the implementation of the Convention and in the application of legislation, strategies, policies and programmes, but there is still a long way to go to achieve its full implementation.

The National Observatory on the Condition of Persons with Disabilities, as is well known, was established under Article 3 of Law No. 18 of March 3rd 2009 and has a Regulation regulated by Interministerial Decree No. 167 of July 6th 2010. It performs important consultative and technical-scientific support functions for the elaboration of national policies on disability and has the main task of documenting the evolution of information on disability in our country and the improvement of the level of effectiveness and adequacy of policies for social inclusion. The Observatory is chaired by the Minister of Labour and Social Policies or, in his place, by the delegated Undersecretary of State. A technical-scientific Committee is also established within the Observatory, with the aim of analysis and scientific guidance in relation to the activities and tasks of the Observatory. The Committee is composed by a representative of the Ministry of Labour and one of the Ministry of Health, by a representative of the Regions and one of the local autonomies, by two representatives of the most representative associations of disabled people and by three experts belonging to the Observatory. The Observatory also includes working groups with the task of investigating particular issues covering the main areas of reference indicated in the Convention. Among other tasks, the working groups also collaborated on the production of the Treaty Specific document, the First Detailed Report on Measures Taken under Article 35 of the UN Convention, in agreement with the IACHR. The Observatory's term of office is three years. Three months before the expiry of the term of office, the Observatory submits a report on its activity to the Minister of Labour, Health and Social Policies, who sends it to the President of the Council of Ministers for an evaluation of the activity and a possible extension for another three years adopted with a D.P.C.M. (Decree of the President of the Council of Ministers). Any subsequent extensions follow the same procedure.

According to the two-year action programme for the promotion of the rights and integration of people with disabilities INTERVENTION ON THE ACTIVITY OF TARGETED EMPLOYMENT (LINE 5 - ACTION 2) it is necessary to improve the processes of planning, monitoring and evaluation of disability policies. Ensure essential levels of functioning of the services for targeted employment and promote the “mainstreaming” of disability in data collection.

Actions to be taken:

- monitor and promote full implementation of the Guidelines for targeted employment to be issued pursuant to Legislative Decree no. 151 of September 14th 2015;

- improve the functioning of the services for targeted employment, which must be guaranteed as essential levels of service throughout the national territory, in order to foster more and better employment for people with disabilities;
- ensure adequate skills and strengthen, through actions of targeted training, the professionalism of the operators of the Job Centres in the field of employment and disability;
- set up a national register of people who received a certification from the public commissions in charge of ascertaining invalidating conditions or disability, on which ISTAT and INPS launched a feasibility study;
- include disability among the variables to be taken into account in the periodic surveys on the labour force carried out by ISTAT, addressed to the general population;
- provide access to the information of the "Targeted employment database"; carry out periodic analysis of the available data with the aim of assessing barriers and facilitating elements at least once a year, also in the light of the reform of the active policies system;
- decline specific monitoring and assessment activities of policies, programmes, services and interventions addressed to people with disabilities, with a view to "mainstreaming";
- introduce a specific intervention priority to support self-employment and self-entrepreneurship;
- identify specific and transversal initiatives to increase employment and reduce the inactivity rate of women with disabilities, and to increase female self-employment and entrepreneurship;
- build an integrated network of subjects and services supporting the public system of targeted employment, also by activating convergence and operational integration with the "profit and non-profit" Employment Agencies, with the aim of increasing the potential of the support for the promotion of employment and its support;
- focus on the job placement of people with intellectual and psychic disabilities;
- provide for a link between schools and the world of work, in order to guide young people with disabilities towards appropriate job placement.

Regional Observatories were set up.

SPAIN

In Spain, Royal Decree 870/2007, of 2 July, which regulates the programme of supported employment as a measure to promote the employment of people with disabilities in the ordinary labour market, aims to regulate the common contents of the programme of supported employment as a measure for the labour integration of people with disabilities in the ordinary labour system, in compliance with the provisions of article 37.1 of Law 13/1982, of 7 April, on the Social Integration of the Disabled.

Within this royal decree, there is a section dedicated to the monitoring and follow-up of workers with some kind of disability:

e) Monitoring of the worker and evaluation of the process of insertion in the job. These actions will be aimed at detecting needs and preventing possible obstacles, both for

the worker and for the company that hires him, that could jeopardize the objective of insertion and permanence in employment.

The Public Employment Services will carry out all the necessary actions for the monitoring and evaluation of the programme regulated by this regulation, both in its qualitative and quantitative aspects.

The State Public Employment Service (SPES) and the Public Employment Services of the Autonomous Communities shall periodically inform their corresponding participation bodies of the results of the programme contemplated in this regulation, as well as of any issue related to its development.

In addition to the measures set out in this royal decree, organizations and private entities working in the field of labour inclusion of people with intellectual disabilities have different methods of monitoring and tracking these workers.

A very useful tool is the Customised Support Plan Methodology. Many organizations working in the field of intellectual disability have methodologies based on these supports. Within these personalised plans there are sections that contemplate the evaluation and monitoring of workers with disabilities. This monitoring is carried out by means of forms that are filled in from time to time by both those responsible for the workers (e.g. job coaches) and the worker himself.

For example, Langeti Beuak, a Basque organization that works for the labour insertion of people with intellectual disabilities, in its Individualized Support Model, has an Evaluation and Monitoring section. With the evaluation and revision of a person's Support Plan, the degree of achievement of the goals, the individual training objectives, and in general, all the support that people have received throughout the year is analysed and assessed.

Another example of evaluation and monitoring is that proposed by Down Spain in its "Compendium of tools of the Itinerary of Labour Inclusion of the National Network of Supported Employment". This document summarizes the phases or stages that a person with an intellectual disability, in this case with Down's syndrome, must follow in order to complete his or her itinerary of labour inclusion within supported employment.

The stages would be as follows:

- Stage 1: Job search
- Stage 2: Assessment of the candidate
- Stage 3: Job analysis and assessment
- Stage 4: Training and adaptation
- Stage 5: Monitoring and assessment.

In the last stage, actions will be carried out to ensure that the person with an intellectual disability continues in his or her job, once he or she has completed his or her employment path in the Supported Employment Programme. Relevant aspects of

the monitoring actions will be collected: evaluation of the work carried out by the worker within the quality and quantity criteria set by the company, assessment of the development of socio-labour relations and the degree of integration in the work team. Likewise, the evolution foreseen in the person's family and social environment will be contrasted and the progressive reduction of the intensity of external support in relation to the increase of natural support in the company will be observed. All this information will allow an analysis of possible deviations, the establishment of corrective measures and the continuous study of possible improvement actions that will place the worker in a competitive and promotional situation within his company.

The tools included in this stage are:

- Job monitoring evaluation: carried out by the job coach. It will be used to directly assess the worker's own skills and will simultaneously be passed on to the company, with the aim of contrasting and agreeing on the results, thus obtaining real and reliable information.
- Company satisfaction questionnaire: to be filled in by the company.
- Family Satisfaction Questionnaire: completed by a family member of the worker.
- Professional assessment of the worker: carried out by the job coach.
- Worker satisfaction questionnaire: to be filled in by the worker.

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Assessment and monitoring is done on different stages and with different interests. In Austria the social ministry service (SMS) as legal authority for decisions about disability allowance plays an essential role in the process of a central determined assessment. In this activity, the Social Ministry Service is supported by experts in the fields of medicine, occupational science and occupational psychology, who draw on occupation-specific expertise in the occupational integration of people with disabilities and also use psychodiagnostic procedures to assess performance and determine resources.

Evaluation of the effect of projects in Austria is obligatory foreseen for any kinds of financial intervened measures and follows mainly quantitative key figures like the placement rate.

Assessment and evaluation of Integrative vocational training (IBL) in Integrative companies

The aim of the IBL is to increase the placement capacity and sustainable integration of the participants into the general labour market through the successful completion of a final apprenticeship examination. The training is also possible in the training network. The participants are supported in their job search by the work assistant under the coordination of the Ministry of Social Affairs. The success of the measures is measured on the one hand by the number of successful apprenticeship qualifications and on the other hand by the professional career of the participants within two years after the end of the training.

The target group are young people with disabilities up to the age of 24. Recruitment takes place with the involvement of youth coaching, from networks of the Ministry of Social Affairs and by the integrative companies themselves. As in the area of employment, the advisory team decides on admission in accordance with § 11 paragraph 5 of the Disability Recruitment Act. Disability-related participation criteria equal to adults with disabilities are checked at the beginning. The supply of training places must be based on the future employment opportunities in the respective regional environment of the IB. A three-month trial is also possible before the final admission. The implementation of apprenticeship training must be based on the provisions of the Vocational Training Act.

Diverse instruments of monitoring

An **independent monitoring committee** has been set up to monitor the implementation of the UN Convention. This committee monitors the public administration's compliance with the human rights of persons with disabilities in the area of federal competence. The committee consists of 4 persons from disability representatives, two representatives from NGOs and one representative from scientific teaching (and in each case one substitute member).

The Ombud for the Disabled is responsible for advising and supporting persons who feel discriminated against within the meaning of the Federal Disability Equality Act (Bundes-Behindertengleichstellungsgesetz) or the Disability Employment Act (Behinderteneinstellungsgesetz). This laws ensure protection against discrimination in

- employment relationships
- Other employment (e.g. vocational guidance, vocational training and retraining)
- access to public goods and services (e.g. shopping markets, restaurants, banks, ordinations, events, public transport, Internet sites, taking out insurance, access to housing, general leisure activities such as cinema, theater and swimming pool)
- in the context of federal administration (e.g. education, access to public federal buildings)

Disability representatives: In any company in which at least five beneficiary disabled persons are permanently employed, one disability representative and – depending on the number of employees with disabilities – up to three representatives must be elected. His or her task is to represent the economic, social, health and cultural interests of people with disabilities in agreement with the works council or the staff committee. In particular, the disability representative shall:

- ensure that labour law regulations for employees with disabilities are complied with,
- report perceived deficiencies to the works council, the farmer and, if necessary, to the labour inspectorate and to work towards remedying the deficiencies,
- make proposals on employment and training of vocational and medical rehabilitation measures and draw attention to the special needs of employees with disabilities.

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SECTION VII. EXAMPLES OF GOOD PRACTICE

CHAPTER 18

Good Practices in Türkiye

Fulya Ekmen & Merve Özman, *Turkey Down Syndrome Association*

1. Career for the Disabled Project

In 2010, in order to increase the employment opportunities of disabled individuals, "Career for the Disabled" project launched the in cooperation with İŞKUR and Bağcılar Municipality by Türkiye Beyaz Ay Derneği. "Disabled Career Project" believes that individuals with disabilities can do any job if the conditions are suitable. The project aims to bring quality in the employment of disabled people and to be a bridge between the worker and the employer.

a. Target Group

The Career for the Disabled Project serves all individuals who are chronically, physically, mildly, mentally impaired, visually impaired or have speech impairment over 40%, over the age of 14.

The Career for the Disabled;

- Allows the person to know himself by doing the Professional Interest Test.
- Guides employers who want to employ disabled people in their company.
- It brings together the employer and the disabled looking for a job.
- Provides consultancy on the first working day of the disabled.
- Chooses the most suitable employee for the vacant position.
- Makes the necessary guidance for compliance.
- Creates a CV bank for employers looking for disabled employees.
- Provides institutional support for the active participation of disabled people in business life.
- It positively changes the disabled people's perspective on work by organizing employment seminars.

2. Technical Assistance for Increasing the Employability of Persons with Disabilities

The project is being implemented with co-financing by the European Union and the Republic of Turkey. The beneficiary of the project is Hacettepe University Faculty of Health Sciences, Occupational Therapy Department, and the contracting authority is the Ministry of Labor and Social Security. The duration of the project is 20 months and the official start date is November 16, 2015.

a. The Aim of Project

The aim of the project; provide technical support services for individuals with disabilities to increase their employment by improving their social skills, behavioral experiments, communication skills, physical functions, writing skills, cognitive skills, strategy management skills, time use, job search skills, efficiency at the same time improve productivity and facilitate their entry into the labor market. It is also to bring expert educators and health personnel on the employment of disabled people.

The main goal of the project is to increase the working capacity, motivation, productivity, job search skills and social skills of persons with disabilities in order to increase their employment and facilitate their access to the labor market.

b. Expected Results from the Project

- Increasing knowledge of the labor market and social needs of people with disabilities, their families, employers and relevant institutions.
- Increasing the professional, social and self-management skills of disabled people, as well as the capacity of educators in the education of disabled people.
- Raising awareness of persons with disabilities, their families, stakeholders and the public towards persons with disabilities.
- Another result of the project is the Establishment of a new Vocational Rehabilitation Center that will really help people with disabilities who have just started or returned to work.

c. Training Activities scope of the Project

Hacettepe University Occupational Therapy Department Trainings;

- CBT - Cognitive Behavioral Therapy
- Communication Skills and Motivational Interviewing
- Creative Skills Model Training
- Driver Rehabilitation
 - Self-Management Skills Training
 - (MOHO) Human Activity Model - Occupational Therapy Training
 - Audiological Process Training - TOMATIS
- Vocational Rehabilitation and ICF Training
- Brain Tree Training
 - Human Environment Business Model Training
 - Education of Disabled Individuals

3. Join To Work Pitch to Life

This project is aimed at special needs person who sees a particular vocational education in Turkey.

The project aims to provide individuals with special needs to gain professional skills and working practice in real business environments, which are appropriate for their individual characteristics, meet the needs of the business world at the local level, and ensure their participation in the workforce. For this purpose, Join to Work Project, aiming to contribute to the implementation of the supported employment model, was implemented in June 2014 with the protocol signed between Garanti Bank and the

Ministry of Family Work and Social Rights. The first phase of the project, which was realized in two stages, was completed in July 2016 and the second phase in July 2018. In the first period of Join to Work Project a modeling study was carried out in towards the development of supported employment model in Istanbul, Ankara, Sakarya, Samsun, Gaziantep cities of Turkey.

In addition, in this project, it is aimed to make the disabled individuals demand appropriate responses to their abilities and skills, and to train job coaches who will guide their colleagues and employers. In this context, with the support of 60 job coaches, the employment of 300 disabled individuals in the mentioned provinces was targeted, and 447 disabled individuals were placed in jobs by exceeding this target. Within the scope of the preparatory work in the first phase of the project; A wide literature review was carried out for the selection of the job coaches, the preparation of the training package to be given to the business coaches, the development of the professional competencies draft, and the model and necessary material of the field work. At the end of this stage, a training package was prepared, individuals with a job and vocational counseling certificate were selected, and candidates were given job coaching training for not less than 60 hours. 40 percent of the trainings are designed to improve the knowledge level of job coach candidates, and 60 percent to gain the skills they will need in the field. These trainings are focused; disability and employment, employment legislation, behavior regulations in individuals, skills training, job analysis, communication / cooperation, documentation / evaluation and problem-solving skills.

Job Coaches who completed their training started to work in the mentioned provinces and worked for the employment of disabled individuals in the open labor market with the aim of matching the business world and disabled individuals correctly. In this context; 447 placements are realized in the first phase of the project; 78.5 percent were men and 21.5 percent were women. The highest placement was in orthopedically disabled people with 26.6 percent and people with chronic diseases with 26.3 percent. The placement rate for individuals with mental disabilities was 9.4 percent. At the end of the first phase of the project, 74 of the 447 disabled individuals, who were employed sustainably, were interviewed face-to-face, and it was determined that all of the disabled employees who participated in these interviews stated that the project had positive effects on their lives and social cohesion.

In addition, all of the disabled relatives made positive statements about the project in the interviews with the families of the disabled individuals. A similar study was conducted with 82 employers or employer representatives, and it was observed that in general, employers found disabled individuals sufficient in areas such as their determination to work, fulfill their duties, high sense of responsibility, and some employers found disabled individuals inadequate in terms of socialization skills and professional knowledge.

In the second period of the project covering 2016-2018, in order to test the efficiency of the model developed in the first phase, it was aimed to measure the impact by making installations under different conditions in various provinces and to identify the factors that affect the effective use of the model in country conditions. The second phase of the project, which was aimed at 300 placements with 15 business coaches in Ankara, Istanbul and Izmir provinces, resulted in 450 placements, 28% of the disabled

individuals were women and 72% of them were men. In this period, the highest number of placements were orthopedic (18.2 percent) and those with chronic diseases (19.8 percent), while the placement for the mentally disabled, which was 9.4 percent in the first period, increased to 14 percent in the second period.

According to the results obtained by interviewing 272 individuals from different disability groups and different business fields from 450 disabled individuals who were placed in their jobs, it was determined that the satisfaction of disabled individuals with their job coaches was quite high. By working with business coaches who support and guide them in entering the business life, individuals with disabilities both destroyed their prejudices against the business world and found the opportunity to socialize. Within the scope of the interviews, 272 workplace managers generally expressed their positive opinions about the participation of disabled individuals in working life, while 14.7 percent stated that disabled employees cannot perform different tasks together when necessary.

4. Job Coaching Project: Placement, Training, Continue

The concept of job coaching within the scope of supported employment can be considered as a structured tool to ensure the sustainability of the employment of an individual with mental special needs and the process of harmonizing colleagues with the work environment. Individual Job Coaching and special training bring along the facilitation of these processes and mutual benefit for the employer and the mentally special needs employee. In this context, this two-year project is planned to meet the supported employment needs of people with mental special needs by training people who can work as Job coaches. In this context, this two-year project is planned to provide the supported employment needs of people with mental special needs by training people who can work as a Job coach. In other words, this project aims to train business coaches and offer a symposium that will ensure that the concept of business coaching is more on the agenda of the partner countries and a training module model that will be disseminated in a wider area with printed materials. (Book, brochures, posters and leaflets).

The first aim of this project is to organize workshops on business coaching. Within the scope of the workshop program, the participants were given the necessary information about the role of the job coach, and then it was aimed to give information about how to make job analysis according to the general characteristics of individuals with mental special needs (multiple disability, social and emotional status). Information was given on how to teach individuals with mentally special needs their work and how to increase their productivity, and how to ensure their continuity in the workplace by protecting the legal rights of the individual in placements.

In addition, workshops on how to develop a curriculum titled "Promoting the employability of people with mental special needs through a business coaching approach" for fourth year undergraduate and graduate students are also among the results of the project. These curriculum studies are thought to contribute to the sustainability of the results of the project.

Partner countries, especially Turkey and Greece, Poland after the completion of projects related programs were organized at least two vocational education. Finally,

the project aimed to address the concept of "Job coaching: place, continue education" in open and formal education and vocational education as well as participation in the national and international workforce with a more developed understanding. In this context; As an innovative effort and raising awareness on mentally special needs business coaching, it was initiated with elective courses among undergraduate and graduate students at Yeditepe University, ATEII University and Warsaw University.

Some of these students would be willing to become trainers for job coaching, or even job coaching, after graduation. The ultimate goal of the project is to prepare the business coaching training manual and define the national business coaching training model that can be used in vocational coaching courses expected to be opened by the government, municipalities and non-governmental organizations.

5. Eker Dairy Products and Career Development and Life Skills Program

In the first year of the Eker Dairy Products and Career Development and Life Skills Program, which was started to be carried out by Eker Dairy Products and Tohum Autism Foundation in 2018, for individuals with autism to be employed in Eker Dairy Products production factory; It was ensured that special training job curricula were prepared in accordance with their development and employment requirements, and supervisors and job coaches were trained with the on-site expertise training.

In 2019, 29 days of observation, feedback and evaluation processes were carried out by the Tohum Autism Foundation Continuing Education Unit Coordinator. Currently, there are 7 employees with autism in Eker Dairy Products factory. 3 business coaches and 1 supervisor provide support services to employees with autism on job and life skills, behavior reduction, communication skills, self-care skills.

Within the scope of the cooperation planned to last until December 2020; It is envisaged that 10 personnel with autism will be employed, planning the transition to full-time work, 4 personnel working without the support of the job coach, the arrangement of the new working area, the development of the mobile application consisting of activity schedule, timer and tallyman, continuing and promoting the dissemination studies.

6. Manisa Organized Industrial Zone Mentally Handicapped Protected Workplace Living Center

The Life Center is a Protected Workplace, which was established for the participation of mentally disabled individuals in working life and started its activities in 2017. Fairly well-designed structure, physical, organizational and financial business model is the first and only protected workplace able to create a success story in its field in Turkey. It provides a complete living space with open spaces, common use areas and protected workplaces, and serves as a real campus. All the needs of the mentioned campus are met by the Manisa Organized Industrial Zone, and all kinds of technical and administrative support are also provided by MOSB units.

The Life Center has 12 protected workplaces. MOSB companies produce in these areas. 6 workplaces continue to work with 60 employees and 9 staff members.

7. Turkey Down Syndrome Association The Job Coach Supported Employment Program

The Job Coach Supported Employment Program is a training and support program designed to ensure the participation of individuals with Down syndrome in business life with a supported employment model and their continuity in the work environment.

The base of training and business coaching program AIPD - Italy taken in 2012. Down Syndrome Association of Ireland and the Karen organization and immediately began to apply in Turkey. In this context, Anadolu University. A Job Coach Training Program was established in cooperation with the Special Education Department and then analyzed expectation of employers, candidates and families. 3 new literatures have been published on Supported Employment. The target audience of the program is people with Down syndrome, their families and colleagues. Trainings are organized for these three target groups. The program has been implemented successfully since 2012 and 88% continuity has been achieved in employment of people with Down syndrome. The program is still continuing. It is expanded through joint studies with İŞKUR since 2019.

Supports Provided to Candidates Included in the Program:

- With the principle of "the right person for the right job", we match individuals with Down syndrome with their workplaces and support them throughout their entire business life.
- We provide training to individuals with Down syndrome about working life.
- We inform their families about how their children will support their adult and employee identities.
- We train all staff in the workplace about working with people with Down syndrome and offer tips to adapt to each other in the easiest way possible.
- After the person with Down syndrome starts working, we provide one-on-one consultancy at the workplace for at least 2 weeks, then follow the process remotely by phone and monthly reports.
- We continue to support both the family, the youth and the workplace when needed.

CHAPTER 19

Good Practices in Italy

Danilo CALABRESE

1. "LA SEMENTE" project

The La Semente project was born out of the needs of many parents of autistic children who wondered about the future of their sons and daughters after compulsory schooling. What are the prospects for their social integration? What are their employment possibilities? La Semente (<https://www.lasemente.it>) is the vision of a community united for full human development. Thanks to its three souls (*Day Centre*, *Social Farm* and *Rural District*) it is a multifunctional centre where the social and health aspects of social enterprise and a systemic approach to the territory are developed. Various types of companies coexist in it, aimed at different missions: from the rehabilitation of people with disabilities, through cooperative business mechanisms, to the collective management of large-scale social problems that, by their nature, go beyond the boundaries of La Semente itself.

The La Semente Day Centre, managed by ANGSA Umbria NPO (Associazione Nazionale Genitori Soggetti Autistici - National Association of Parents with Autistic Disabilities), promotes the learning of techniques and methods for maintaining the skills acquired in childhood, thanks to the services provided by the institutions and, at the same time, the learning of skills suitable for work integration. Managed by a type B Social Agricultural Cooperative, the Social Farm is a non-profit organisation, created as a spin-off of ANGSA Umbria NPO, which combines agricultural production with employment services for disadvantaged people, offering educational courses, non-hotel social tourism, catering and the sale of vegetables. The Rural Solidarity Economy District, developed thanks to a temporary association for the purpose, represents a "laboratory" of civic, economic and social experimentation for the promotion of goods and services linked to the territory, whose public and private members, in a systemic approach, work to build a network of solidarity economy.

The Day Centre welcomes young people and adults diagnosed with autism spectrum disorders and employs "TEACCH" educational and rehabilitative strategies, finally aiming to globally take charge of the person with autism from an integrated network of services: making the inter-institutional integration sanctioned by Law 328 of 2000 a reality. The day centre, although it is part of the Department of Mental Health, is structured in such a way as to be able to take charge of young people with autism, who until now, as also stated by the National Table on Autism of the Ministry of Health, do not find the necessary continuity of rehabilitation and care in the transition from the services of developmental age to those of adulthood. The Semi-residential Centre is fully included in the network of territorial services and is perfectly in line with the regional health planning formulated by the Regional Council with the Regional Health Plan. The primary objective of the semi-residential rehabilitation centre is to provide skills to help young people with autism enter the labour market, so as to fulfil the fundamental rights set out in Law 68 of 12 March 1999 and in various other national and European legislative texts. The process of taking charge of each user is as follows:

1. sending of the insertion request by the Territorial Psychiatric Service competent for each user;
2. initial assessment with administration of TTAP tests with greater scientific evidence, by the psychiatrist of the Technical Group;
3. monthly trial placement in order to assess the real adequacy between the user and the group of guests and with the proposed workshop activities;
4. drafting and implementation of the structure's Personal Therapeutic Project with ongoing assessment;
5. final assessment of the Personal Therapeutic Project and possible discharge, in agreement with the competent Territorial Psychiatric Service.

The day centre is open 6 days a week, from Monday to Saturday for eight hours a day (from 9 a.m. to 5 p.m.).

The typical day is articulated as follows:

- entrance, preparation and consumption of breakfast;
- occupational therapy workshops (ceramics, paper, cooking, etc.) with psycho-behavioural methodology and/or rehabilitation activities and learning of skills for work integration, self-care and communication;
- lunch break;
- leisure activities;
- occupational therapy workshop with psycho-behavioural methodology and/or rehabilitation activities and learning of skills for work integration, self-care, communication;
- leisure activities;
- return to the family.

LA SEMENTE (contacts)

Via Limiti di Spello, Perugia - Italy

Day Centre - Tel. 0742 30 31 53

Mail: segreteria@angsaumbria.org

Social Farm - Tel: 0742 30 20 33

Mail: info@lasemente.it

direzione@lasemente.it

commerciale@lasemente.it

2. "CASA AL SOLE" INDEPENDENT LIVING PROJECT

The 2) "Casa al Sole" Project (<https://www.downfvg.it/progetti/casa-sole-autonomia-abitativa-down-fvg/>) is developed in the city of Pordenone (Italy): the "Casa al Sole" training centre and 6 "Satellite Houses" are located in the historical centre. They are medium-high quality flats with adequate personal living space. The inhabitants have easy accessibility to shops, services, communication routes and means of transport (buses, coaches and trains). The Project beneficiaries are young adults, with medium and mild intellectual disabilities, with sufficient cognitive and relational skills, and in a position to be included in projects of preparatory work, in long-term socio-occupational work or with prospects of entering the world of work.

Aims of the project and general objectives:

- Provide an answer to the problem of independent living, starting from the needs expressed by the persons concerned, by forming stable civil housing units, which represent an innovative answer to the problem of residency and social living.
- Improve the quality of life of people with intellectual disabilities.
- Be a quality response to the distressing problem of "after us, during us" and allow a gradual detachment between parents and children.
- Promote the cultural assumption that the mentally disabled, while respecting their limits, possess the potential for self-determination.
- Include the intellectually disabled person in the social fabric to which he/she belongs, through awareness-raising and the development of a supportive community.

Expected results:

- People with intellectual disabilities become capable of self-determination, of adult protagonism, of independence from parental figures and from adults in general. This transition is possible by overcoming the development of a purely executive autonomy, and by stimulating the cognitive competence of thinking, deciding and acting autonomously.
- The transversal objective of the educational work is the strengthening of self-perception and personal identity, being able to place one's own role in all the contexts of life for the construction of one's own Life Project.
- People move from the situation of "being cared for" to "taking care of themselves" in the daily activities of: personal and health care, care of the home environment, use of money, movement and knowledge of public places, understanding of roles and management of formal, informal and family relationships, management of affectivity and sexuality.
- A structured accompaniment with the social context, the creation of a social network of reference, a change of cultural representations and of the relational mode with the intellectually disabled person are foreseen.
- The family is welcomed and accompanied in recognising that their child is growing up and becoming an adult, in knowing their limits and potential. By means of educational and psychological support, the family changes their imaginary and relational patterns.
- The educational method, which is not welfarist, builds a prevention model based on the recovery of autonomy, which restores self-determination to the disabled person; the acquisition of autonomy allows for a reduction in the educational presence, and therefore in public expenditure.

The first phase is formative and takes place in the flat called "Casa al Sole". It envisages an initial period of alternation (family - Casa al Sole) aimed at gradual distancing, until arriving at permanent residence. It lasts 2-3 years, according to an individualised project. The presence of the educator, at first continuous, is gradually reduced on the basis of the autonomy acquired. The second phase involves permanent residence in

the "Satellite Houses", flats in which they live in small groups, with people they have chosen, with a minimum degree of educational presence.

Methodology used

Observation and evaluation of the skills expressed by the participants are constantly carried out. The data is collected and analysed by means of special tools, such as cognitive questionnaires, evaluation and observation forms, writing of the logbook and minutes of the meetings and interviews. At the end of the observation-evaluation phase, the educator draws up the Individualised Educational Plan (IEP), which lasts 6 months/1 year. The IEP is drawn up according to a scheme that includes the subject's structural data, a description of the social context to which he or she belongs, qualitative data regarding the various areas of autonomy development, identification of problems, project hypotheses, educational activities/actions and verification of the indicators for achieving results. The individual project is therefore checked and reworked according to the circular Research-Action scheme, in order to respond more and more precisely to the person's needs. The Group of Educators meets weekly and is made up of the Educator in charge and the Educators who conduct the educational activities.

The Working Group meets periodically and is made up of the Responsible Educator, the Reference Educator, the psychologist in charge of supporting families, the professionals of the AAS n. 5 business services and other public or private services, interested in the project.

The Technical Project Group is made up of the AAS n.5, in the person who acts as a reference point for the systems of low-threshold autonomy pathways, and the Down FVG Foundation in the person of the Responsible Educator and two representatives identified within the Foundation. It has the function of coordinating the project between the various partners and the figures involved, as well as connecting the various technical groups, coordinating with the services in the area, checking the construction and planning of the autonomy processes.

Resources and costs

The Down FVG Foundation:

- employs 5 educators, 1 social and health worker and a person in charge of educational activities;
- invests in the training of operators;
- is building a network of volunteers who support educational activities, socialisation and house maintenance;
- has an agreement with the Universities of Udine and Trieste to carry out internship projects;
- makes use of the collaboration of a psychologist - psychotherapist, in charge of accompanying families along the path of release;
- provides educators with a consultant clinical pedagogue, who carries out consultancy, training and supervision activities.

The costs of socio-educational interventions for the "Casa al Sole" and the "Satellite Houses" are managed by the Down FVG Foundation, which was entrusted by the Health Assistance Company n. 5 Western Friuli (e.g. € 445,000.00 for the three-year period 2014 - 2016) through a public tender. The Casa al Sole apartment is under the management of AAS n.5, while the inhabitants pay the living expenses (food, personal

expenses, housekeeping). The economic coverage of the "Satellite Houses" (rent, utilities, etc.) is paid for by the people. The Down FVG Foundation helps people and their families to find housing and set up a support network for them; it also provides counselling and training for educators.

Design strengths and weaknesses

Strengths:

- the person with intellectual disability can build his/her own Life Project, enjoy greater well-being and a better quality of life;
- the family accompanies their child as he/she grows up, and by seeing him/her as capable, integrated in society and not marginalised, they can think about the "after us" with greater serenity;
- the achievement of autonomy determines a containment of public expenditure, as it allows a minimum presence of the educator and one's own housing solution;
- society welcomes and takes charge of the person with disabilities, making him/her feel part of the community.

Weaknesses:

- the extremely flexible organisation of the educational presence, which continually adapts to the needs of the people involved, makes the management of human and economic resources very challenging;
- The people involved may in the course of time need more assistance, in connection with illnesses, operations, ageing processes: the project requires to find from time to time an adequate and, if possible, alternative response to the other existing care structures;
- the evolution of the relationships and links between the people involved leads us not to consider in a static way in time the groups which have been set up today and to be ready to respond to the needs for change which are expressed;
- the economic needs are greater than those guaranteed by the public call for proposals and the project management is affected by the timeframe of the call for proposals (three years);
- it is not always easy to find points of convergence (of thought and operation) with other Services, i.e. to share cultural assumptions and representations of the person with intellectual disabilities.

3. D.A.D.I DOWN ASS. Project

The Autonomy project of the D.A.D.I. Down Association (<https://www.downdadi.it/progetti/autonomia>) takes place in Padua and in the adjacent Municipality of Limena. There are two housing structures:

CASA VELA, where the "Navigando" Project (education to autonomy) takes place;
CASA PONTE, where the "Mettiamo su Casa" project (pathway to autonomous living) takes place.

The Autonomy Project started in 2004 and in 2018/2019 it involved more than 80 young people, almost all of whom have Down Syndrome.

Project aims and general objectives:

The Autonomy Housing Project has the following aims:

- make the boy/girl as autonomous as possible in various aspects, so that there is a living and active integration in the territory;
- offer young people with Down Syndrome the chance to prove themselves in the management of daily life.

The general objective is to break away from the family, to live as independently as possible, with a timeframe aimed at preventing the child from finding himself in unpleasant situations, such as the disappearance of his parents.

This path is not only intended to teach youngsters to "be on their own", but also to enable them to learn to understand and satisfy their own needs, desires and dreams, and to make fair and independent decisions for their own good and that of others.

Expected results

The expected results vary according to age, and concern the attainment, in whole or in part, of the previously established objectives, passing through small objectives formulated during the project for the various groups and representing the various developmental stages of the project itself. Participants in the projects are expected to achieve as much autonomy as possible. In fact, for some young people "being autonomous" may mean just managing to live a decent life without leaving the family context, while for others the objective is to live outside their family home. Each objective is therefore personalised, agreed upon with the youth and their families and, if necessary, modified during the project itself according to specific personal situations.

Developmental stages

Step 1: from 12 to 15/16 years old. Work on awareness of oneself and one's role (work on personal data), creation of a group that learns to collaborate, respect for rules (at home, in the street, in shops), initial management of domestic autonomy. 2 meetings per month.

Step 2: from 15/16 to 18 years old. Work begins on the kitchen (preparing meals, shopping at the supermarket), the bedroom (making one's own bed, personal hygiene...) and group relations. 2 afternoons per month.

Step 3: from 18 to 22 years old. At this stage, objectives start to become more complex. It starts with knowing how to share a room with a friend, knowing how to choose how to dress, knowing how to behave in public places, to finally spend a night out of the family context. 1 weekend per month and 1 afternoon meeting.

The operator's presence is progressively reduced, depending on the response of the group. Important is the work with the families to plan a real autonomous life, attention to the emotional sphere, development of the ability to follow road routes independently, full use of local services, development of self-determination.

Step 4: dai 22/23 anni in poi. This is the last step before going to live on their own, in which the youth must demonstrate that they are able to cope with one/two weeks in full autonomy by keeping all their activities active, from work to sport and personal relationships. The work on relationships is primary, as is the work with families.

Methodology used

The methodology used changes according to the various phases of the project. The operator accompanies all activities, following the boy/girl's developmental path and helping him/her to develop his/her autonomy in the best possible way. The operator's

presence is progressively reduced as the boy/girl's autonomy grows. The Vineland Adaptive Behaviour Scales test and task-structured observation sheets are used to monitor and check the work done. In addition, a sort of "logbook" is drawn up, with reports on the development of the boys/girls and the activities carried out; the written material is then discussed, expanded and modified during the monthly team meeting, under the supervision of the project coordinator.

There are also moments during the activities, when problems arising during cohabitation, group dynamics and personal problems are discussed directly with the young person. The use of cameras in these moments facilitates the operator's task, because it allows him/her to identify some specific behaviours, to become aware of certain situations and to work on some dynamics, which otherwise would not have emerged in his/her presence.

Resources (economic, human, material, sources of funding...) and cost

The cost of the project's ordinary activities is entirely supported by its own resources. Of these, about 30/40 % are provided by the families of the users and appear in the budget as "contributions for activities and projects"; the remaining part is covered by fundraising activities carried out by the Association. The staff is primarily made up of psychologists and educators. Where possible, people who are willing to volunteer are used.

Strengths and weaknesses of the project

Strengths:

- families are constantly involved; the relationship of trust that has been created with the young people's parents also increases the motivation of the young people themselves to undertake their own path to autonomy;
- the facilities and equipment are ideal (easy-to-reach homes, well-equipped, cameras available...);
- the paths are long but gradual, and efforts are made not to "rush things";
- in parallel with the autonomy process, the young people also attend ad hoc affectivity courses on relationships and the problems of living together. Parents also follow an affectivity project at the same time as the young people's activities.

Weaknesses:

- since the Association is independent and self-sufficient, there is often a lack of collaboration with other local organisations and/or public bodies;
- lack of different professional figures within the team;
- sometimes the young people are ready to face an autonomous life, but their families are not so ready to support this path both economically and emotionally.

CHAPTER 20

Good Practices in Spain

Rachel MARTINEZ, & Maria CARRACEDO

1. ONEP PROJECT

Introduction

The **On Inclusiventrepreneur (ONEP)** project is a European initiative whose main objective has been the economic and labour dynamization of the cross-border area between Castilla y León (Spain) and the Central Region (Portugal). The project, co-financed by the Interreg VA Spain-Portugal program (POCTEP) 2014-2020, has been oriented to new sources of employment, which promote the employability of people with disabilities and/or at risk of social exclusion, in order to achieve their labour insertion.

Objectives and aim of the best practice

- To promote entrepreneurship by assessing the socio-economic reality of the territory, based on the creation of new lines of action and market niches.
- Improve the competitiveness of social economy enterprises in the border territory.
- Create new niches of social and environmental value.
- To improve and facilitate access to employment for people with disabilities, both physical and intellectual, and people at risk of exclusion.
- Encourage the creation of inclusive businesses.

Participants and setting

The project has been developed in the cross-border territory between Spain and Portugal, an economically depressed area with high unemployment rates. The cities where the project has been carried out are Valladolid, Salamanca, Zamora, Avila and Leon on the Spanish side and the region of Guarda in Portugal.

The ONEP project was intended to be a meeting point between entrepreneurs, mainly from the social initiative, who were looking for the creation of new businesses and people with disabilities and at risk of social exclusion living in rural areas of the cross-border territory.

The project has been addressed to:

- People with disabilities, both physical and intellectual
- People at risk of social exclusion
- Unemployed rural women
- Young and long-term unemployed

- Entrepreneurs in search of new business opportunities willing to create new lines of action, exploring new sources of employment, in the border area between Castilla y León and Portugal

Procedure/implementation

The ONEP project has sought new business opportunities in the rural cross-border territory between Spain and Portugal, within different areas of action such as accessible tourism, local services, food production and crafts.

The ONEP project consisted of four activities, through which the labour inclusion of people with disabilities or at risk of social exclusion has been promoted.

The project activities have been divided into two types: those aimed at the labour inclusion of people with disabilities or at risk of social exclusion and those aimed at companies, social entities and public administrations.

Both regional administrations and social economy organizations and entities have worked together to be able to offer employment opportunities to people with disabilities or at risk of social exclusion, offering employment contracts that included training.

Results of the best practice

The results of the project have been the following:

- Implementation of a support system for social and inclusive entrepreneurship, which fits the social and economic reality of the territory and is highly transferable. The most important result has been 15 entrepreneurship initiatives carried out.
- A space has been generated for networking or exchange between companies, the search for synergies and cooperation between social economy companies in the cross-border territory.
- A social and inclusive business incubator has been launched.
- A Strategic Cross-Border Observatory has been set up, which will carry out technological and competitive monitoring tasks.
- A model of intervention and support for labour market insertion has been created for people with disabilities, both physical and intellectual, and people at risk of social exclusion, with special difficulties in accessing the labour market.

Sustainability (how is monitoring and evaluation carried out once the good practice has been completed, how sustainability is ensured, what studies are still being carried out)

The project began in May 2017 and ended on December, 2019. As part of the project, about 20 people with intellectual disabilities were hired. To date, many of them have kept their jobs.

To ensure the monitoring of the activities carried out, the project had a series of quality indicators, which have been fulfilled during the development of the project.

Due to the good results obtained, the consortium of partners continued to work on another project, FRONTEIRA2020, which continues the work developed in the ONEP project. FRONTEIRA2020 is currently being developed in the same Spanish-Portuguese territory and seeks to provide employment opportunities in the field of care for the elderly and sick in rural areas and in ecological and sustainable agriculture.

2. INCORPORA PROGRAMME: INCORPORA MENTAL HEALTH

Introduction and aim of the best practice

Incorpora Programme is a labor intermediation programme based on the needs of the social and business world. Within this programme there is Incorpora Mental Health, aimed at people with mental health problems. Its objective is to facilitate the occupation of these people, the necessary support to both the company and the person and to combat the stigma that exists on mental health problems.

The programme is responsible for training companies, as well as people with mental problems who are looking for employment and professionals who deal with people with some kind of mental illness or disorder.

Participants and settings

Incorpora Programme and Incorpora Mental Health have been developed in 22 Spanish territories. The Incorpora Programme was launched in 2006 and Incorpora Mental Health Programme in 2015 and both are ongoing.

Procedure / implementation (what has been done or is being done during the procedure)

Incorpora Mental Health promotes the social and labour integration of people with mental issues thanks to the commitment of the technicians working in this programme and of the collaborating companies and organizations. To offer training to people with mental health problems who are looking for an employment, there is a network of entities, Red Incorpora, throughout the Spanish territory. These entities offer training and job placement itineraries to people with mental health problems. They also offer free advice and support to companies that have people with mental health problems on their teams.

- For companies: the Programme advises companies to show them the advantages of hiring a person with mental problems or illness. In addition, they are offered training to adapt potential workers to the needs of companies.
- For people: the Programme helps in the labour insertion of people with mental illness who cannot easily find work. Helps the employability of these people through training

and courses to enhance social and labour skills. The training includes internships or stays in companies to facilitate entry into the workplace. Also, if the person is interested in creating their own business, there is another programme called Autoempleo Incorpora.

- For professionals: Red Incorpora offers training courses, practical and dynamic of various topics, selected from the needs of the sector. Through an online platform, professionals can find courses to facilitate the inclusion of people with mental illness or disorder in the workplace.
 - Virtual training: online support courses in the labour integration of people with mental illness or disorder. These courses offer continuous training.
 - Resources: tools, training materials and resources selected to facilitate the daily work of the socio-labour insertion professionals.

Results of the best practice

Within the Incorpora Mental Health programme there is a network of collaborating entities and organizations formed by 375 social entities, grouped into 22 territories. When a person with mental health problems wants to begin their labour insertion process, contact the coordinating entity of their territory.

The programme has its own methodology and incorporates guides and manuals of quality indicators of the Incorpora programme.

In the training offered by this programme high rates of labour insertion are achieved. In many of the courses offered, 50% of labour insertions have been exceeded. Even in some training courses, 90% of job placement has been reached. Much of the success of these formations is due to the high participation of the students and their interest in the contents.

Sustainability (how is monitoring and evaluation after the best practice ended, how sustainability is ensured, what are the studies still being done)

One of the most innovative points of this best practice is that of training to facilitate labour insertion. The Incorpora programme offers Incorpora Training Points (PFI) aimed at people at risk of social exclusion, vulnerability and mental illness. Through training with courses with cross-cutting content, job placement is facilitated and the employability of these people is improved. Different entities and organizations are part of the PFI. These organizations offer professional training and education that allows these groups of people to enter or return to the labour market.

The Incorpora programme has a network of 407 social entities, grouped into 20 groups distributed throughout the Spanish territory.

3. PARQUESOL STORE “A MADNESS POINT”

Introduction of the good practice

Intras Foundation has opened a store of organic products where people with mental disabilities are working. The store was opened a few months ago in the neighbourhood where the main headquarters for Intras Foundation is located in Valladolid.

Objective of the good practice

The main objective of this good practice was to open a store in a community space in order to distribute and sell organic products, fruits and vegetables, which come from a series of organic gardens that Intras Foundation has in the province of Zamora. In addition to fruits and vegetables, the store sells handicraft products (small restored furniture, textile products made from recycled fabrics, etc.). The store's business model is based on the circular economy, that is, it is a model of production and consumption that involves sharing, reusing, repairing, renewing and recycling existing materials and products as often as possible to create added value. In this way, the life cycle of the products is extended.

Participants and setting

The participants are people who, at present, attend the different programs of work itineraries offered by Intras Foundation. They are young people and adults with mental illness who are interested in training and employment.

The store is located in the Parquesol neighbourhood in Valladolid, very close to the headquarters of Intras Foundation.

Procedure/implantation (what has been or is being done during the procedure)

A very pleasant atmosphere store has been created, with a rustic but very cosy look. The store sells, as mentioned above, organic fruit and vegetables, jams and canned goods, craft products such as soaps, textiles, etc. In addition, they want to create a network of contacts with other producers and / or suppliers around the store.

Results of the good practice

At this time, there are two people with disabilities hired to do public service work. There are also plans to set up workshops for sewing and preparing organic fruit and vegetable baskets to be sold and distributed throughout the city of Valladolid. At least ten people are expected to participate.

Sustainability (how is monitoring and evaluation carried out once the good practice has been completed, how sustainability is ensured, what studies are still being carried out)

In the words of the store manager, Laura Sanchez, “we will try to make the store as solvent as possible, and to sell at a volume that allows it to be sustainable without the support of INTRAS Foundation, as it is being done so far. The balance of the moment is very positive and the reception it has had in the neighbourhood has been very good”. Two people have been hired.

CHAPTER 21

Good Practices in Austria

Tom SALAMON

- Proqualis, new working field for persons with learning difficulties
- ifs Spagat, model project for participative support during the inclusion process

Proqualis

Proqualis is a new specialised training and a unique working opportunity in the field of peer-to-peer quality evaluation. The first training started in 2012, 2 years later a new company was founded, that continuously employs 9 persons with learning difficulties under the conditions of the first labour market. It is not a model for founding new companies in this working area, because there is no further market, but it is one of the best models, how to create tailor-made solutions for individual persons to enable them to do qualified jobs according to their possibilities.

- Aim of the project

First idea of the project was to develop and offer people with learning difficulties a special participative training, that was fostering empowerment and focused on their disability as their hugest strength. In this concept people with disabilities are seen as the best experts of their needs and possibilities. So it was foreseen, to develop future working documents during the training by using the knowledge of the persons with disabilities, the trainees. The main aim of the project was to create new tailor-made working places and working conditions in a special new working field for persons with intellectual disabilities: Peer-to-peer evaluation of the quality in housing projects and protected work for people with disabilities.

- Participants and settings

After numerous individual preliminary meetings in 2012 a preparing training course started with 14 participants (6 men and 8 women). They were supported by two trainers (social pedagogues) and 2 project managers. The trainees never had worked within the first labour market and all of them were clients of protected work. The course was taking place 6 hours per week (only one day), so the trainees could stay in their sheltered jobs first. After 6 months it was clear, that more training was necessary. The participants had to decide, whether they wanted to continue with an intensive training or not. 12 of the trainees decided to continue and were trained for a period of 18 month 4 days a week (20 hours). All training materials and further work utensils were produced in easy-to-read language. The training period of the project *Proqualis* was financed by the European Social Fonds and co-financed by the government of Upper Austria.

- Procedure / implementation

The project was developped and performed through a cooperation of FAB Organos and KI-I, both situated in Linz, Upper Austria. FAB Organos is the education

department of FAB, a social organization in Austria, which offers sheltered work and training for people with disabilities since about 60 years at many sites all over Austria. FAB Organos did the training activities and brought KI-I step by step as potential further company founder and employer into the boat. KI-I is a competence center for the development of assistive technologies for people with physical handicaps and has its location and main partners at the university in Linz. Since 2007 KI-I had an additional focus on the development of "Easy to read" materials. For KI-I the project Proqualis was the first step towards the real integration of people with intellectual disabilities.

Problems: *Proqualis* does peer-to-peer evaluation of the quality in organizations offering residential and working facilities for handicapped people. In contrast to usual studies the focus of these evaluations is directed to the expert knowledge of handicapped people about their real needs. The idea of *Proqualis* is oriented towards the principles of participative social research. According to this view people with learning disabilities are seen as the determining experts for communication (easy to read, alternative communication), contents (first-hand experience), framework conditions for the interviews (length and atmosphere) and working conditions in general (assistance). In the context of university this meant a huge change in the definition of expert knowledge and skills within the company. Nevertheless it succeeded. Through the inputs of *Proqualis* KI-I tries to combine different needs within the company and to enlarge the spread of views in research.

- Results

Self preservation capacity: 10 of the participants finished the training and started to work as quality evaluators within the new founded company '*Proqualis*'. They left their protected work and work under conditions of the first labour market since 2014, which includes social assurance and retirement insurance. The greatest result was to make it possible for all of them to start an independent life.

Increase in selfconfidence: According to the approach that people with disabilities are the experts on their demands, evaluators of *Proqualis* are furtheron teaching students and teaching staff of the university in the principles of easy-to-read, which meant a great appreciation for the people with learning disabilities.

Change of view within the company. Of course the quality evaluators need a lot of assistance in their daily work and according to the projects aim, this has been well organized meanwhile. A team of persons with and without disabilities work together on an equal level and support them reciprocally. *Proqualis* does peer-to-peer evaluation about the quality in organizations offering residential and working facilities for handicapped people. In contrast to usual studies the focus of these evaluations is directed to the expert knowledge of handicapped people about their real needs. *Proqualis* is oriented towards the principles of participative social research. According to this view people with learning disabilities are seen as the determining experts for communication (easy to read, alternative communication), contents (first-hand experience), framework conditions for the interviews (length and atmosphere) and working conditions in general (assistance). In the context of university this meant a huge change in the definition of expert knowledge and skills, also within the company. Through the inputs of the department *Proqualis* KI-I had to combine different needs within the company and to enlargen the spread of views in research and in the mind of students as future researchers or project managers.

- Sustainability

As quality evaluation following the principle of peer interviews is foreseen by law in Upper Austria, the company and the jobs are financially secured. There is no other company offering peer evaluation.

Besides the evaluators of *Proqualis* are role models for the inhabitants of residential facilities and participants of sheltered working places.

(Details: www.proqualis.at, www.ki-i.at)

ifs Spagat

- Aim of the project

The *ifs Spagat* accompanies people with a high need for support on their way to professional integration. The aim is to create regular employment on the primary labour market. The offer is aimed at people with severe disabilities and high need for support who have the desire to work in the primary labour market. Together with them tailor-made, inclusive workplaces are created. These are individually and flexibly tailored to the clients and the companies. The clients are supported through individual advice, intensive mentoring and close cooperation with all persons affected, including their social environment. The focus always lies on the people with their abilities, strengths and dreams. The aim is to create sustainable inclusive working places.

- Participants and settings

The support offer Spagat exists for more than 20 years. Around 300 inclusive workplaces were individually created in a wide variety of industries throughout Vorarlberg and are supported on a long-term basis. The clients are accompanied and supported intensively and directly on their way to achieve the greatest possible independence. All persons affected are part of the inclusion process, the parents, employers, mentors. Participation of the clients, volunteer work by relatives or friends and professional assistance of the team of Spagat are combined to give the clients the best support.

- Procedure / implementation

IFS Spagat acts as an interface and mediator between clients, parents, schools, cooperation partners and companies. The contact is usually established in advance (in the penultimate compulsory school year) by parents, schools or other institutions.

An ifs integration consultant contacts and meets the client. Together, first ideas for the professional future are developed.

Most important during the inclusion process is the support group (Unterstützungskreis): Parents, relatives, teachers and other important persons are invited to a support group for the client. At the meetings, these supporters help to find possible taster places and establish contacts with companies.

Accompanied trial phases: The integration consultant accompanies the client during a taster in different companies. If a suitable job is found, the integration consultant helps the client and the company to determine the framework conditions for the job.

Mentoring in the company: An in-house contact person is sought for each Spagat participant. This mentor assists the participants in their day-to-day work and helps with any problems that arise. The integration consultant is also available to advise the client, the company and the mentor after successfully starting a job.

- Results

The aim of the project is to bring the clients into an employment relationship with a service contract. They are covered by social insurance and receive a salary according to a collective agreement. The companies receive funding from the government of Vorarlberg.

- Sustainability

The project is yearly evaluated. 24.000 hours a year of assistance are done by a staff of 26 persons for more than 300 clients. In the last 20 years 344 companies from various sectors created inclusive working places for people with disabilities together with the project *ifs Spagat*, 311 former clients still have this work.

Details: www.ifs.at/spagat.html



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