

Vocational Peer Support

Trainer's Guide

money recovery
success choose
VPS job satisfaction esteem keep career
future get dreams support

Debbie Nicolellis
and Lyn Legere



Boston University Center for Psychiatric Rehabilitation

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How to Use the Trainer's Guide

What is the Trainer's Guide? The Vocational Peer Support Training Program (VPS) Trainer's Guide is designed to give you tools, concepts, and lesson plans that you will need to offer a training in Vocational Peer Support.

There likely will be more content in the Trainee Handbook, Training Slides, and Trainer's Guide than you will be able to use. Having more information is better than having less; we offer this information knowing that you will need to decide the needs of your particular training group.

Who should use the Guide? It is assumed that trainers of Vocational Peer Support will have had expertise-level training in both the Vocational Peer Support Training Program and a Train-the-Trainer training in Vocational Peer Support. This Guide will not offer a word-for-word script for each Module, rather, given the expertise the trainer is expected to bring to the training, we offer a Guide with a Plan for teaching VPS skills, conceptual knowledge, and introductions to VPS tools.

This Guide will give you:

- Key instructions for conducting the training
- Picture and page number "anchors" to let you know where you are in the Trainee Handouts and PowerPoint slides
- Key questions to get class discussions going
- Responses to look out for
- Potential responses for key discussions and exercises

How should you use the Guide?

Do:

- Read over the Trainer's Guide before delivering VPS training.
- Create your own personal training plan (see Tips for Trainers) and/or outline, formed from this Trainer's Guide, as you prepare for training.
- Use the Trainer's Guide while teaching.

Don't:

- Be constrained only to the words on these pages. The Lesson Plan is designed to be a guide and can offer key concepts to convey, key questions that have been tested in classrooms, discussion leads, and class exercises to help develop skills and knowledge. However, add your own stories and examples, and train in your own "voice."
- Worry if you notice slides without corresponding workbook pages, and vice versa. This was done to avoid repetition, and to create movement and interest in the training.

Principles and Key Concepts of Vocational Peer Support

Vocational Peer Support (VPS): Vocational Peer Support is an approach to providing employment and educational supports through peer-to-peer mutual support. VPS is designed for trained and/or certified peer specialists who want to support vocational aspirations through mutual peer support.

VPS is not designed to duplicate or take the place of other employment support approaches, such as vocational rehabilitation or supported employment; rather, it is designed to complement other vocational services, utilizing the lived and professional expertise of peer supporters. VPS builds on core peer support skills and knowledge by adding VPS concepts, skills, and tools.

The approach: Vocational Peer Support uses the Choose-Get-Keep approach to employment support, which uses the Psychiatric Rehabilitation approach (Anthony, Cohen, Farkas & Gagne, 2002; Anthony & Farkas, 2011) as a basic framework. Choose-Get-Keep, originally described by Danley & Anthony (1987), upended the traditional approach of *assessment, placement, and follow-along* in employment services and created a person-directed approach in which the person chooses a vocational direction, goes after the desired position, and keeps desired jobs or other vocational roles, with supports as needed and wanted.

Consider-Choose-Get-Keep: Psychiatric Rehabilitation includes a component to support people to determine for themselves their willingness to make an environmental change (Farkas & Nicolellis, 2003). In VPS, we have added the term, "Considering" to Choose-Get-Keep to signify that people who are deciding whether work is feasible or desirable at this time are indeed *considering* employment before they choose, get, or keep it. We have named this process, "Motivational Foundations" in VPS, as it refers to the *motivation* of the person to move forward, but also the *foundations* upon which the remainder of employment decisions are made. Considering whether or not to Choose, Get, or Keep work allows people who are unsure about work to explore factors, such as their need for a change, their beliefs about working, information about options and self, and their level of support for making a change now.

Vocational Recovery: Vocational Recovery in VPS is defined as "*an individualized journey of claiming or reclaiming one's right and capacity to choose, get, and keep vocational paths.*" This definition recognizes that each person's path will be different and tailored to his or her own preferences, values, strengths, and interests. It affirms the basic *right* of people in recovery to both have and go after their vocational dreams. Research over the past few decades clearly has indicated that psychiatric diagnoses are not good predictors of people's *capacity* to work, or even the types of work that people can do (Rogers & Macdonald Wilson, 2011); VPS affirms that people who have been given psychiatric labels can and do live full vocational lives.

Modules of the VPS Curriculum

Module 1: Introduction to Vocational Recovery and Vocational Peer Support. Module 1 reviews the basics of Peer Support and introduces conceptual basics of Vocational Peer Support, Vocational Recovery, and Scaffolding.

1. *Introduction to the VPS Training Program*
2. *Vocational Recovery & Vocational Peer Support*
3. *Scaffolding Vocational Recovery*

Module 2: Partnering to Support Vocational Recovery. The skills of this module are brought in throughout the training program, with skill development in the basics of partnering from a peer support perspective, including ensuring that a person is oriented to any activity, utilizing active, empathic listening techniques, and sharing one's own vocational recovery story.

1. *Orienting*
2. *Listening*
3. *Sharing your vocational recovery story*

Module 3: Motivational Foundations of Vocational Change. This module explores the components that support a person's participation in choosing, getting, and keeping work or school. Participants learn about the building blocks of Need, Information, Support, and Beliefs, and how to develop any foundations that help the person to feel more confident and prepared.

1. *Foundational Building Blocks*
2. *Exploring Motivational Foundations*
3. *Building the Foundations for Vocational Recovery*

Module 4: Supporting Choice in Work and Career. The focus of this module is on choosing meaningful vocational options. By exploring preferences gleaned from past vocational experiences, gathering information about work options, and supporting vocational decisions, trainees learn how to support vocational recovery according to personal choice.

1. *Identifying Preferences*
2. *Gathering Information*
3. *Supporting Decision-making*

Module 5: Scaffolding Getting into Jobs and School. Module 5 explores supporting a person's achievement of an employment or educational goal, once chosen. Key to this module is the exploration of supports that a peer support may provide as the person goes through the process of "getting," with or without other employment services.

1. *Scaffolding Getting Jobs*

2. *Supporting Getting into School*
3. *Thinking Through Disclosure*

Module 6: Keeping Work and School. In this module, peers focus on how to support the retention of work or school, with an emphasis on figuring out which specific skills, resources, and accommodations the person needs and wants for success and satisfaction, and how to support a person to gather them as needed.

1. *Exploring Skills, Supports, and Accommodations*
2. *Developing Skills and Supports for Success and Satisfaction*

Module 7: Coordinating with Vocational and Employment Providers. In this module, participants are introduced to a variety of employment and vocational rehabilitation service models and approaches, and offers skill development in the areas of collaborating with, augmenting, and supporting the use of employment services.

1. *Getting to Know the Array of Vocational Service Options*
2. *Partnering with Service Providers*
3. *Negotiating for Success*

Module 8: Researching Information. This Module seeks to enhance the capacity of peers to support the gathering of information related to vocational recovery. At the core is the refrain, "Know the Basics, Know the Experts."

1. *Clarifying the Question*
2. *Brainstorming Sources*
3. *Gathering Information*
4. *Evaluating for Reliability*

Module 9: Social Security Work Incentives (Optional 1-day Module). This module is designed to offer basic information on the Social Security Work Incentives and integrates the cornerstones of informed decision-making and scaffolding a person's efforts to make informed decisions about a meaningful vocational life.

1. *Getting to Know the Basics*
2. *Using the Experts*
3. *The Role of Peers*

Module 10: Utilization Planning. We close the training with a plan for our own work. A review of training skill areas is followed by planning for participant practice with new skills and tools. Participants are invited to describe supports and scaffolds they will need to put VPS to work.

1. *VPS Skills in Practice*
2. *What's Next? Planning for Supporting Vocational Recovery*

Tips for Trainers

These Tips will give you information you may need as you consider, prepare for, teach, and follow up on VPS training. The Tips are organized loosely under the Consider-Choose-Get-Keep framework, this time for conducting a VPS training. Read and consider the following before starting a training in Vocational Peer Support.

Considering a Class in VPS

Think about the following in deciding whether and how to proceed with offering a Vocational Peer Support training:

- Do you have a group of peer specialists who want and need to be trained to support vocational aspirations?
- Is their role going to remain a peer role, i.e., with a focus on mutuality and shared experience?
- Do the people to be trained have a solid background in the basics of peer support, including peer support skills and ethics?
- Is the primary focus on a peer-provided role, or is there a move toward peers becoming practitioners? VPS maintains a focus on peer practice, and does not try to replicate practitioner roles for which there is other specialized training, such as Employment Specialist or Rehabilitation Counselor.

“Choosing” And Planning for a VPS Class

Use the following to “choose” a class and training environment that makes sense for you and the people to be trained.

The Class: Consider whether you have a ready group of trainees, or whether you are inviting applications. *Consider peer workers who are:*

- **Certified and/or trained peer support specialists.** VPS training does not teach the basic essentials of general peer support, and it is important that all VPS trainees have a solid understanding of peer support concepts, ethics, and skills.
- **Working.** This training is best received by peer specialists who are currently working. Those who are not working to support others will not be able to apply the material to their work, which is key to learning VPS skills.

- **Interested.** The best trainee is someone who wants the training. The best situation is one in which trainees are asking for or are open to the training. Forced training is less likely to be received well.
- **Supported.** People are more likely to be successful in following through with the training and using the skills they learned, if they are supported by their agencies. Consider the support of supervisors in your planning and how “ready” the agency is for peers to support vocational recovery. See the *VPS Implementation Guide* for more on agency readiness for VPS training.

Class Size: VPS is designed to be a highly interactive classroom experience, and we have found that it is wise to have a class of at least 8 people and not more than 20. Larger and smaller classes certainly are possible, but keep in mind that really small classes have less of an opportunity for a variety of ideas and will require more of each individual in terms of participation. In addition, if people leave the training, you are left with an even smaller class. Larger classes may give less opportunity for personal attention to each individual.

Trainers: We have found that it is important to have two trainers whenever possible, especially when the class is larger than 12 people. At least one of the trainers **MUST BE** a peer support specialist, and both must be heavily rooted in a recovery orientation, employment, and/or educational support, and lived and direct support experience. It is preferable for the trainers to have training and/or group leadership experience.

Schedule: Decide how often the class will be held and for how long each time. The Modules vary in terms of length: Some are an hour-long, others will take almost a day. The recommended length of time for each Module will be listed in the Lesson Plan of this Trainer's Guide. The original VPS trainings were held in 2-3 day training sessions, equaling 5 or 6 days total, but ½ day trainings, or even full-week trainings are possible. *A day of training is considered 6 hours of training time, excluding breaks.* Depending on the needs of the group or organization being trained, and your own schedule, plan out the following:

- How many trainings you will schedule.
- Number of hours that each training will last. Consider lunch break, morning and afternoon breaks, if applicable, usually adding up to 1.5 hours.
- Dates and times of trainings.

Space: Do you have a space that will comfortably accommodate your class? Consider that people will need to:

- *Spread out during class*, with a Trainee Handbook, personal items, coffee, etc.
- *Move about the room.* Ensure that people can move about easily in order to participate in group activities, run to the restroom, or take a break as needed.
- *Write.* Make sure participants have tables or desks to lean and write on.

- *See the board and/or screen.* Make sure to have a screen for PowerPoint presentations, and a blackboard, whiteboard, or easel with paper available.
- *Have snacks,* especially during a long training. Ensure that the space can accommodate drinks and snacks, either provided by the host agency, or as brought in by trainees.
- *Be comfortable.* Work to have a comfortable temperature, chairs, and general space for learning.

Getting Prepared for the Training Itself

Get to know the materials well before you get in front of the class. Familiarize yourself with the section you will be teaching, and review the slides relative to the Trainee Handbook. Work with the Tools yourself (with someone else or on your own situation), in order to understand the intent of the tool, how it works, and the kinds of questions that you are likely to encounter.

Decide who will do what. Get together with your training partner, plan out which content each of you will teach. Think about teaching content you are good at (or want to become good at), enjoy, and have a passion for. Consider timing, since some pieces are longer than others. It often is helpful for participants to hear more than one voice and see different styles throughout each day of training. Switching trainers changes the energy of the room and brings different perspectives into the training, so plan on switching trainers several times during a day. However, some pieces are longer than others, and there may be times that a long piece is better delivered by only one person, or you may decide to switch off to keep the energy and ideas going. Plan on supportive roles you can take on while not teaching, such as taking notes, writing on the board while the other person teaches, and attending to details and room issues. Sometimes it is helpful for both trainers to be attentive to participant questions, but decide this ahead of time.

Make a personal training plan, detailing the particular pages and slides that you want to spend time with in each Module or training session. Doing this may help you to consolidate the content and allow you to go into the training with a plan, which will help you to tailor the lesson for your particular training group and the time you have allotted for the class.

- **Make notes to yourself** on the Trainer’s Notes or Training Slides, indicating the questions you want to ask the class, any points you want to be sure to make, and any stories or examples you want to share. Indicate for yourself any content you do not intend to cover in order to tailor the content to the class’ interest, capacity, and/or current knowledge.
- **Create an outline** if that helps you to focus and stay on track. Outlines can help you summarize your intended teaching tasks and can serve as a “map” for the course of the lesson. Consider your audience when planning.

- **Think in advance about stories** that you can share that illuminate the content. Include snippets of your own Vocational Recovery story and/or stories from your work that give examples of the content's importance or relevance, how the process can work, and outcomes. "Place" the story in the lesson plan and note the name of the story (for example: "James – Need for Change") or in your personal training plan, to help you remember. Remember to preserve the confidentiality of people who may play a part in the story, using only common first names or changed names, if needed.
- **Create an agenda** – for you and for the class. The agenda will help everyone stay on task, keep to anticipated timelines, and accomplish training and learning goals. Print out the agenda for the class, so that everyone can share in the plan, and so that people can anticipate breaks and upcoming topics.
- **Practice.** Give yourself time to not only think through a training session, but to practice talking about the content, asking classroom questions, and running through instructions for exercises. Think about how much time you will leave for discussion, and for review of exercises. Notice where you get stuck, and look more deeply into the materials as needed.

Get the room, materials, and equipment ready. Make sure all materials, equipment, and supports you need to be successful in the class are available to you.

- **Schedule the room:** Schedule for extra time before the start of the training for set up and arrival of the class, usually about an hour before class is to begin. Schedule time after the training ends for cleanup and break-down of the room (cleaning the board, taking down equipment, moving tables), approximately ½ hour to 1 hour afterward.
- **Arrange for delivery** or pickup of equipment, supplies, and copies of materials; and anticipate any problems that could come up. Will the equipment room be open before 9:00 am? Do you have the key to the training room and/or extra projector lamp?
- **Be flexible!** Plan for things to go wrong: electronics, equipment, materials, room reservations, you name it! As one of the developers of this content might say, "The key to life is the willingness to go to Plan B." If you can, have extra materials and equipment on hand as backup, and bring with you the contact information of key people who can help, if needed. Check the room and equipment the day before the training if possible, to avoid any training day "nightmares." You can't avoid every mishap, but averting most of them will make for an easier training.
- **Organize the room.** Set up the tables, chairs, and equipment so that people can interact with each other and you, as well as see the board and/or screen. Having chairs that can be moved helps you stay flexible in your training because it allows the participants to turn to face you or each other as is needed. A "U" shape of tables often gives participants a way to see each other, and allows you to walk up and down as you teach. However, there are many

ways to set up a room for interaction and attention, so arrange the room to accommodate your training vision.

- **Accessibility:** Make sure that you have access to a room and setup that allows for people with a variety of accessibility needs to participate. As needed, provide materials presented in a variety of modalities, make sure that your slides have a high level of contrast (for people with low vision, for example, avoid muted colors and bad color combinations such as red on green, and go for black and white instead); and work to provide other accommodations, as needed. Ask participants ahead of time about any accommodations they may need.
- **Arrange for snacks:** People feel appreciated when they have access to freebies, like a cup of coffee and a muffin; and it is a way to tell participants that they are welcomed and valued. It also can lead to pre-training conversation between participants who do not know each other. So if you can, arrange to have coffee and/or snacks brought to the training room.

Once the Training Starts

As you begin the training, take a deep breath, relax, and picture yourself having a great class. Some nerves can help focus your energy, but work to manage excess anxieties that might get in the way of being present to the group. Do the following to make the training session a success.

- **Arrive early.** Plan to arrive an hour early to set up. Use that time to set up any equipment, screens, blackboards/easels, etc. Arrange your own materials so that you can easily access them. Distribute training materials to participants. Expect to see some participants early as well. Make sure you have water available for the trainers and trainees.
- **Greet trainees.** If you are not familiar with the group, registration of some kind may be indicated. A sign-in sheet may be enough to both document who is there and to make sure you have everyone's names. Introduce yourself to individuals coming in and find out a little bit about them. This will help you connect throughout the training.
- **Start on time.** The creator of Choose-Get-Keep used to say, "Let's not punish people who arrive on time." People have worked hard to get to the training, and starting on time honors that effort. You will set a good tone for the training if you start on time and keep to the schedule. This tells participants that not only are you serious about the training, but that you acknowledge that their time is valuable. Almost more importantly, plan to end on time because it is more than likely that people have other commitments.
- **Be trauma-informed.** Being trauma-informed is in part to set up the environment so that people are less likely to be re-traumatized. Ensure that people have easy, comfortable ways to leave the room to take a break. Give participants a map, through an agenda or timelines

on the board, so that they can plan for breaks, exercises, etc. Ensure that any classroom “rules” are set with the class, so that everyone gets to take part in setting those guidelines.

- **Eliminate Distractions:** Eliminate extraneous distractions both within and around you, so that you have room to do your work:

Internal Distractions can be minimized by doing things such as:

- Write a to-do list so that reports, grocery shopping, etc., do not take up brain space.
- Prepare for the training ahead of time, creating an agenda so that you do not have to worry about remembering what is coming next.

External Distractions can be minimized by doing things such as:

- Choose a quiet space, set apart from major “goings-on.”
- Place phones on silent or “do not disturb.”

Keeping the Training Going

Consider yourself facilitator, not speaker, in this skills-oriented training program. The difference between the two is that a speaker talks *to* or *at* the class, and a facilitator works to *support the learning* of the group. As facilitator, you are there to do what you can to help people learn how to use VPS in their work.

Create a learning space. Pay attention not only to the words and activities in the curriculum, but also to the dynamics (interactions, confusion, relationships) of the classroom. Creating a learning space in which people support one another, work together, and are curious is half the work of this training. We have found that using the following skills and techniques will help you foster a great training atmosphere.

- **Model good listening skills.** Using Partnering Skills will help you in your role as trainer. It also will demonstrate the skills of Partnering and show how it feels to have someone really listen. Demonstrating understanding and showing empathy for a person's words, feelings, and beliefs can open up conversation, bring deeper levels of sharing within the class, and help people feel heard, which can make it a safe place to ask questions, tell one's story, and take in essential concepts and skills. Use the skill judiciously, however, as there will be times when you need to close the conversation and move forward with the lesson. Feel free to point out the Partnering skills you are using to help participants “see” the skills used successfully right in front of their eyes. Point out this skill only after Module 2, though, or participants will not know what you are saying!
- **Know where you're heading.** Always have in mind the content and skills you are teaching, and where you want the class to go next. When people get confused, reorient. If *you* get confused, reorient (this will help everyone, trust us!). Consider the group's questions,

comments, and stories in the context of what you are teaching. It will help you link together the content that the class brings and the content you are teaching.

- **Encourage participation.** Support participants to be involved in discussions by using the following techniques:
 - **Memorize names.** It is helpful to address participants by name and to tie participants' contributions, questions, and stories to the training content. One VPS trainer creates a "Class Map" for herself during introductions on the first day, drawing a simple picture of the tables in the room, and noting names, roles, and/or organizations around each table, according to where each person is sitting. This has helped in remembering names quickly, and can engender trust and greater participation. Another trainer uses name placards in front of each participant so that not only she, but the participants, too, can start to get to know each other by name.
 - **Invite discussions** about everything from the definitions of content to how participants might use skills in their own work. Use discussion-promoting leads, such as, "What do you think about...", "How would you define...", and "Why should we..."
 - **Connect participant comments to the content** in order to facilitate learning and connection to concepts, skills, and tools. You might make the connections yourself by saying things, such as, "that's a good example of" or "like Mary said before, ..." Or you might ask students to connect a story, comment, or question to the content with questions, such as "can anyone identify what skill the person in Jacqueline's story might need?" or "is the person in Joe's example choosing, getting, or keeping?"
 - **Encourage class members to discuss** possible solutions to questions that come up. Get people to talk with each other, not only to you. Ask questions like, "How would you all approach Joe's situation, now that you know a bit about VPS?" and "How could you paraphrase what Lena is saying right now?"
 - **Get people to work together**, in dyads (groups of two), small groups (3-4), and even in a large group to practice new skills or understand new content. Large group discussions yield less participation by each member, but allow each person to hear everyone else. Smaller discussion groups allow each person to contribute more and for each small group to dive deeply into a discussion/activity; however, each group hears less from other groups. The type of group you pick may depend on time constraints, whether you as trainer need a quick break, and what kind of practice you think the class needs. No matter which grouping you use, be clear and concrete in your instructions so that participants feel confident in what they are supposed to do in their group.

Modify the training based on the pace of the class. Does the class need to process and/or work through examples? Are they picking up the material quickly, and want more time for the

exercises? Modify your approach to meet the class where they are. Add or modify practices, discussions, and exercises as needed, according to their needs.

Offer variety in your training strategy. Bring the energy of the room up (especially after lunch!) by getting people to work with someone new across the room. Exercises in which people are doing, talking, and/or moving can help people move through low-energy periods. Stand up and move around the classroom as you teach when you want to gently bring energy up. Do a large group stretch to get the blood moving. Give exercises as a way to give trainees a way to understand complicated information; and remember, we often learn best by doing! Balance talking with the use of slides, class discussion, small and large group exercises, and individual writing exercises as needed. Though the curriculum attempts to give you what you need, only you know the needs of your training group and strategies that work best for you.

Balance the needs of the individual and those of the class. There may be times when an individual needs additional support in order to understand a concept or to gain a skill. However, the needs of the class as an entity have to be weighed against those of the individual. You may want to offer to spend a few minutes after class to help someone who was struggling, if the rest of the class is ready to move on. It is not necessary that every person understand every detail by the end of the training, as they are responsible for reviewing materials on their own as well. You may recognize one person as a “barometer” of the class, someone who indicates when the class is confused or ready to move on.

Be fair and supportive. If you write items on the board, make sure to write something down for each person who participates. Recognize contributions verbally and in writing in order to help the class to feel safe, supported, and valued. Doing these things will encourage participation and will facilitate learning.

Focus on skills. They say that about 20% of people will remember something after hearing about it, and about 80% will remember after doing it. The primary focus of this course is to develop skills and help trainees feel comfortable using VPS tools, so it is key to engage people in learning by helping them to think it through and by trying it out. Focus on getting in enough information to get to the “DO” part of the curriculum: active exercises that help people try on the material, work together, and create more energy for the training. Try not to talk for more than 15 minutes before having people DO something, such as a discussion or breaking into pairs to brainstorm a definition. Be creative, and get people thinking, talking, and doing.

Support the development of skills. Walk around during exercises and listen in. Tell people that you will do this, and that you will offer support as they do the work. Don't be afraid to gently break in to the conversation, if necessary, to correct and support people as they use new skills.

Give breaks. We are not used to sitting as much as we do while we are in training! Balance the need for getting through the material against getting the blood flowing again so that the class can concentrate. Offer breaks in the schedule, at least 15 minutes in the morning, ½ hour to 1-

hour lunch, and a 15-minute break in the afternoon (if offering full-day training sessions). Invite people to take individual breaks as they need them, so that individuals can stretch, get water, etc., without fear of offending you or interrupting the training.

Relax and have fun. If you enjoy what you do, it's likely that the participants in your training will, too. Bring your passion, your stories, and your attention to the class. And know that the people in your training are rooting for you to do well, especially because if you do, it will be a great training for them, too!

After the Training

Evaluate your experience. Reflect on the training. Did you get as far as you had wanted to? Were there areas that participants still need work on? Were there stories you had planned to tell, but didn't? Were people engaged?

Gather participant experiences. Ask participants for their perceptions of the training. Ask verbally and perhaps with a written evaluation, what they liked the best, what they disliked the most, what pertained most and least to their work, and what changes they would suggest for future sessions or trainings. Doing this will help you design future sessions and will give you information about what participants need as they apply new information and skills. It also will allow participants to know that their opinions really do matter to you and the host organization.

Plan future trainings and follow-up. Use evaluation information (written or discussion) to plan next steps. Will there be more trainings? How will you follow up on homework assignments or practical application of new skills? Take a little time at the end of the training or afterward to communicate with the class about how you will continue the learning. Follow up with participants as agreed upon.

Provide Supervision/Support: VPS training itself is designed to introduce people to the concepts, skills, and tools of Vocational Peer Support. Participants get a chance to experience VPS a bit while in the classroom with you, using their own lives as examples. However, VPS is a peer-to-peer approach, and participants will need a chance to practice new skills with the people they serve. Plan with the class what kind of support they need from training staff. Examples might be monthly calls with the whole group after the training, or bi-weekly individual phone calls, to support people as they used the new tools and skills. Structure the calls or meetings around assignments, story-telling (stories from actual use of the material), questions, and challenges. Ask participants to identify where in the VPS framework (*considering, choosing, getting, keeping*) the person may be in, and ask them to brainstorm together what skills, tools, and discussion prompts they might use to scaffold the person.

Training Preparation

As you prepare for teaching VPS by reviewing the lesson plan and the other training materials, it is useful to understand some of the underlying conceptual frameworks of the teaching methodology.

ROPES is a framework originally developed by Carkhuff and Berenson (1987) and adapted by Boston University (Cohen, Danley & Nemeč, 1985). ROPES is presented below.

R**eview:** Review the group's current knowledge or understanding of the content you are going to teach. This will help you assess where they are now, and how much information they need. Ask questions, such as: What do you know about...? What is your experience with ...? Why would it be important to...?

O**verview:** Orient people to what is coming: give a definition, discuss why it is important to do (the benefit of doing it), and show an example. Give the class the "big idea." This is your chance to tell people about the big picture. Engage people as much as possible. Talk about the content and use the opportunity to show what either the process looks like, or what the end result should be.

P**resentation:** Teach the "how to." The "presentation of the skill" is the section in which you can get into the nitty-gritty of the skill performance: Teach the steps the peer specialist needs to take; show and discuss the tools and discussion prompts that will help organize explorations and decision-making.

E**xercise:** Give people the opportunity to work with the material through practice. Offer real-life practices with each other, role plays, written scenarios to work with, or brainstorming. The more real, the better! Give directions, offer time to work together/be interactive/active, and offer support throughout. Invite people to share what they came up with. Process with the group what was successful and what still needs work.

S**ummary:** Sum up learnings. Help the group reflect on what they learned, and which skills they want to sharpen. Ask questions, such as: What did you learn? What's the one idea you will leave with? What skill do you think you were best at? What do you still want to work on? How will you work on it?

Overview of the Materials

Introduction to the Trainee Handbook and Toolkit:

The *Trainee Handbook and Toolkit* will be used while teaching participants VPS concepts and skills and to introduce participants to the tools useful in providing VPS. The *Trainee Handbook* includes the following parts:

- “What to Expect” sections – overviewing the Module
- Informational Sections – overviewing content for the Module
- Class Discussion Questions – to be asked of the class to get them thinking
- Small exercises – for discussion or as an exercise
- Examples - of the process and potential outcomes
- Discussion Prompts – to get exploration going, used with or instead of tool
- Exercises – which can be done individually, in small groups, or as large group
- Tools – for participants to use as pen-and-paper exercise in explorations

Materials you will need for the training: The following are materials you will need to have at the ready as you teach VPS skills.

- Trainee Handbook and Toolkit (for all participants and trainers)
- Trainer’s Guide (for trainers only)
- VPS Training Slides
- Laptop, projector, and cords
- Flipchart and paper or whiteboard/blackboard
- Markers (check whether permanent or dry-erase needed) or Chalk
- Extra copies of exercises and Tools you plan to use in exercises for students who do not wish to write in the Trainee Handbook
- Pens/pencils for you and trainees

Optional Materials: Optional materials are those that you may want to consider for your training. Feel free to add to this list.

- Extra paper for trainees
- Chime or other noisemaker to bring people back from exercises
- Extension cords
- Pipe cleaners and/or small hand-manipulation objects to engage creativity
- Water/coffee/tea/snacks for participants

Format of the Lesson Plan

The format uses both ROPES (see page 18) and a “Tell-Show-Do” format to give trainees direction and support. Tell, Show, and Do are all needed for skill training because people need to hear what it is that they need to do, understand why it would be helpful to learn, how it needs to be done, see what it should look like, and have time to actually do it.

The following offers you definitions of the “command words” that are in the Lesson Plan. These commands are suggestions for what can be said, pointed out, and discussed.

Command Words: You will see these commands throughout the Trainer's Guide. Use them to guide your teaching:

- **Tell:** a definition or make a major point.
- **Show:** an example or other reference in the Handbook, or create a live demonstration of the process in front of the class.
- **Do:** an exercise, individually, in a large group, in small groups, or in pairs.
- **Make the Point:** Offer a secondary point in the curriculum, additional thought, or perspective.
- **Ask:** questions to get class discussions going and to challenge participants to thinking through the content at hand.
- **Discuss:** Get the class talking!
- **Review:** Go over previously discussed content or the class' experience with an activity or exercise.
- **Orient:** Give an overview of the activity, purpose of the activity, and everyone's roles.
- **Sum Up:** Summarize learnings for an exercise, discussion, or Module.
- **Assign:** Give for “homework” or practice assignment.

Notes in Italics: means that it is a note for the trainer only, not to be read or said aloud.

Lesson Plan

In this Lesson Plan, you will see Commands to the left, such as “Tell,” Show,” or “Discuss,” that indicate what trainers are meant to do at that point in the lesson.

The Instructions/Script are either words to say in the moment, or indications of what to work on with the class. Content below that shows up in *ITALICS* are meant as directions to the trainer and are not meant to be spoken aloud. Wording without italics is designed as a script that you may use while teaching.

Anchors on the right, in the form of Slide numbers, PowerPoint slide images, and Trainee Handbook page titles and numbers, are there to keep you grounded in your location in the curriculum and slides. In addition, Trainee Handbook pages are listed to allow you to know instantly where to direct participants.

Introduction to VPS Training

Suggested schedule for VPS Training Introduction

This Introduction is designed as a 1-hour Module.

10 min Orient

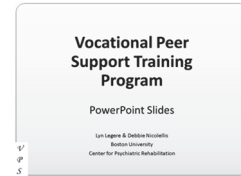
20 min Introduction Exercise

30 min Orient to overall Training

Command	Instructions/Script	Anchor
Orient	<p><i>WELCOME: Start with a welcome to the class. If someone from leadership is coming to say a few words, include that person in the welcome.</i></p> <p><i>Go over any pre-class business items, such as signing in, handouts, “house-keeping:” restrooms, coffee, etc.; go over the agenda of the week/training session.</i></p>	
Do	<p><i>Introduction Exercise: Ask people to pair up with someone in the class, preferably someone they don’t know well. If there</i></p>	Slides 1-3

is an odd number of people, a group of three is fine, or, alternatively, a trainer can pair up with the person.

Have them meet each other, with the goal of introducing the other person to the rest of the class (5-10 min). Remind people to share about themselves – about who they are, not about diagnosis. Guide the introductions with ideas, such as work role(s), dream job, or “what you do for fun.”



Ask

- Why did you come to the Vocational Peer Support Training?
- What are you hoping to get out of this training program?

Orient to the training

Orient to the goal of the program (skills-building in Vocational Peer Support).

Introduce the materials to the class.

Orient to how the class will be structured and training topics.

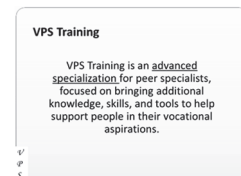
Introduce and discuss what people will walk away with as a result of the training.

Handbook p. 4-7
Review How to Use this Material, Course Intro, Training Topics, What will we walk away with?

Tell

Because this is a skills-building training, we'll be doing a lot of practice right in the class, and you also will do some "community learning;" working with the material in real life in your everyday work. There also will be ongoing support after the class. We'll talk more about this as we near the end of the class.

Slides 4-8



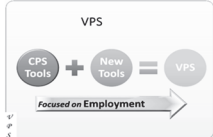
Module 1: Vocational Recovery and Vocational Peer Support

Suggested schedule for Module 1

Time allotments for all Modules are suggestions and may be modified to meet trainer or participant needs.

This Module is designed to be a 1.5 hour Module.

- 15 min Review and Review of Peer Support activity*
- 15 min Vocational Recovery and A/D List*
- 20 min Overview of VPS: Mission, Values, Activities*
- 10 min Scaffolding overview*
- 15 min Exercise*
- 15 min Summary and questions*

Orient	<i>Start Module 1. Review What to Expect in Module 1.</i>	Workbook p. 9 What to Expect in Module 1 and 1.1 Voc Recovery
Review	<i>What trainees already know about Vocational Peer Support, the role of work in recovery, and the peer support role in supporting work and school.</i>	Slides 9-14 
Do	<i>Review of Peer Support activity. Invite people to take a few minutes to write in answers to the questions, then review with the class.</i> <i>The focus should be on helping people to remember the core elements of peer support that will remain key to providing VPS.</i>	1.2 Review of Peer Support Principles
Tell	<i>Give and discuss Vocational Recovery definition.</i>	1.3 What is Vocational Recovery?
Discuss	<i>Discuss what Vocational Recovery is and what it is not.</i>	Slides 15-22

Invite people to think about what meaningful work is to them, and why.



Review *Slides regarding "D List" and "A List."
Focus on what happens to the person when confronted with a list of "D's" or "A's."*

1.4 So What Are People Up Against...

Discuss how trainees might relate to the deficit-based and asset-based experience.

Slides 23-38



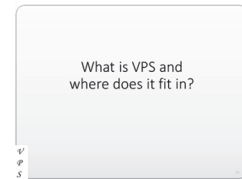
Discuss *The mission and foundations of Vocational Peer Support.*

1.5 VPS Mission

Show *The VPS "House" showing the major activities of VPS, which will provide an anchor throughout.*

Slides 39-41

Discuss how the Motivational Foundations provide a base of the House, that Consider, Choose, Get, Keep, and Leave are the major structures of the House, and that Skills and Supports for Success and Satisfaction hold the house together from another angle (the roof).



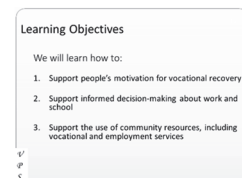
Make the Point *The "VPS House" provides us with a visual of the process of supporting someone in VPS and shows us where we are in the overall framework of VPS.*

Discuss *Values of VPS*

1.6 VPS Values

Ask trainees to add their thoughts about the individual values and to add any values that they think are important.

Slides 42-44



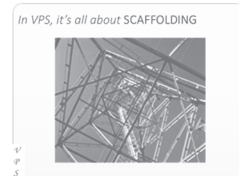
Show *Snapshot of VPS Activities* 1.7 Snapshot of VPS Activities

These activities are examples of how peer supporters operationalize the mission and values of VPS.

Discuss *Scaffolding is a term used widely in VPS. Discuss the idea of scaffolding in construction, e.g., around a steeple. Ask for ideas about what scaffolding’s purpose is.* 1.8 Scaffolding in Peer Support

Make the point that scaffolding does not create or build the building, rather, that scaffolding is a structure of support around the steeple, while the steeple is being built or strengthened.

Slides 45-60



Tell *The definition in Scaffolding in VPS.*

Do *Review potential VPS scaffolds, and invite students to add additional ideas. Alternatively, you could brainstorm and write ideas on the board.* 1.9 Tool: Scaffolding in Peer Support

Introduce the Tool on Scaffolding in Peer Support.

Do *Invite people to pair up, preferably with someone they do not work with every day. Invite them to discuss the questions on the Module 1 Summary Exercise. Discuss as a large group.* 1.10 Module 1 Summary Exercise

Sum up *Learnings, thoughts, feelings as you wrap up Module 1. Review major points, such as what is vocational peer support, vocational recovery, and scaffolding.* Slide 61



Module 2: Partnering To Support Vocational Recovery

Suggested schedule for Module 2

This Module is designed as a half-day Module.

- 10 min *Review of existing participant knowledge*
- 30 min *Overview of Partnering and initial exercise*
- 10 min *Overview of Partnering skills*
- 30 min *Orienting*
- 15 min *Break*
- 45 min *Listening: Attending, Paraphrasing, Questions*
- 30 min *Sharing Your Vocational Recovery Stories*
- 10 min *Summary*

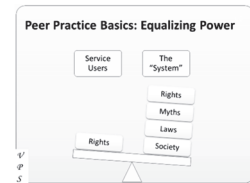
Review *Participants' experience with partnering. Ask what they think about when they hear the word, "partnering," and what they know about it already.* Handbook p. 20

Orient *To Module 2: Partnering to Support Vocational Recovery* Slide 62



Orient In this Module, we will focus on developing and strengthening relationships that foster vocational recovery. Slides 63-67

We will learn about what is meant by "partnering," and then learn skills that will help us to enhance our own ability to partner.



Discuss *What to Expect from Module 2 and The Big Question* Handbook p. 21

- Ask**
- Why do you think that learning about Partnering could be important in VPS?
 - How do you think it could help you?



Do *Invite people to pair up with someone they have not worked with yet. Ask them to discuss the questions on Partnering to Support Vocational Recovery.*

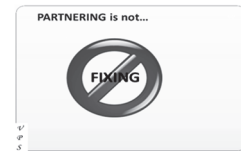
Facilitate a discussion afterward about their answers. Focus on what people think effective partnering is all about.

2.1 Partnering to Support Voc Recovery

Discuss *Discuss the ways in which our usual conversations with people are not intentional partnering to support vocational recovery.*

2.2 Partnering is NOT...

Slide 69

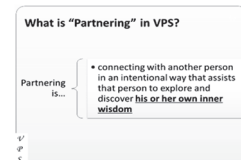


Tell *The definitions of partnering listed on Partnering: A Definition.*

2.3 Partnering: A Def...

Discuss the skills they will be learning on subsequent pages.

Slide 70



Show *An example of partnering, by reading the introduction to Reggie and Miguel.*

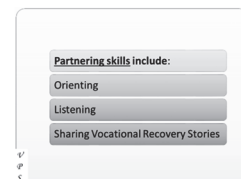
2.4 Example: Reggie and Miguel

Discuss what people notice about the example. Look for responses about specific things Miguel did or thought about in relation to partnering.

Tell There are three major skills of Partnering that we will focus on in VPS. We will learn them in order, and in detail.

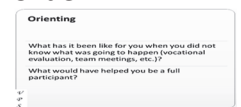
Slide 71

They include Orienting, Listening, and Sharing your Vocational Recovery Story.



Ask *Questions about what it's like to not be oriented.*

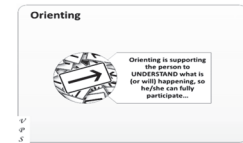
Slide 72



Tell *Discuss with participants the definition, benefits and steps to Orienting (1st skill of Partnering).* 2.5 Orienting

Focus on the “what, why, and how” of orienting.

Slides 73-75



Show *Example of Orienting. Invite people to read, either individually or out loud, one-by-one, about how Miguel supported Reggie to be oriented at a team meeting. Discuss the questions at the bottom of the page.* 2.6 Example of Orienting

Do *Partnering Exercise: Orienting.* 2.7 Partnering Exercise: Orienting

Note: *In this exercise, the trainers are expected to come up with an exercise to which participants can orient. This could be an exercise in the book that you have not had time for or that you saved for this moment, or something as simple as tying one's shoes.*

Either way, the point is for the person who is orienting to have the chance to explore the what, the why, and the how of the partner participating in an exercise. Participants can continue on to start doing the exercise. The better oriented the partner is, the easier this will be to do.

Invite the class to find a partner, again someone they haven't worked with yet. Read the instructions on the page. Orient the participants to the activity. Discuss learnings through the Questions for Class Discussion.

Show *Orienting Discussion Prompts* 2.8 Orienting Discussion Prompts

Orient to Discussion Prompts, which are a Tool to help the peer supporter to engage in conversations that support vocational recovery.

Show *Orienting Checklist Tool. This is to be used whenever people want to be sure that they are orienting correctly.* 2.9 Orienting Checklist Tool

Tell Next, we will be learning how to Listen in a way that supports vocational recovery. 2.10 Listening

Listening is more than hearing: it involves not only the ears and brain; we have to engage our hearts, minds, and intention.

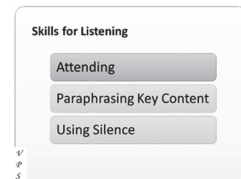
Slides 76-78



Discuss *The questions at the top of the page: How do you know someone is listening...? What are some of the things you to ensure you are listening?*

Tell *Talk about the three skill areas listed in Listening: Attending, Paraphrasing, and Using Silence.*

Slides 80-83



Show *Example of Listening: Reggie. Invite people to read, either silently, or out loud, one-by-one.*

2.11 Example of Listening: Reggie

Discuss what people notice about the example, focusing on what Miguel did to Listen.

Discuss *The skill of Attending, including what it is, why do it, and how to do it.*

2.12 Listening: Attending

Discuss SOLER and show people how to do the various items.

Show *Checklist: Clearing Distractions.*

2.13 Checklist: Clearing Distractions

Review with the class how to clear distractions, both external and internal. Get their ideas about other strategies.

Tell Now that we have learned about the skill of Attending, we will spend some time with the skill of Paraphrasing.

2.14 Listening: Paraphrasing

Ask *Questions to Ponder*
Listen for what participants already know and don't know about paraphrasing.

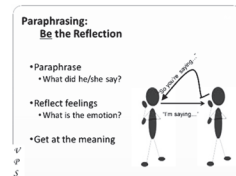
Tell *The definition, why paraphrasing is important, and "Paraphrasing is..." Discuss Leads.*

Make the Point *That leads can be overused, and must be used thoughtfully and comfortably.*

Note: *People sometimes articulate their fear that paraphrasing is "putting words in someone's mouth."*

Make the point when relevant that paraphrasing is demonstrating your understanding, rather than speaking for the person.

Slides 84-87



Show *Example of Paraphrasing*

Ask the class what they notice about what Miguel did in the example to listen to Reggie.

2.15 Example of Paraphrasing

Make the Point *Miguel offered Reggie the opportunity to get in touch with his inner wisdom, by listening more than talking during their conversation. When Miguel does talk, it is to show Reggie that he understands, by paraphrasing the main points that Reggie made. Miguel can tell he's reflected back the information well when Reggie says things like, "Yeah!" or "I am!," and then follows it up with more of his thoughts. Every once in a while, Miguel will summarize a whole segment of their conversation, just to make sure he's really "getting" what Reggie is saying.*

Do *Practice: Paraphrasing.*

Read the statements by Robbie and Kate, then the three paraphrase options. Ask the students to pick which they like best, and why.

2.16 Practice: Paraphrasing

Give them a minute to write an even better paraphrase, then invite them to share what they wrote.

Note: *Support the students to write a paraphrase that is brief, in different words, and gets at the meaning of what the person is communicating.*

Show *Paraphrasing Checklist Tool* 2.17 Paraphrasing Checklist Tool

Discuss the checklists, notes about paraphrasing, and leads one can use. Discuss how people might use this checklist in their work.

Tell We will continue to work on paraphrasing throughout this training, along with the other Partnering skills. 2.18 Sandwiching Questions

Now we will take a few minutes to learn about how to “Sandwich” our questions.

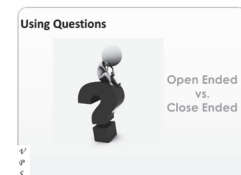
Ask *Questions to Ponder*
Respond to participant answers and questions.

Tell Sandwiching questions is showing the person that you understand what is being said both before and after asking a question (*from the box in the center*)

Discuss the picture of “sandwiching questions,” possible benefits to sandwiching one’s questions instead of asking question after question, and when to use sandwiching as a partnering strategy.

Note: *Questions asked one after another in a conversation or even in an intake or other assessment can feel like an interrogation. Help people understand that paraphrasing around questions may eliminate the need for questions altogether.*

Slides 88-89



Show *Example of Sandwiching Questions* 2.19 Example of Sandwiching Questions

Invite the class to read through the example (out loud or individually, your choice).

Discuss *What the class noticed about Miguel's partnering, and how he used Sandwiching Questions.*

Show *Sandwiching Questions Checklist Tool* 2.20 Sandwiching Questions Checklist Tool

Review the tool and ask the class how they might use this tool in their own work.

Tell Now that we have discussed how to Listen through Paraphrasing and Sandwiching Questions, let's talk a bit about how to Use Silence as a partnering strategy. 2.21 Listening: Using Silence

Ask *Questions to Ponder*

In particular, discuss the difficulty of being silent. For many of us, our anxiety about "getting it right" and wanting to support others actually can get in the way of true partnership. Using silence as a partnering strategy can leave room for the other person to think and to express himself or herself.

Slide 90



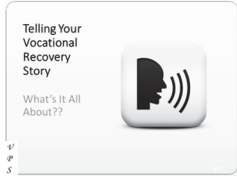
Do *Exercise*

This exercise is a "Real Play," in which the two partners will have a real conversation. The two must not play a role, rather be themselves, in the moment.

Read the instructions, give people about five minutes to do the exercise.

Discuss

- What did it feel like to be silent as the listener?
- What did it feel like to be listened to by someone who did not speak?

Show	<i>Using Silence Checklist Tool</i> <i>Discuss how people might use this tool in their work.</i>	2.22 Using Silence Checklist Tool
Tell	<p>The last skill we will learn in Partnering is Sharing Your Vocational Recovery Story.</p> <p>Sharing your Vocational Recovery story is a cornerstone of Vocational Peer Support practice.</p> <p>Your Vocational Recovery Story is a variation of your recovery story. Today, we will think about how we can tell stories of hope to inspire people in their recovery, reflect on our own Vocational Recovery Stories, and do some practice.</p>	2.23 Sharing Your Vocational Recovery Story
Review	<p><i>Sharing our perspective or our story.</i></p> <p><i>Ask people for other items they would add to the list.</i></p>	
Show	<i>Example of Sharing Part of a Vocational Recovery Story. Invite people to read the example of Miguel and Reggie (either to themselves, taking turns, or out loud).</i>	2.24 Example of Sharing Part of a Voc Rec Story
Ask	<p><i>Questions to Ponder</i></p> <p><i>Respond to participant answers and questions.</i></p>	
Make the Point	<p>Often, rather than sharing a full-length “vocational recovery story” that has a beginning, middle and end, we share a ‘snippet’ or single experience that most closely matches what the person is describing.</p> <p>When we can share about a time when we felt the same way, it strengthens the relationship and our own mutuality.</p>	<p>Slides 91-96</p> 
Do	<p><i>Exercise: Sharing our Vocational Recovery Stories</i></p> <p><i>You may invite people to do this as an individual exercise or a small group exercise, depending on the energy of the group. Ask</i></p>	2.25 Exercise: Sharing our Voc Recovery Stories

people to share their answers with the large group.

Look for answers such as: Miguel should listen to what Reggie's concern is; Potential paraphrase: "You feel frustrated because it's hard to keep hope alive when you don't get positive messages from the people around you!"

Do *Invite participants to individually write snippets of important moments in their own vocational recovery history. Ask about moments that stand out, that have potential for inspiring hope in others.* 2.26 Exercise: Your Vocational Recovery Story

Alternately, this might be assigned for "homework."

Show *Considering Sharing Vocational Recovery Stories Checklist Tool* 2.27 Considering Sharing Vocational...
Orient people to how they might use this tool, and ask how they picture using the tool in their work.

Do *One Last Partnering Exercise.* 2.28 One Last Partnering Exercise
If you are running out of time, this also might be given for "homework" and discussed in the next session.

Assign *Practical Assignment: Your Vocational Recovery Story* 2.29 Practical Assignment: Your Voc Recovery Story
This assignment may take the place of, or given in addition to, the "2.26 Exercise: Your Vocational Recovery Story."
The point of this exercise is to think through a snippet of one's own vocational recovery story in preparation of sharing it with another class member in the next session.

Module 3: Building Motivational Foundations

Suggested schedule for Module 3.

This Module is designed as a full-day Module.

- 30 min Review of homework and exercise*
- 30 min Overview of Motivational Foundations, example*
- 15 min Overview of Need*
- 15 min Break*
- 60 min Exploring Need incl. examples and exercise(s)*
- 15 min Building Need*
- 30 min Overview of Beliefs, example*
- 60 min Lunch break*
- 45 min Exploring and Building Beliefs*
- 15 min Break*
- 20 min Overview of Information*
- 40 min Exploring and Building Information*
- 20 min Overview of Support*
- 20 min Exploring and Building Support*
- 20 min Summary and Assignment(s)*

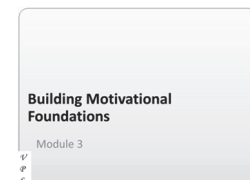
Ask/ Review

- What do you remember about Vocational Peer in general?
- What is Vocational Recovery?
- What are the skills of Partnering?

Handbook p. 51
Module 3: Building
Motivational
Foundations

Help students to review, remember, and process the content of the last two modules as a group. Celebrate their new-found knowledge.

Slide 97



Review

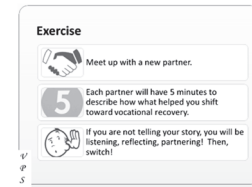
Any homework they have done.

Review written exercises as a large group, or alternatively, in small groups in which they share individual answers, and then have a quick large-group discussion to discuss learnings.

Invite students to sit with a partner they have not worked with yet, in order to share a snippet of their vocational recovery stories.

Alternately, if they have done this already, do exercise on Slide 98

Alternate: slide 98



Orient *What to Expect from Module 3.*

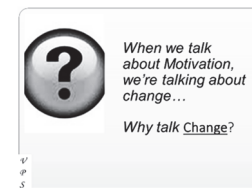
Handbook p. 52
What to Expect
from Module 3

Review *Participants' current understanding of Motivational Foundations:*

How do we tend to talk about motivation now in services?

When we talk about work or school as options for people labeled with psychiatric conditions, how is motivation talked about?

Slides 99-100



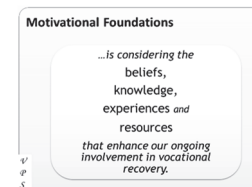
Overview *Motivational Foundations Overview*

Make note of the Foundations section of the VPS "House" picture.

Make the point that Motivational Foundations is not a "ready or not" process. In other words, that it is an inclusive, rather than an exclusive (i.e., excluding people from services), process.

3.1 Motivational
Foundations
Overview

Slides 101-104



Ask *Questions to Ponder*

Help participants to identify their own "Motivational Foundations" that support change in their own lives.

3.2 Foundations of
Vocational
Recovery

Tell Motivational Foundations are the Beliefs, Knowledge, Experience, and Resources that enhance or hinder our involvement in vocational recovery.

Motivational Foundations are those critical factors that help us to consider for ourselves, “Do I stay where I am, or do I move in a new direction?”

Show *Foundational Building Blocks*

Discuss the four Foundations and corresponding questions.

3.3 Foundational Building Blocks

Slide 105



Discuss *Motivational Foundations: Overall Process*

*Discuss the 3-step process
Show the Four Motivational Foundations Pyramid*

3.4 Motivational Foundations: Overall Process.

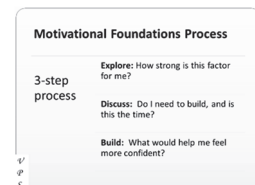
Show *Example: Exploring Motivational Foundations*

3.5 Example: Exploring Motivational Foundations

- Ask**
- What do you notice about this example of working with Motivational Foundations?
 - What do you see Miguel doing to support Reggie?

Orient Now that we have talked about and seen an example of the overall picture of Motivational Foundations, we will learn about the first Foundation, Need.

Slides 106-111



Ask *Foundation: Need
Questions to Ponder
Respond to participant answers and questions.*

3.6 Foundation: Need

Tell *Read to the class: “What is it” section.*

Discuss what makes Need: internal and external “push” to make a change.

Discuss the “How do we do it?” section.

Make the Point Need is a question of how satisfied am I with my current situation.

Need is not related to how much I liked or disliked my last job or school.

Need is about how satisfied or dissatisfied I am with my current job or school, or, alternatively, with NOT having a job or learning environment in my life now.

Show *Example: Exploring Need*

3.7 Example:
Exploring Need

Note: *New example pairs will be introduced throughout the training. We will hear from Reggie and Miguel later on.*

Discuss *Question: Do you agree with Ming's idea? Why or why not?*

Note: *This is not an individual's work example, rather an assessment by a peer in the group home. It makes the point that sometimes what looks like “satisfaction” with current circumstances sometimes can be resignation with what has become a seemingly unavoidable status quo.*

Show *Exploring Need Tool: Unemployed*

3.8 Exploring Need
Tool: Unemployed

Discuss use of this tool for people not working now.

Discuss process of using the tool – lead the person through series of questions, exploring what's behind the answer. The point of the Tool is not to fill out a piece of paper, rather to support the person to explore their Need or lack of Need to change their work or school situation. At the end of the document, the person can summarize his or her overall satisfaction.

Note: High satisfaction (“I like where I am!” indicates low Need, and vice-versa.

Show	<p><i>Exploring Need Tool: Currently Employed</i></p> <p><i>Discuss use of this Tool as for use with people who <u>are</u> working or going to school now.</i></p>	<p>3.9 Exploring Need Tool: Currently Employed</p>
Show	<p><i>Discussion Prompts: Exploring Need</i></p> <p>Note: <i>These discussion prompts are available to support conversations about Need, and to enhance the use of the Exploring Need Tools.</i></p> <p><i>Make the point to participants that this list of Discussion Prompts includes questions or prompts you can use with people who are currently working or going to school, and with those who are not.</i></p> <p><i>You may need to point out that if participants are working with folks who are looking at school, then they may need to “translate” the Tools and Discussion Prompts.</i></p>	<p>3.10 Discussion Prompts: Exploring Need</p>
Do 15 min.	<p><i>Invite participants to partner up with someone they have not worked with yet. Each pair will work together throughout Motivational Foundations.</i></p> <p><i>They will have a chance to Explore Need about a current School or Learning situation. Point out that if they are not currently in a formal learning situation, they should explore how satisfied they are with that.</i></p> <p><i>Ask students to decide who will Explore Need about their own situation and who will facilitate the exploration. The job of the facilitator is to orient, listen, and facilitate exploration. The person exploring his or her own situation is to do just that.</i></p> <p><i>Have them take about 15 minutes for the exploration.</i></p>	<p>3.8–3.10 Exploring Need Tools and/or Discussion Prompts</p>

- Discuss** *Their learnings:*
- What did you learn about Need?
 - If you were exploring your own situation, what was it like to Explore your own Need for a change?
 - If you were facilitator, what did you learn about what it takes to facilitate that exploration?
 - What questions remain about Need?

Tell We learned earlier that the overall process of working with the Motivational Foundations is to Explore, Discuss, and Build.

Now that we've learned how to support someone to explore Need, we will discuss how to Build Need.

We might Build any of the Motivational Foundations if, after discussing it with the person, he or she wants to increase information, support, experience, or resources.

Tell Building Motivational Foundations is supporting the person to increase confidence about moving forward with choosing, getting, and keeping work or school.

Discuss *The dilemma of Building Need: that of building dissatisfaction so that the person has more need.*

Discuss the ethical dilemma inherent, i.e., that as peer supporters, we cannot work to make someone's life worse, rather if the person is interested (and only if), we can support the person to get more information, experience, etc.

Note: *Building Need is a lot like looking over the fence to see if the grass is greener on the other side. If it looks great, we may start to feel less comfortable with our current situation. This is a delicate balance! Many folks who have little Need will not want to work with us on this, and the peer worker may either engage (partner) or disengage (or work on other things).*

3.11 Building Need

Slide 112

**If Need for Change is low:
Building Need**

Building Need means the person is relatively satisfied with NOT working.

What can we do to support someone with low Need?

- Stop talking about work – connect with the person about other things until work becomes of interest.
- Continue inviting the person to activities, work opportunities, etc.
- Invite speakers & "alums" who can speak to vocational recovery

Orient We have learned about Need, the first Motivational Foundation, which is about dissatisfaction with the current circumstance.

Now we will learn more about Beliefs.

3.12 Foundation: Beliefs

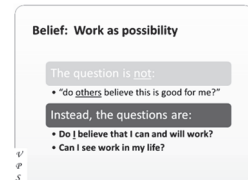
Slide 113



- Ask**
- What are some of the beliefs you hear people talk about when it comes to work and school?
 - What were some of your own beliefs about work before you became a peer supporter?
 - How did these beliefs help or hinder your vocational life?

Discuss *The four Beliefs that support a strong foundation, and why explore and build those Beliefs.*

Slides 114-116



Show *Example: Exploring Beliefs*

3.13 Example: Exploring Beliefs

- Ask**
- What do you notice about this example of Alicia and Elizabeth?
 - How did Elizabeth explore Beliefs with Alicia?

Show *Exploring Beliefs Tool*

3.14 Exploring Beliefs Tool

Show *Discussion Prompts: Beliefs*

These Prompts are used in conversational explorations, and to facilitate use of the Tool.

3.15 Discussion Prompts: Beliefs

Do *Exploring Beliefs. Invite students to pair up and explore Beliefs about making a vocational (work or school) change. The idea here is to offer a chance to think through one's own beliefs about making a future change.*

Instruct participants to decide who will facilitate and who will participate in the activity. If someone was facilitator last time, he or she should be the participant this time. Encourage the facilitator to orient and paraphrase.

Discuss

- What did you learn about Beliefs?
- What did you find out about your own Beliefs?
- What did you learn about facilitating this kind of exploration?

Tell As a reminder, refer back to 3.12 Foundation Beliefs.

Building Beliefs is creating excitement, confidence, and competence with work.

If someone has low Beliefs in one or all of the four areas, then it may be useful to work on Building Beliefs.

Do *Building Belief: Small Group Exercise*

Instruct the class to get into small groups of 3-4. Invite them to discuss and answer the questions about how we might scaffold people who have low Beliefs.

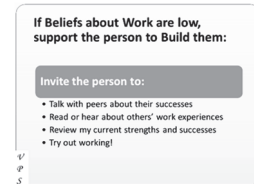
Discuss *Their answers. Write answers on the board in categories of the four Beliefs as you go around the room.*

Orient We've now learned about the first two Foundations, and we'll be moving into the third, Information.

Tell *The definitions at the top of the page.*

3.12 Foundation: Beliefs

Slide 117



3.16 Building Belief: Small Group Exercise

3.17 Foundation: Information

Slide 118



Discuss *Informed decisions in the context of Information.
Knowledge and awareness of Options and Myself.*

Slides 119-121



Ask *Question to Ponder*

Show *Information Example: Jackson
Discuss scaffolds that would support Jackson.*

3.18 Information Example: Jackson

Show *Exploring Information Tool
Exploring Information: Discussion Prompts*

3.19–3.20 Exploring Info Tool & Discussion

Do *Exploring Information exercise.

Using the Exploring Information Tool, invite participants to partner up again, and explore Information.

The Facilitator will partner with the other person, who will explore their own level of Information.

Discuss learnings from the exercise.*

3.19 Exploring Information Tool

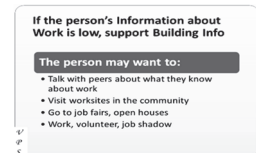
Tell *Building Information definition at top of page.*

3.21 Building Information

Do *Small Group Exercise. Invite people to get into groups of 4-5 people.

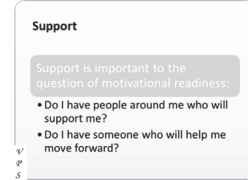
Ask them to brainstorm activities that might scaffold someone to Build Information about the categories listed.*

Slides 122-123



Orient We will next explore the last Motivational Foundation, that of Support. 3.22 Foundation: Support

Tell *Read the definition and list of forms that support comes in.* Slides 124-125



Ask *Questions to Ponder.
You may want to write the examples on the board.*

Discuss *People supports may come in forms of emotional and concrete supports.*

Show *Exploring Support Example: Sophia.
Explore questions at bottom of page.* 3.23 Exploring Support Example: Sophia

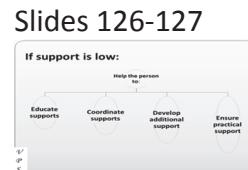
Do *If you have time, invite people to get back into their partner pairs to explore Supports.* 3.24 Exploring Supports Tool

Facilitators will use their partnering skills to support exploration, and partners will explore their own situations.

Discuss their learnings, especially about the different kinds of supports that foster vocational recovery.

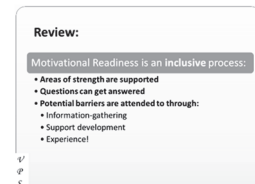
Discuss *Building Supports* 3.25 Building Supports

Write on the board different ideas people have for developing supports for vocational recovery.



Show *Discussion Prompts: Exploring Support.* 3.26 Discussion Prompts: Support

Do	<p><i>Summary Tool: My Overall Confidence.</i></p> <p><i>If there is time, invite partner pairs to review their exercises and summarize them on this Tool. They can connect the “dots” to see a graphic image of their summary on the table provided.</i></p> <p><i>Ask the pairs to discuss Highs and Lows, and the person’s confidence about moving forward with vocational change.</i></p>	3.27 Summary Tool: My Overall Confidence
Show	<p><i>Building Motivational Foundations Examples.</i></p> <p><i>This is more of a reference page, but can summarize Building all of the Motivational Foundations.</i></p>	3.28 Building Motivational Foundations Examples
Discuss	<p><i>Pitfalls to Watch Out For.</i></p>	3.29 Pitfalls to Watch out for
Do	<p><i>If there is time, do the Building Motivational Foundations exercise in class. It also can be assigned as a quick “homework” assignment.</i></p>	3.30 Small Group Exercise: Building Motiv. Found.
Sum Up	<p><i>Summarize learnings from Motivational Foundations, and answer any questions from Module 3.</i></p>	Slides 128-130



Module 4: Supporting Choice in Work and Career

Suggested schedule for Module 4.

This module is designed as a half-day module.

15 min *Review and What to Expect*

15 min *Overview of Supporting Choice and Example*

45 min *Identifying Preferences*

15 min *Break*

45 min *Gathering Information content*

30 min *Supporting Decision-Making*

15 min *Wrap-up*

Review *Last Module and any assignments given.*

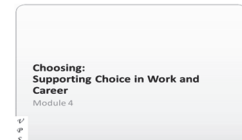
Orient Today we will be learning how to Support Choice in Work and Career.

Handbook p. 83
Supporting
Choice in Work &
Career

Ask

- What do those words bring to mind for you?
- How have you worked with people who were making choices about work, careers, and schools?

Slide 131



Orient *What to Expect from Module 4.*

Review the Big Question of Module 4 and upcoming activities.

Handbook p. 84
What to Expect
from Module 4

Discuss *Choosing Work*

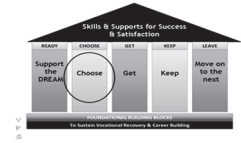
Point out that Supporting Choice is the “Choosing” part of Choose-Get-Keep. Discuss the peer role in Choosing.

4.1 Choosing
Work

Slides 132-133

Note: *You may choose to go over this in detail or offer it for*

reference for reading at participants' leisure.



Orient *Supporting Choice: The How-To*

4.2 Supporting Choice: The How-To

Slides 134-135



Tell The three skills we will be working on in this Module are Identifying preferences, Gathering information, and Supporting Decision-making.

Ask *Questions to Ponder*
Respond to participant answers and questions.

Show *Overall Example of Supporting Choice: Reggie's story.*

Invite students to read on their own, or invite individual students to read out loud to the group.

Discuss Question at bottom of page.

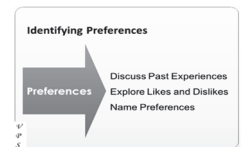
4.3 Overall Example of Supporting Choice

Orient Now that we have heard about Supporting Choice overall, we will start working with each of the three skills, one at a time.

4.4 Identifying Preferences

We will start with Identifying Preferences.

Slides 136-138



Ask What comes to mind when I say, "Identifying Preferences?"
Summarize answers.

Discuss *What it is, Why do it, and How do we do it sections.*

Show *Example of Identifying Preferences: Mariana.* 4.5 Example of Identifying Preferences...

Ask people to read to themselves, or out loud, taking turns reading to the class.

Discuss *The Question at the bottom of the page.*

Alternatively, you could break people into small groups and invite people to discuss.

Show *Identifying Preferences Tool* 4.6–4.7 Identifying Preferences Tool & Discussion Prompts

Identifying Preferences Discussion Prompts

Discuss Mariana's example: how she Identified Preferences out of her experience in data entry.

Do *An example on the board: Ask a participant to discuss one experience he or she has had, and work with that student, using the Tool, to come up with two-word names for Preferences related to that experience.*

Note: *All Preferences should be listed as "positive." Preferences should be aspects of the environment that people are looking for in their next work experience.*

Do *Identifying Preferences exercise.*

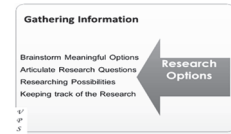
Invite people to gather in new pairs, to partner with someone new. The last person to have facilitated should be a participant in this exercise and vice versa.

Ask people to work on Identifying Preferences from two to three work experiences.

Discuss their learnings and questions after 15 minutes.

Orient Now we will learn how to support people how to Gather Information.

4.8 Gathering Information
Slide 139



Discuss *What is it? Why do it? How do we do it?*

Ask *Questions to Ponder
Respond to participant answers and questions.*

Show *Example of Gathering Information: Mariana

Discuss what participants notice about the Example, especially about Gathering Information.*

4.9 Example of Gathering Information: Mariana

Discuss *Questions at bottom of page.
Alternatively, you could break the class into small groups for discussion.*

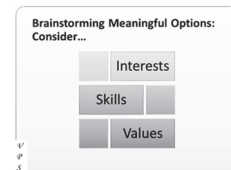
Show *Brainstorming Meaningful Options Tool.

Go over Mariana’s example.

Show Brainstorming Meaningful Options Discussion Prompts.*

4.10–4.11 Brainstorming Meaningful Options Tool & Discussion

Slide 140



Do *Brainstorming Meaningful Options partnering exercise.
Invite participants to partner with someone for the Choosing exercises.*

Discuss learnings and examples after the class has had a chance to do the exercise.

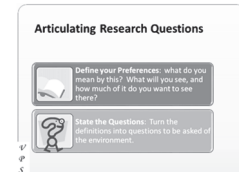
Orient The second step of Gathering Information is Articulating Research Questions.

4.12 Articulating Research Questions

In what situations have you had the opportunity to Articulate Research Questions? What was that like?

Discuss *What is it? Why do it? How do we do it?*

Slides 141-142



Show *Mariana's Example*

Ask what people notice about how Mariana and Hugh came up with her research question.

Show *Articulating Research Questions Tool and Discussion Prompts*

4.13–4.14
Articulating Research Questions Tool & Discussion

Point out Mariana's example as listed in the Tool.

Do *An example on the board. The most difficult part of the exercise is creating a definition that includes an observable part (what you would see) and a measurable part (how much you would want to see).*

Work with a student's situation, or your own, to demonstrate how to move from a preference to a definition to a research question.

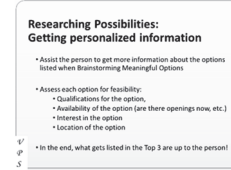
Do 15-20 min. *Invite students to get back into their partner pairs and work on Articulating Research Questions. The goal of the exercise is to come up with at least two or three questions based on their preferences.*

Review their experiences with the exercise when they are done.

Orient The third step of Gathering Information is Researching Possibilities. 4.15 Researching Possibilities

Discuss *What is it? Why do it? How do we do it?*

Slide 143



Ask *Questions to Ponder*
Respond to participant answers and questions.

Show *Researching Possibilities Tool and Discussion Prompts*
Keeping Track of the Research Tool
Review with the class Mariana’s example.

4.16 Researching Possibilities Tool
4.17 Keeping Track of the Research Tool

Show *Discuss how this tool could be useful in the work people are doing.*

4.18 Discussion Prompts

Slide 144



Do *In the Choosing partner pairs, invite people to work through the Researching Possibilities Tool to come up with two or three “Top Options.”*

4.16 & 4.18 Researching Possibilities Tool & Discussion Prompts

Recognize that they may be doing this without researching. This information will be useful in the next exercise. People can use the environment they are in now as a Top Option.

Orient The third Skill of Supporting Choice in Work and School is Supporting Decision-Making.

4.19 Supporting Decision-Making

Ask How have you made important decisions about work and school in your life?
What are some different ways to make career decisions?

Discuss *What is it? Why do it? How do we do it?*

Make the Point The process we are about to see is a particular style of decision-making, sometimes called, “systematic” decision-making, using a step-by-step process.

Systematic, or rational, fact-based decision-making is not the only way to make a decision. As peer specialists, we need to make sure to honor the decision-making style and preferences of the person in front of us.

This kind of process is one way of making what can be an overwhelming process into a concrete, shareable process you both can participate in.

Slides 145-146



Show *Example: Supporting Decision-Making*

Discuss how Mariana used research on her preferences to come up with a set of scores that she may base her decision-making upon.

Make sure to point out that the scores are based on her ratings of each Option according to the Scale, shown below the table.

4.20 Example:
Supporting
Decision-Making

Do *Ask students to get back into their Choosing partner pairs to do a Supporting Decision-Making exercise.*

One person will facilitate, and the other will work on his or her own situation, preferably one they have been discussing throughout this Module.

Walk around the room to support people to both do the exercise, and to coach the facilitators who should be using partnering skills.

4.21 Supporting
Decision-Making
Tool

Review their experiences with this Tool, and with this method of decision-making.

Note: *People can modify this Tool to meet the person at his or her level, i.e., if the person is intimidated by numbers, use another symbol. If the person wants more detail, they can star some preferences and add weight to them.*

Show

Discussion Prompts: Supporting Decision-Making And Supporting Decision-Making Tool

4.22–4.23
Support Tool &
Discussion
Prompts

If you have time, demonstrate for the participants how to use the scale and researched (or in this instance, guesstimated) information in the Tool.

Show

Support for my best option: Tool

Support for my
best option: Tool
Slide 147

Discuss how this might be used to support people to think about what their goal or Choice might be, and the Supports they need in place to attain it.



Sum Up

Summarize learnings for Module 4. Answer any questions about the Module, and help participants think about how they will use the information.

Module 5: Scaffolding Getting into Jobs and School

Suggested schedule for Module 5.

This Module is designed as a half-day session.

15 min Review and Orient to Scaffolding Getting

15 min Example

20 min Overview of Scaffolding Getting into Jobs & School

20 min Scaffolding Exercise

20 min Getting Plan

15 min Break

20 min Overview of Scaffolding Decisions about Disclosure

20 min Pros and Cons of Disclosure

30 min Disclosure Thinking

05 min Summary

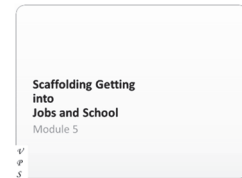
Review *Learnings from last Module, and any assignments given.*

Orient We have focused so far on scaffolding people's vocational aspirations through Partnering with them, supporting people who are considering work by Exploring and Building Motivational Foundations, and offering chances to explore the aspects of Choice that others may not be able to offer.

Handbook p. 108
Module 5:
Scaffolding
Getting into Jobs
and School

Now we will be talking about the next piece of Choose-Get-Keep: Getting.

Slide 148



Ask

- What is your experience with Getting Jobs and Getting into School?
- What do you hear about Getting from the people you work with?
- What do you hope to learn from this Module?

Orient *What to Expect from Module 5: Scaffolding Getting*

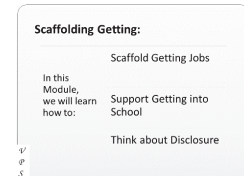
Handbook p. 109

Review the Big Question of Module 5, and point out the upcoming activities.

Note: *This Module is designed to be delivered in a ¾ to full-day session.*

What to Expect from Module 5:

Slide 149

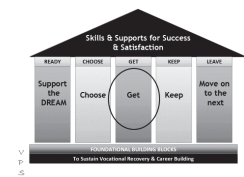


5.1 Overview of Module 5

Ask *Questions to Ponder
(any that are still relevant after last discussion)
Respond to participant answers and questions.*

Make the Point *Where Getting is on the VPS “House.”*

Slide 150



Slides 151-152

Tell In this Module, we will learn how to: Scaffold getting jobs and schools, Create a getting plan, Think about disclosure.



5.2 Overview Example: Scaffolding Getting

Show *Overview Example: Scaffolding Getting*

Discuss what people notice about the example, in particular how Tanisha used her own experience to support Aaron, and how they used a Getting Plan.

Ask Question at the bottom of page.

Orient We will look at how to scaffold Getting into Jobs and Getting into School slightly differently. First, we will look at Scaffolding Getting into Jobs.

5.3 Scaffolding Getting Jobs

Ask *Questions to Ponder
Respond to participant answers and questions.*

Tell Scaffolding Getting into Jobs is supporting people as they go through a process of applying to, interviewing for, and negotiating offers for employment.

Discuss *Pitfalls to watch out for!*

Orient Next, we will look at Supporting Getting into School.

Ask *Questions to Ponder*
Respond to participant answers and questions.

5.4 Supporting
Getting into
School

Discuss *What is it? Why do it? How to do it?*

Remind people to stay peer and to learn with people; they do not need to know everything to scaffold!

Do *Small Group Exercise: Scaffolding Getting into Jobs and Scaffolding Getting into School*

5.5–5.6 Exercise:
Scaffolding
Getting into Jobs
(and School)

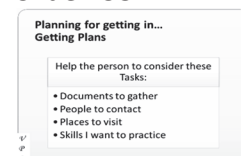
Break the class into two groups (or four, depending on the size of the class). Assign one half of the class the exercise related to Getting Jobs, and one half the exercise related to Getting into School.

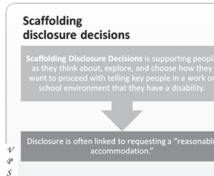
Instruct the class to first brainstorm tasks involved with Getting and potential scaffolds that could support doing the tasks. These are general tasks, not specific to one person.

After 15 minutes, review their responses as a class. Point out similarities and differences between the two. Review their learnings about what it might take to scaffold the tasks of getting into work and school.

Orient Next we will look at a Getting Plan, a tool designed to support the person to think through the tasks, steps, and supports needed to get into a job or school.

Slide 153



Show	<p><i>Getting Plan Tool and Discussion Prompts</i></p> <p><i>Review the elements of the Getting Plan.</i> <i>Review the example in gray.</i></p>	5.7–5.8 Getting Plan Tool and Discussion Prompts
Do	<p><i>Optional Exercise: Getting Plan. Invite students to get into pairs, preferably with someone they have not worked with yet.</i></p> <p><i>Instruct them to use the Getting Tool to plan out Getting into a future job or school environment. The person does not need to have a goal of Getting anytime soon. The other partner will facilitate exploration of Getting tasks, steps, and supports.</i></p> <p><i>Review learnings for facilitators and participants.</i></p>	
Orient	<p>The last skill we will address in Getting is Scaffolding Decisions about Disclosure.</p> <p>Note: <i>Some knowledge about the Americans with Disabilities Act and Reasonable Accommodations is required for this Module. Get to know the ADA information at the back of the Module in addition to other materials on disclosure, the ADA, and accommodations.</i></p>	5.9 Scaffolding Decisions about Disclosure
		Slides 154-157
		
Ask	<p><i>Questions to Ponder</i></p> <p><i>Respond to participant answers and questions.</i></p>	
Discuss	<p><i>What is it? Why do it?</i></p> <p><i>Point out the ADA Definitions. You may need these later!</i></p>	
Show	<p><i>Example Disclosure: Pros and Cons</i></p> <p><i>Discuss the example.</i></p> <p>Note: <i>This section can bring up strong emotions. The role of peer supporter (or any provider) is not to advise, but to support the person in making a very personal decision.</i></p>	5.10 Example Disclosure: Pros and Cons

Encourage the class to adopt a "Let's learn together" attitude.

Show *The Pros and Cons of Disclosure Tool and Discussion Prompts* 5.11–5.12 Pros & Cons Tool and Discussion Prompts

Do *Invite the class to divide into new pairs. Rather than a partnering exercise, engage those pairs in discussion together about what they see as pros and cons for themselves. Remind them that they do not need to change each other's minds, rather they should write down all the pros and cons that come up.*

Give them about 10 minutes for this exercise. Facilitate a discussion at the end, highlighting how very personal these decisions are.

Orient Now that we have gone over the Pros and Cons of Disclosure, we will take a look at how to support someone to think through disclosure.

This does not presume that everyone will want to disclose. In fact, many people may choose not to disclose unless they need a reasonable accommodation in order to do the job or be successful in school.

However, it may be wise for people to have a plan for how they want to disclose, or at least to think it through, before there is an issue at work.

Remember, the ADA is an anti-discrimination law, not an anti-firing law; and disclosure of a disability is required as part of requesting an accommodation.

Show *Disclosure Example: Disclosure Thinking*

Point out that Aaron is not quite at the Disclosure point yet, but he is starting to think this through, making sure he uses wording he feels comfortable with. He would likely update this for a specific job.

Slide 158



5.13 Example: Disclosure Thinking

- Show** *Disclosure Thinking Tool and Discussion Prompts* 5.14 – 5.15
Disclosure
Thinking Tool and
Discussion
Prompts
- Do** *In pairs, ask students to do a Partnering exercise in Disclosure Thinking. Most people in the class will have disclosed being in recovery for a peer position. However, invite people to participate in the exercise in a way that feels meaningful to them. Facilitators will support the partner to do the exercise, using Partnering skills.* 5.14 Disclosure
Thinking Tool
- Walk around and support folks to Partner skillfully.
Review their experience with the exercise.*
- Sum Up** *Summarize learnings about Module 5, Scaffolding Getting. Invite students to say what they learned, and how they hope to use the material in their work.* Slide 159



Module 6: Keeping Work and School

Suggested schedule for Module 6.

This Module is designed as a half-day to ¾ –day session.

- 20 min *Review and Orient to Keeping Work and School*
- 20 min *Job and School Expectations*
- 20 min *Listing Expectations exercise*
- 30 min *Skills overview and class exercises.*
- 15 min *Break*
- 30 min *Breaking down Skills exercise(s)*
- 30 min *Overview of Supports*
- 20 min *Supports exercise*
- 10 min *Break (or lunch break for up to 60 min)*
- 30 min *Job and Educational Accommodations*
- 20 min *Accommodations exercise(s)*
- 30 min *Developing Skills and Supports*
- 30 min *Developing Skills and Supports exercise(s)*
- 10 min *Summary*

Review *Learnings from the last Module and any assignments.*

Orient By now, we have learned how to Partner, support people to Consider work through Motivational Foundations, Support Choice, and Scaffolding Getting into Work and School.

Now, in Module 6, we will focus on Keeping Work and School.

Handbook p. 125
Module 6:
Keeping Work
and School

Slide 160



- Ask**
- Why should we focus on Keeping?
 - What are the barriers to Keeping Jobs?
 - What can some of the barriers be to Keeping School?

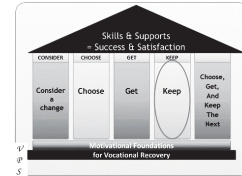
Discuss *What to expect in Module 6*

Handbook p. 126

Review the Big Question of Module 6, and overview the Table of Contents.

What to Expect in Module 6

Slides 161-162



Ask *Questions to Ponder*
Respond to participant answers and questions.

6.1 What does it take to Keep a Job?

Discuss *The role of VPS; What helps us be successful*

Slides 163-168



Show *Keeping Example: Reggie*

Ask what people see in the Example, especially in regard to skills, supports, and accommodations.

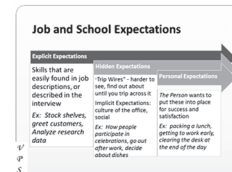
6.2 Keeping Example: Reggie

Discuss *Job and School Expectations*

6.3 Job and School Expectations

Make the Point Expectations come generally from the environment – what the setting expects of us in order to be successful. However, some expectations are personal ones, what we expect and do for ourselves in order to be both successful and satisfied.

Slide 169



Ask *Questions to Ponder*
Write answers on the board.

Show *Listing Expectations Tool and Discussion Prompts*
Review examples.

6.4–6.5 Listing Expectations Tool

and Discussion Prompts

Do *Listing Expectations exercise.*

Break the class into small groups. Ask each of the small groups to brainstorm expectations by Type, using the Tool.

Have them choose an environment to use as a context, such as a workplace they all know well, or even the VPS training environment.

Orient Now that we have learned how to identify expectations, we will be getting even more specific.

We will next learn how to identify and break down from expectations, specific skills.

Ask Why do you think it’s important to learn about skills in relation to Keeping jobs and school environments?

Make the Point It’s not helpful for people to get feedback that they need to “be a better worker,” or to “get along better with people.”

More often than not, it is a particular skill, or several specific skills that are getting in the way.

We also cannot learn a whole category of skills at once, so it will support people’s success (and satisfaction!) if we can work with people to figure out specific skills.

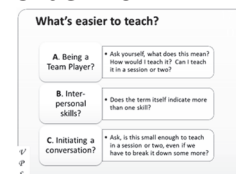
Discuss *Skills: What’s the Deal?*

Review the content of this page. Pay special attention to how skills are different from broad expectations.

Show *Example: Getting Specific about Skills*

Show how the “Skill Funnel” can help people conceptualize

Slide 170



6.6 Skills: What’s the Deal?

6.7 Example: Getting Specific about Skills

moving from broad expectations to specific skills. Go over the pointers along the side, and review the Reggie example.

Do *Exercise: Breaking Skill Categories Down into Skills*

Get the entire class involved in brainstorming the individual skills involved with Time Management. Make the point that Time Management is a category of skills, and the titles in the triangles are examples of skills that are part of Time Management.

Then break the class into small groups to break broad expectations down into skills. Note: You may need to do one on the board, in order to show the progression from Broad Expectation (i.e., “Do all your work on time”) to Category of Skills (i.e., “Time Management”) to Skill (i.e., Estimating time).

People may use the “Common Skills” list to help them identify possibilities.

This reference may help you and the people you work with to come up with names for skills that might be commonly needed in a variety of work and school situations.

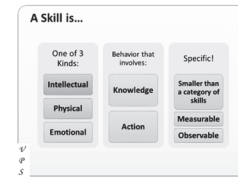
Review their answers, and respond to questions.

Show *Tool: Skill Funnel*

If the class needs more practice, you could use this tool for additional practice, either in class, or for homework.

Show *Tool: Turning Expectations into Skills*

Slide 171



6.8 Exercise: Breaking Skills

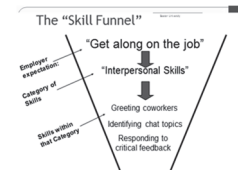
Slides 172-176
You may also do exercise on slides



6.13 Common Skills

6.9 Tool: Skill Funnel

Slide 177



6.10 Tool: Turning Expectations

Make the Point *This Tool helps if you are working with more than one vague expectation at the same time, and/or if a more linear format is desired.*

There are several Tools that may be used with people to identify skills required by a work or school environment.

Convey that participants do not need to use them all at all times, rather use whichever one(s) are useful to the person and situation.

Show *Tool: General Expectations to Specific Skills* 6.11 Tool: General Expectations

Use this Tool if the person does not have information specific to the job or training environment, but wants to start to identify the overall skills he or she may need for success.

Show *Discussion Prompts: Breaking down Expectations into Skills* 6.12 Discussion Prompts

Note: *These Discussion Prompts may be used with any of the above Tools.*

Orient We just learned about how to break down general expectations of workers and students into specific skills.

Now we will take a look at getting specific about supports as well.

Ask Why do you think we should look at Supports in Keeping?

Make the Point We took a look at Supports in Motivational Foundations as well, so some of this material will look familiar. 6.14 Supports

In Motivational Foundations, we look at Supports in order to ask the question, "How supported do I feel as I consider choosing, getting, and keeping work?"



In Keeping, we look at Supports in a different context: What Supports could scaffold the person to Keep this job or training program?

Review Supports are the People, Places, Things, and Activities that support our participation in vocational environments.

Slide 179



Show *Example of Reggie and Miguel.
Ask people what they notice about the example.*

6.14 Reggie's Example of Supports

Do *Exercise: Supporting Challenging Situations*

Read the directions to the class, and support them by walking around and help them to brainstorm.

6.15 Small Group Exercise

Show *Supports I Have Now Tool
Tool: Brainstorming Supports I Still Need
Overcoming Challenges with Supports*

Review the examples and discuss the potential use of the Tools.

6.16 Supports I Have Now Tool

Do *Optional Exercise – it may be helpful for people to have the experience of working with a partner to identify Supports in-hand and/or needed Supports.*

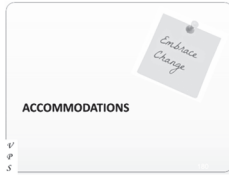
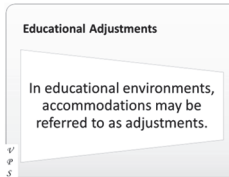
Get people into partner pairs. They should choose who will explore their own situations, and who will facilitate the exploration.

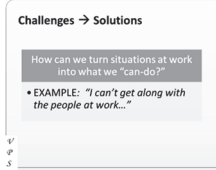
6.16 Supports I Have Now Tool or 6.17 Brainstorming Supports I Need

Show *Discussion Prompts: Brainstorming Supports, Overcoming Challenges with Supports*

Discuss use of Discussion Prompts in their work.

6.18 Discussion Prompts: Brainstorming

Show	<i>Tool: Overcoming Challenges with Supports</i>	6.19 Tool: Overcoming Challenges
Discuss	Discussion Prompts: Overcoming Challenges with Supports	6.20 Discussion Prompts: Overcoming
Orient	The third element of Keeping is Accommodations.	6.21 Accommodation: Employment
Ask	What do you remember about Accommodations from our work in Getting?	Slide 180
Tell	<i>What is it? material</i>	
Show	<i>Examples of Accommodations related to Employment</i>	Slides 181-185
Make the Point	<p>Accommodations in Education are related to employment accommodations, but sometimes are called “adjustments” and are tailored to the training environment.</p> <p>Many educational environments are accustomed to serving people with physical and/or learning disabilities, and they may need some help with understanding how to accommodate psychiatric disabilities.</p>	6.22 Accommodation: Education
Show	Examples of Educational Accommodations	Slide 186
Show	<p><i>Example: Reggie and Miguel</i></p> <p><i>Ask what people notice about the example, related to Accommodations.</i></p>	

Discuss	<i>The Questions related to the example.</i>	
Do	<p><i>Exercise: Turning “Can’ts” into “Can-Do’s”</i></p> <p><i>This can be done in small groups or individually, depending on class needs.</i></p> <p><i>People may use the Discussion Prompts as needed.</i></p> <p><i>Review answers and support their learning.</i></p>	6.24 Exercise: Turning “Can’ts” into “Can-Do’s”
Do	<p><i>Optional exercises. Read instructions and support the exploration of partner pairs to come up with skills, supports, and accommodations.</i></p> <p><i>Review the experience of the exploration at the end.</i></p>	6.25 Exercise: What helps You?
Show	<i>Tool and Discussion Prompts: Turning Can’ts into Can-Do’s.</i>	6.26–6.27 Tool and Discussion Prompts: Turning Can’ts
Review	<p>You have just learned how to work with someone who is focusing on Keeping to get a sense of needed skills, supports, and accommodations.</p>	<p>Slide 187</p> 
Ask	<ul style="list-style-type: none"> • What is the element that you think will be most important to your work? • Do you know of people now who might need these tools? 	6.28 Building Skills & Supports
Orient	<p>We will now look at how to scaffold people who need to Build Skills and Supports, including accommodations.</p>	6.28 Building Skills & Supports

Discuss *Learning new skills and developing new supports
Strengthening skills and supports*

Discuss the difference: strengthening is used when people have the skill or support, but they aren’t using it where, when, or with whom they are needed. New skills are learned and new supports are developed when the person does not have it at all.

Slide 188



Do *Exercise: Developing Skills and Supports*

Read instructions to the class and support partners in their work.

Review responses as a whole class.

6.29 Exercise:
Developing Skills
and Supports

Show *Tool and Discussion Prompts: Learning Skills
Review the Example at the top of the Tool.*

6.30–6.31 Tool
and Discussion
Prompts:
Learning Skills

Do *Optional exercise: If it’s useful to the class, direct them to
work with the Tool: Learning Skills.*

6.30 Tool:
Learning Skills

*You may have them do this individually on one or two skills,
or they may work in partner pairs.*

Show *Tool: My Keeping Summary*

6.32 Tool: My
Keeping
Summary

Discuss *Potential uses for My Keeping Summary*

Show *Helpful Links
Information about the American’s with Disabilities Act and
Reasonable Accommodations*

6.33 Helpful Links
6.34 ADA
6.35 Reasonable
Accommodations

Sum Up *Summarize learnings from Module 6.
Review with students how they will use the material in their
own work, and their own lives.*

Module 7: Coordinating with Employment Service Providers

Suggested schedule for Module 7.

This Module is designed as a ¼ to ½ day Module.

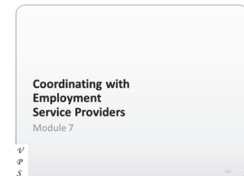
- 30 min *Review and Orient to Module 7, Exercise*
- 30 min *Overview of Employment Service Providers*
- 10 min *Break*
- 20 min *Connecting with Service Providers*
- 30 min *Case scenario class exercise*
- 30 min *Negotiating with Service Providers*
- 15 min *Summary of Module 7; optional assignment*

Review *Learnings from last Module and any assignments.*

Orient Now that we have learned how to partner with people to scaffold them as they consider, choose, get, and keep work, we will add to our knowledge and skill base that of supporting people to get the most out of vocational rehabilitation and employment support services.

Handbook p. 167
Module 7:
Coordinating
with...

Slide 189

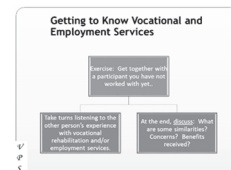


- Ask**
- What do you know already about coordinating with employment support providers?
 - What do you hope to get out of this Module?

Discuss *What to Expect from Module 7*
Discuss the Big Question, and overall upcoming material.

Handout p. 168

Alt. Exercise:
Slide 190



Orient We will first learn about different kinds of vocational services that exist, and then we will move into some skills you can use when supporting someone in their relationship with those services.

Note: You may need to do some additional research on some of these services if you are not familiar with them, and in addition, it is a good idea to know a bit about local resources.

Ask *Questions to Ponder*
Respond to participant answers and questions.

7.1 Why Connect with Employment Service Providers?

Slides 191-192



Do *Exercise – Benefits and Risks. Give partners 5-10 minutes to brainstorm both vocational tasks and benefits and risks of involving vocational providers.*

Show *Example of Coordinating with Employment Providers: Rafik.*
Discuss what people see in the example relative to Coordinating with employment service providers.

7.2 Example of Coordinating with Employment

Ask the Question and discuss participant answers.

Discuss *The Array of Vocational Services*
Discuss the kinds of vocational services that participants have experience with. Point out which services are more integrated or less integrated. Discuss the benefits and risks of each.

7.3 The Array of Vocational Services

Slide 193



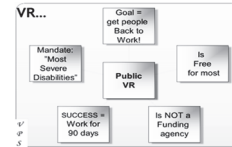
Tell *Mission of Public Vocational Rehabilitation, top of page.*

7.4 Public Vocational Rehabilitation

Ask *Questions to Ponder.
Discuss responses to the questions, correct any misinformation you hear about VR, but validate participant experiences.*

Discuss *Mandate of Public VR, bottom of page.*

Slide 194



Ask

- What do you know about how to access VR in this area?
- How many of you have heard of, and/or used Supported Employment?
- What do you know about it?

Tell *Definition of Supported Employment (SE) at top of page.*

7.5 Supported Employment

Discuss *Competitive Employment facts*

Discuss how Competitive Employment is related to Supported Employment, i.e., that SE is a model that supports people to get into "competitive employment."

Make the Point Supported Employment is a general term for supporting people to get into competitive work and then helping the person to get the skills and supports they need to stay there. There is one model of Supported Employment that has done a lot of studies and is very prominent today, and it's called Individual Placement and Support (IPS), or the Evidence-Based SE Program Model.

Discuss *Tenets of the SE Program Model*

Slide 195



Ask What do you know about how to access and best utilize SE in this area?

Tell There are various employment support models that offer different kinds of services. Some of those models are described in Other Employment Support Program Models.

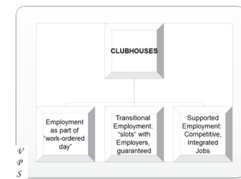
7.6 Other Employment Support Program Models

Ask

- What do you know about Psychosocial Clubhouses?
- What are the benefits of using a Clubhouse for employment purposes? The risks?

Discuss *Information about Clubhouse and Transitional Employment*

Slide 196



Ask

- What do you know about employment services and Assertive Community Treatment (ACT)?
- What are the benefits to using an ACT team? Risks?

Slide 197



Discuss *Information on Assertive Community Treatment or ACT*

Ask

- What do you know about One-Stop Career Centers, now also called, American Job Centers?
- What are the benefits of using One-Stops? Risks?

Discuss *Information on One-Stop Career Centers*

Ask

- What do you know about less-integrated models such as Mobile Crews or Sheltered Workshops?
- What are the benefits to using them? The risks?

Orient Now that we have discussed some of the program models for vocational and employment services, let’s talk about partnering with those services.

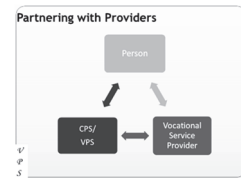
7.7 Partnering with Service Providers

Ask *Questions to Ponder*

Discuss answers, validate experiences, especially with challenging relationships with service providers.

Discuss *The “Three-legged stool” material*

Slide 198



Ask After reviewing all the ways that peer supporters can support people to do as they use vocational services, what would you add?

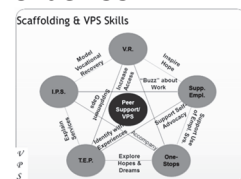
Discuss *Strategies listed on Connecting with Service Providers page.*

7.8 Connecting with Service Providers

Ask *Show and discuss slide 199.*

- Which of these have you used when working with people?
- Which do you think are or will be the most successful?

Slide 199




Do *Exercise: Scaffolding Employment Services Use.*

Break the class into three small groups. Each group will take one of the scenarios listed on the three pages of the exercise. You may want to assign scenarios to ensure all are covered.

Ask students to read the scenario, and then, thinking as the peer supporter described, brainstorm scaffolds that might support the person.

7.9 Exercise: Scaffolding Employment Services Use (3 pages)

After approximately 15 minutes, review their responses. Ask each group to quickly describe their scenario for the rest of the class, and list five possible scaffolds.

Show	<i>Discussion Prompts: Partnering with Service Providers</i>	7.10 Discussion Prompts: Partnering with...
Orient	Next we will talk a bit about how to Negotiate with Providers.	7.11 Negotiating for Success with Voc Services
Ask	<ul style="list-style-type: none"> • What is your experience with Negotiating with Providers, or with negotiating overall? • What is easy about negotiating? What is hard? 	Slide 200 
Tell	<i>Definition and related material at top of page.</i>	
Show	<p><i>Example: Mary</i></p> <p><i>Discuss reactions to the example. Ask how participants think they might use the Give-Get-Merge framework for negotiating.</i></p>	
Do	<p><i>Exercise: Negotiating for Success</i></p> <p><i>Read instructions. Support people to brainstorm scaffolds within the Give-Get-Merge framework. Encourage people to “stay peer” throughout.</i></p>	7.12 Exercise: Negotiating for Success
Show	<p><i>Tool: Negotiating for Success</i></p> <p><i>Helpful Links</i></p>	7.13 Tool: Negotiating for Success 7.14 Helpful Links
Assign	<i>Practice Assignment: Researching Vocational Services.</i>	7.15 Practice Assignment:

The goal of the assignment is to give participants the opportunity to explore new or “new-to-them” vocational resources; and to make those resources available to the class.

Researching
Vocational
Services

Discuss details and help students make plans for presenting the information in the next session.

Sum Up

What people learned about Coordinating with Employment Service Providers.

Answer any questions that come up.

Module 8: Researching Information

Suggested schedule for Module 8.

Note: This training is designed to be a ¼ day Module.

- 15 min Review and Orient to Module 8*
- 15 min Know the Basics, Go to the Experts*
- 15-30 min Clarifying the Question; optional exercise*
- 15-30 min Brainstorming Information Sources; exercise*
- 15-30 min Gathering Information; exercise*
- 15 min Evaluating Information*
- 15 min Summary*

Review *Learnings from the last Module and any assignments.*

Orient Given that much of the work we have been doing is related to gathering information, it is important that we think a little bit about Researching Information.

Handbook p. 186
Module 8:
Researching
Information

Slide 201



- Ask**
- How do you Research Information now?
 - What challenges do the people we serve face when Researching Information?
 - How has Researching Information changed over time?

Discuss *What to Expect from Module 8*

Discuss the Big Question of Module 8, and upcoming activities in general.

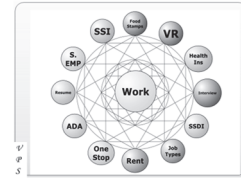
Handbook p. 187
What to Expect
from Module 8.

Discuss *Knowledge is Power...*

8.1 Scaffolding in

Discuss the peer role(s) in scaffolding researching information related to career, work, and school.

the Community Slides 202-203



Make the Point In our work as Peer Specialists supporting vocational aspirations, we may be inclined to “know it all” and be the experts. However, we are not expected to know everything, and in fact, we are most “peer” when we go with, learn with, and do with!

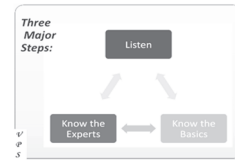
Slides 204-206



Discuss Listen, Know the basics, don't have to be an Einstein

Discuss *Partner with the Experts; Know the Basics*

Slide 207

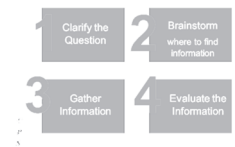


Show *Researching the Basics*

8.2 Researching the Basics

Go over the four steps in general of Researching Information.

Slide 208

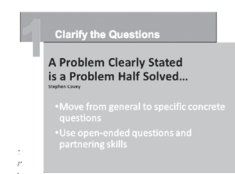


Orient First, let's talk about Clarifying the Question.

8.3 Clarifying the Question

Discuss *“Questions” at the top of the page.*

Slides 209-211



Show *Example 1: Mario and Example 2: Sasha*

Discuss what participants see in these examples of Clarifying Information.

Discuss *"Keep in Mind" content, bottom of page.*

Show *Tool: Clarifying the Question*

8.4 Tool:
Clarifying the
Question

Do *Optional Exercise: Break the class into partner pairs to work on a situation one of the partners can think of for which he or she needs more information. Ask them to work on Clarifying the Questions that they come up with.*

Review their responses.

Orient Second, we will discuss Brainstorming Information Sources.

8.5 Brainstorming
Information
Sources

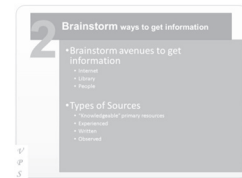
Ask

- How do you find your information sources?
- How do you know where to go to get information?
- What challenges do the people you work with have with finding information?

Discuss *Different ways to get information.*

Discuss *Steps to Brainstorming Information.*

Slides 212-215



Show *Tool: Brainstorming Information Sources*

8.6 Tool:
Brainstorming
Info Sources

Do *Optional Exercise: Brainstorming Information Sources.*

In partner pairs, participants will brainstorm three ideas for getting more information relative to making a change (if possible, a vocational change). They should rate accessibility, etc. for each, and then discuss their responses with the class.

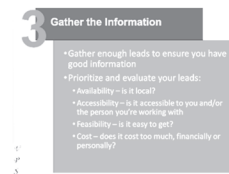
Orient Our third skill of Researching Information is Gathering the Information. 8.7 Gathering Information

Ask What do you think are the challenges for people in Gathering Information?

Discuss *Gathering Information involves three steps.*

Show *Examples of Scaffolding Gathering Information*

Slide 216



Show *Tool: Gather the Information Orient to the use of the Tool.*

8.8 Tool: Gather Information

Ask How could you use this Tool in your work?

Do *Example and Exercise*

8.9 Example and Exercise

Break people into small groups or pairs. Participants should read the example, and with a partner or small group, consider the questions following.

Orient Finally, we may need to support people to Evaluate the Information. Evaluating the Information has a lot to do with the trustworthiness of the information gathered.

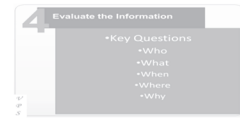
8.10 Evaluate the Information

Ask

- Why do you think it's important to look at Evaluating Information?
- What challenges do people face in the trustworthiness of information?

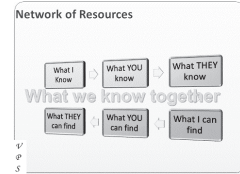
Discuss *The Who, What, When, Where, Why of Evaluating Information*

Slides 217-219



Sum Up *Summarize the Module, and participant learnings.*

Slide 220



Module 9: Supporting People to Work While on Benefits

Note: This is an *OPTIONAL* Module, to be taught directly, or you may opt to engage benefits specialists or other speaker(s) to deliver this information.

Module 9 focuses more heavily on information than on skills and competency development, unlike previous Modules. The information included may help peer supporters to understand and have hope about how Social Security makes its decisions when a person has disability benefits and is working. However, particularly because it is an informational Module, it requires that the presenter knows the material well.

If engaging others to make the presentation, ensure that the speaker(s) present the information in such a way as to inspire hope for employment. Ensure that it is oriented toward supporting others who are dealing with the impact of work on their benefits and overall financial health.

What follows is a basic outline of how one might present the information so that students can participate, voice questions and experiences, and process the information. Students are not expected to become skilled, or to become an expert in the information. Rather, it is anticipated that participants will have an understanding of expert resources and a renewed sense of hope that one can work while receiving disability benefits.

Suggested Schedule for Module 9.

This Module is designed as a $\frac{3}{4}$ day training.

- 20 min Review and Orient to Module 9
- 20 min Your Experience exercise
- 20 min Myths and Facts
- 30 min Differences between SSDI and SSI
- 15 min Break
- 15 min SSWI and SGA
- 45 min SSDI timelines: TWP, EPE
- 30 min Countable Income, IRWE, Subsidy
- 60 min Lunch Break
- 45 min SSI Incentives, incl. exercise
- 15 min PASS
- 30 min Incentives for Both: EXR, EMC, 1619b
- 15 min Break
- 30 min Scaffolding discussion and exercise
- 15 min National and Local resources discussion
- 15 min Summary and wrap-up

Review *Learnings from the last Module and any assignments.*

Orient Today we will be working on Module 9: Supporting People to Work while on Benefits.

Handbook p. 198

Slide 221



- Ask**
- *What comes to mind when you think about supporting people with their benefits?*
 - *Do you feel that this is a possible or an impossible task?*

Discuss *What to Expect in Module 9*

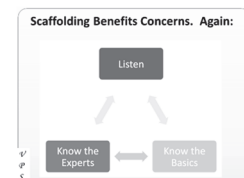
Handbook p. 199
What to Expect in
Module 9

Discuss the Big Question of Module 9, and upcoming activities.

Discuss the NOTE: This training is not designed to turn people into experts, rather people who know enough of the basics to ask the experts.

Make the Point Like in the previous module, we will focus on listening to people's concerns and knowing the basics well enough to be able to support people to access and use the experts on Social Security benefits and work.

Slide 222



Do *A Review: Your Experience with Disability Benefits and Work*

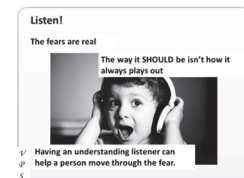
9.1 A Review:
Your Experience
with Disability
Benefits and
Work

Ask people to get into partner pairs and decide who will listen, and who will explore their own situation.

Invite people to review their partnering skills according to the exercise (conclusion).

Invite the pairs to consider the questions listed, and then after about 10 minutes, to share what they feel comfortable sharing with the class.

Slide 223



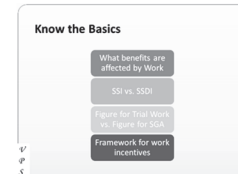
Discuss *Myths and Facts about Social Security Benefits*
Answer any questions that come up.

9.2 Myths and Facts about Social Security Benefits

Ask *Questions to Ponder*
Respond to participant answers and questions.

Orient We will now learn about some of the Basics of Social Security benefits, so that we know enough to ask questions, and so that when people say, “I can’t work!” we know enough to know there may be more to the story.

Slide 224



Ask *What’s the Difference between SSI and SSDI?*
Questions to Ponder
Respond to participant answers and questions.

9.3 What’s the Difference between SSI, SSDI

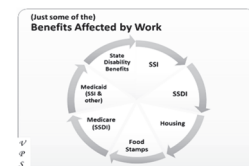
Discuss *Similarities and Differences.*
Answer any questions that come up.

Note: *Do not entertain specific benefit situations – refer people to the experts in your area.*

Orient Now that we know a bit about the differences between the benefits, we will talk quite a bit about how work impacts a person’s benefits.

9.4 How does Work Impact a Person’s Benefits

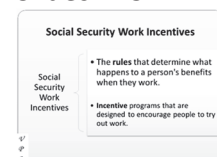
Slide 225-228



Ask *Questions to Ponder*
Respond to participant answers and questions.

Tell *The SSWI definitions*

Slides 229

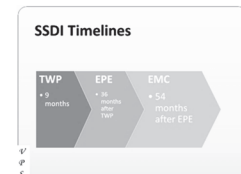


Discuss *Key Concept: SGA information*

Orient First, we will talk specifics about SSDI.
There's more to discuss in SSDI than with SSI.

9.5 SSDI Work
Incentives:
Timelines

Slide 230



Ask *Questions to Ponder*
Respond to participant answers and questions.

Discuss *Trial Work Period*
Write information on board as is useful.

Discuss *Extended Period of Eligibility*
Write information on board as is useful.

Do *Questions.*
Invite people to consider the questions with a partner. This is not a Partnering exercise.

Orient Timelines are not the only Work Incentive for SSDI. Even if a person is working and has income over SGA, he or she may still be eligible for a check. In this section, we will talk about how.

9.6 SSDI
Incentives to
Keep Working

Ask What do you know about other Incentives for SSDI?

Discuss *Countable Income Key Concept*

Slide 231



Discuss *Impairment-Related Work Expenses*

Show *Example: John*

Show on the board, if necessary. Answer any questions that come up.

Ask *Question to Ponder*
Respond to participant answers and questions.

9.7 SSDI
 Incentives...
 Subsidies

Discuss *Subsidies*

Show *Job Coach Subsidy Example*
Employer Subsidy Example

Do an example on the board if necessary.
Answer any questions that come up.

Sum Up *Learnings about SSDI Work Incentives.*

Orient *Let's spend a little while learning about SSI Work Incentives.*

9.8 SSI Work
 Incentives:
 Exclusions

Ask *Questions to Ponder*
Respond to participant answers and questions.

Make the Point *There are no timelines to consider with SSI, like there are with SSDI.*

Slide 232

INCOME EXCLUSIONS		Your Income, minus:
GENERAL		\$20
EARNED INCOME (WORK)		\$65
IRWE's (can be used for both)	(your own monthly amount)	
"12" Responder Exclusion*	% of the total	
Plan for Achieved Self Support	(enter own monthly amt)	
SSI amt (may vary by state)		
-Total		
= New SSI amt		

Discuss *Key Concept of SSI Exclusions*

Discuss *Income Exclusions (1619a)*

Show *Example: Phil*
Show on board if necessary, and answer questions.

Do *Question about Phil (text box).*

Break people into small groups, and have them discuss the questions.

After five minutes, discuss as large group. Point out that financially, we may think it makes sense for Phil to work. However, Phil may have feelings about his check being “cut” when he works, or about not making dollar-for-dollar earnings overall. Whether Phil thinks it is worth it to him to work is the most important question.

Orient The Exclusions are the bulk of the figuring that SSA does around SSI. However, there are more incentives for SSI, and we'll discuss some of them here. We'll start with PASS (Plan to Achieve Self-Support).

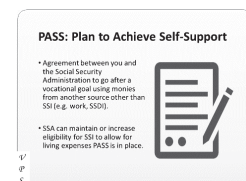
9.9 SSI Work
Incentives: PASS

Ask

- What do you know now about PASS?
- How have you used PASS to achieve vocational goals?

Discuss *What is a PASS? And following information*

Slide 233



Show *Example: Juana*

Discuss with the class: Is it worth it for Juana to have a PASS? Why or why not?

Sum Up *Learnings about Work Incentives for SSI*

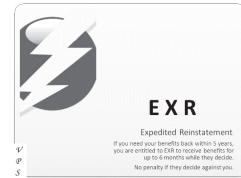
Orient Now we will spend a few minutes looking at Work Incentives that apply to both. Keep in mind that there are many more rules, and more Incentives than what we can teach today. Always consult with local and national resources for assistance and confirmation.

Ask *Questions to Ponder*
Respond to participant answers and questions.

9.10 Expedited Reinstatement (EXR)

Discuss *Expedited Reinstatement (EXR)*

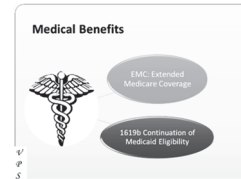
Slide 234



Discuss *Extended Medicare Coverage (EMC)*

9.11 Medical Benefits and Work Incentives

Slide 235



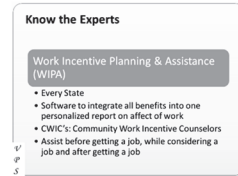
Discuss *Continued Medicaid Eligibility (1619b)*
Demonstrate timeline on board if useful.

Do *Questions. Break class into small groups and invite them to discuss the questions, first with each other, and then with the whole class.*

Tell Now that we know a bit about how Social Security makes its decisions about what happens to someone's check when they go back to work, we need to talk about your role.

9.12 Now that you Know the Basics,...

Slide 237



- Ask**
- How do you see your role with people who have questions about their benefits?
 - What do you think peers do best when it comes to supporting people with their benefits and work?
 - How do you hope to be your best peer self in this work?

Discuss *How can we scaffold?*

Do *What would you add?
Have people individually add what they would do to scaffold someone, and then discuss as a large group.*

Ask *Questions to Ponder
Respond to participant answers and questions.*

9.13 Resources and Experts

Show *National Resources*

Do *Add Local Resources, as applicable*

Sum Up *Review learnings from Module 9.*

Module 10: Using the Scaffolding: How Do We Keep This Going?

Note: Module 10 incorporates a summary of the entire course, evaluation, and celebration of participation. In preparation for this Module, you may elect to prepare certificates of participation. If using, prepare them in advance of this Module and personalize them to include participant names. See Example Certificate for the VPS Training on page 94 of this Guide.

In addition, decide in advance if and how you will ask participants to evaluate the training. If in discussion form, be prepared with questions (examples are given below) and a surface upon which to write answers (white/blackboard, easel with paper). If you wish to use a more anonymous written form, prepare an evaluation form and make copies for all in advance. See Example Evaluation for the VPS Training on page 93 of this Guide.

Celebration of participation can take many forms, from a formal presentation of certificates to cake and/or healthy snacks. Plan to spend a little time celebrating accomplishments along the way, relationships that have developed, and communities built.

Suggested schedule for Module 10.

This training is designed as a ¼ day Module

10 min Review and Orient to Module 10

15 min Skill Areas exercise

15 min Start-Stop-Continue exercise

15 min Your Plan exercise

10 min Summary

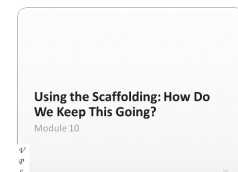
15 min Evaluation (if using)

10 min Celebration and certificates (if using)

Orient In Module 10, we will take a little time to review our learnings from all the other Modules, think about how we will use the material, and make plans for supporting people in their vocational recovery.

Handbook p. 213
Module 10: Using the Scaffolding...

Slide 237



Ask What are you hoping to do in this wrap-up Module?

Handbook p. 215
What to Expect in Module 10

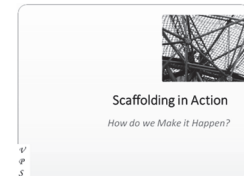
Do *What Skill Areas do I think I will use most?*

Break class into small groups of three or four people, this time, with others with whom they work or collaborate. Instruct participants to discuss the skill areas and their "fit" into the work they do, and to note for themselves, individually, how they expect the Modules fit for them.

Discuss responses as a large group after about 15 minutes.

10.1 What Skill Areas...

Slide 238



Orient One piece of our planning for how we will use VPS in our work is the material. Another is our general learnings from this training. The next exercise we will do together is called, "Start-Stop-Continue."

Do *Exercise: Start-Stop-Continue*

Read instructions to the class, break the class up into small groups (a different three or four people), and give them about 15 minutes to do the exercise.

Discuss as a large group when they are done.

10.2 Exercise: Start-Stop-Continue

Tell Lastly, we will take a few minutes to do a personal plan for how you want to integrate VPS into your work.

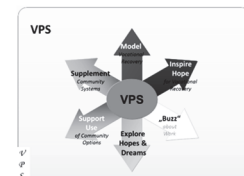
10.3 Your Plan: What's Next?

Do *Your Plan: What's Next?*

Invite people to do this exercise individually, for about 10 minutes, and then discuss as a class.

Alternatively, you could have people discuss their individual plans in small groups, and then those groups could talk about themes with the large group.

Slide 239



Sum Up *Summarize learning from Module 10. This summary will incorporate learnings from entire course.*

Supervising VPS
Use Page 92

Lead verbal evaluation and/or hand out written evaluations, if using. Give people a few minutes to think about their feedback. Acknowledge that all constructive feedback is welcome and will be used to further strengthen the training for others.

Evaluation
example
Page 93

Celebrate participant accomplishments and completion of the VPS course. Chat with the class about individual and group accomplishments, relationships gained, community-building efforts, barriers broken through.

Certificate
example
Page 94

Issue certificates, if using.

Show

Questions Map

10.4 Questions
Map

Review the Questions Map. Instruct the students to use this Questions Map as a way to “find their way” when working with people in VPS.

The Questions Map gives indicators to know “where a person is” in VPS, whether engaging in a Partnership, Considering Work (Motivational Foundations), Choosing Work (Supporting Choice), Getting Work, or Keeping. Participants may share any of the content of this training with the people they serve, including the Questions Map.

Vocational Peer Support: Supervising VPS Skill Use

After the training is completed, trainees may want and/or need support and supervision as they use the skills in their everyday work. Use the following as examples of "HW Assignments" that may be given in anticipation of meetings or calls with participants post-training. Expect that each participant will work on different things with their peers, but that the whole group may want to work on each of these as a continued learning experience.

Explore Motivational Foundations

1. Explore Need **or** Beliefs **or** Information **or** Support

Build Motivational Foundations

1. Scaffold the gathering of information
2. Support the planning for getting more experience
3. Scaffold the gathering of more support
4. Think through how to get supports "on board"

Choosing

1. Scaffold Exploring Preferences: Review past experiences, brainstorm preferences
2. Scaffold researching options
3. Support person to keep track of research information

Getting

1. Support person to list activities
2. Brainstorm possible supports needed
3. Scaffold efforts in getting jobs/education

Keeping

1. Support person to brainstorm possible skill areas of strength
2. List skill areas that may be getting in the way of success and satisfaction
3. Brainstorm supports that will increase success and satisfaction

Coordinate with Employment Providers

1. Brainstorm possible vocational supports
2. "Go with" people to learn about providers: call, visit, orientations
3. Advocate with or for the person
4. Support relationship and negotiations for needed/wanted services

Example Evaluation for the VPS Training

Item: To what extent are you satisfied with the:	Very Satisfied 5	Satisfied 4	Neutral 3	Dissatisfied 2	Very Dissatisfied 1
Trainers' knowledge					
Trainers' teaching skill					
Layout of the materials					
Registration/Attendance					
Flow of the class					
Knowledge I gained					
Skills I gained					
Training matched my expectations					
Comfort during training					

1. What did you like the most about the training?

2. What did you like least about the training?

3. What is the most important thing you learned?

4. Other comments:

[ADD NAME OF ORGANIZATION]

Presents this

Certificate of Participation

to

[Add name of participant]

in recognition of your participation in [X] days of training in

Vocational Peer Support

[add date]

Trainer

Trainer

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Spaniol, L., McNamara, S., Gagne, C., & Forbess, R. (2009). *Group process guidelines for leading groups and classes*. Boston: Boston University Center for Psychiatric Rehabilitation.

Related Products Published by
Boston University, Center for Psychiatric Rehabilitation

Vocational Empowerment Photovoice:

Leader's Guide
Workbook

Vocational Illness Management & Recovery: Wellness for Work:

Provider's Guide
Participant Workbook
Implementation Guide

**Career Planning Curriculum
for People with Psychiatric Disabilities:**

Instructor's Guide
Reference Handbook

**Technical Assistance Process Guide
Enhancing Workplace Inclusion
for Employees with Psychiatric Disabilities**

Group Process Guidelines for Leading Groups and Classes

