

# Prevocational Services Six Month Progress Report and Service Plan

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A Training for  
Family Care, Family Care  
Partnership & PACE

Welcome to this training for providers of prevocational services. This training will provide you with instructions for completing the Prevocational Services Six Month Progress Report and Service Plan recommended for use in Family Care, Family Care Partnership and PACE.

## Why was this report developed?

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- ❑ Report aligns prevocational services reporting & prevocational service planning with revised prevocational services definition and expectations
- ❑ Important for you to understand the changes before using the report
- ❑ View training on the pre-voc changes at:

<http://www.dhs.wisconsin.gov/ltcare/ProgramOps/prevoc/index.htm>

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The recommended report was developed to align prevocational service reporting and service planning with the revised prevocational services definition and expectations that took effect in 2010. If you will be using this report, it's very important that you understand these changes before using the report. If you have not already done so, please view the training on the new prevocational services definition and service expectations. This training can be found by clicking on the link above.

## How was the report developed?

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- ❑ Draft released in 2010
- ❑ Some prevocational providers and MCOs experimented with using the draft report
- ❑ MCO workgroups and 35 prevocational providers provided feedback and suggestions
- ❑ Many suggestions were incorporated into final version of the report

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An initial draft of this progress report and service plan template was released in 2010. Some prevocational providers and MCOs experimented with using the draft report.

Family Care MCO workgroups and prevocational service providers were then given opportunities to give feedback and suggestions. A total of 35 prevocational providers from around the state gave input and suggestions. Many of the suggestions were incorporated into the final recommended version that you will learn about in this training.

## Is use of this report required?

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Is filling out this report required?

- **Not unless your MCO requires it**

Is submitting this information to the IDT staff required?

- **Yes**
- **If you don't use this report template, prevocational providers are expected to submit this information to the IDT at six month intervals per OFCE Memo #11-03**

Press Next Button to Continue



Click on Paperclip Button to Download



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Each MCO establishes its own reporting requirements for its contracted providers. No MCO is required to adopt the prevocational services report template being recommended. However, the Department expects that MCOs will require prevocational service providers to submit semi-annual progress reports which include the same information contained in the recommended report template. This expectation is explained in the Office of Family Care Expansion Memo #11-03. The information required to be reported ensures the Interdisciplinary Team staff - often called IDT staff - have all of the information needed to make appropriate decisions regarding reauthorization of the members prevocational services. If the recommended report template is not used, the Department has established that the progress report expected by the MCO should, at minimum, include the information listed on the next slide. Before continuing with the training, please download and save the Office of Family Care Expansion Memo #11-03 by clicking on the paperclip at the bottom right corner of the presentation. After downloading the memo, please press the next button to continue the training.

## Information required to be reported at six-month intervals

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- ❑ List of specific strengths and skills
- ❑ How member is being assisted to develop and/or maintain these strengths and skills
- ❑ Member's interest in obtaining at least part-time integrated employment
- ❑ Member/guardian concerns and hesitation around integrated employment, and how provider is addressing these
- ❑ Details of member's integrated employment goal
- ❑ Individualized plan with action steps to secure at least part time Integrated Employment

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Information required to be reported to IDT staff at six month intervals includes the following:

- A list of strengths and skills the member is being assisted with in order to enhance employability in integrated employment;
- A list of service delivery methods being used to help the member develop or maintain these strengths and skills;
- A report on the member's interest in obtaining integrated employment;
- A list of any concerns or hesitations the member (and guardian, if one is appointed) may have about pursuing at least part-time integrated employment, and what the prevocational service provider has done and will be doing to address and resolve these;
- A report detailing the member's integrated employment goal, or if not known, what the provider will be doing to identify these details; and
- An individualized plan of action, including specific steps to assist the member to secure at least part time integrated employment.

Providers should check with their MCOs regarding whether use of the Department recommended report is expected. If the recommended report is not expected, clear details of the information required to be reported can be found in OFCE Memo # 11-03. Instructions for downloading this memo were provided on the previous slide.

## Why should providers submit progress reports for prevocational services?

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- ❑ IDT staff must ensure that prevocational services are provided in ways that are consistent with the revised service definition approved by CMS
- ❑ IDT staff need information from prevocational service providers in order to make appropriate service reauthorization decisions
- ❑ CIP waiver included six month report requirement
- ❑ Regular reporting is already a quality standard for rehabilitation providers
- ❑ Many prevocational service providers have been submitting six month reports for some time

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IDT staff must ensure that prevocational services are provided in ways that are consistent with the revised prevocational service definition approved by CMS. The revised service definition puts a new emphasis on facilitating progress toward at least part-time integrated employment. There are specific guidelines for reauthorizing prevocational services that IDT staff must follow. IDT staff need information from prevocational service providers in order to make appropriate service reauthorization decisions. The former Community Integration Program waiver had a six month reporting requirement so this is nothing new. Regular reporting is already a quality standard for rehabilitation providers. Many prevocational service providers have been submitting six month reports to MCOs for some time.

## Isn't this just more work for providers?

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- ❑ This reporting is intended to replace reporting you did previously
- ❑ No additional burden is anticipated
- ❑ The new form may take some time to get familiar with
- ❑ The first time the provider completes the report for a specific participant may take a little more time
- ❑ Updating this participant's report every six months will not take longer than providers were spending on previous reports

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Some providers may feel that the MCO is requiring more work from them without compensating them for their time. This reporting is intended to replace all other prevocational services written reports the prevocational provider did previously. Therefore, no additional burden for providers is anticipated as the result of reporting this information to the IDT staff. Of course, when anyone changes the way they do something, there will be a learning curve. Given this, the first time the report is completed, it may take additional time. Updating the report thereafter should not take any longer than prevocational providers were spending on their previous reports. Because the original report is updated rather than replaced at six month intervals, this report will reflect the full history of the member's progress toward at least part time integrated employment.

## Saving Time

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- ❑ DO NOT complete every section of the report
- ❑ Follow the instructions closely and only complete the sections of the report that are required
- ❑ As you update the report over time, you will complete different sections depending on the situation of the individual prevocational service participant

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The best way to save yourself time is to follow the instructions very carefully. Do not complete every section of the report. Only complete the sections required. As you update the report over time, you will complete different sections depending on the situation of the individual prevocational service participant.

This training will help you understand which sections of the report are to be completed at each stage of service provision.



## If you have questions on this training

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- ❑ Submit questions at the end of the training
- ❑ All questions will be compiled into a Q&A document
- ❑ The Q&A document will be posted and regularly updated on the Family Care Program Operations web page:

<http://www.dhs.wisconsin.gov/lc/Pcare/ProgramOps/prevoc/index.htm>

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At the end of this training you will have the opportunity to submit questions. All questions will be answered in a Q&A document that will be posted on the Wisconsin Family Care Prevocational Services web page. On your screen you can see the address for this web page. This Q&A document will be updated over time so that all questions submitted are included in the document.

## Download Suggested Report

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- ❑ Download the Prevocational Services Six Month Progress Report and Service Plan report by clicking on paperclip below
- ❑ You can also find the report by using the following web link:

<http://www.dhs.wisconsin.gov/forms/F0/f00395.doc>

**Press Next  
Button to  
Continue**



**Click on  
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to Download**



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Before continuing with the training, please download and save the Prevocational Services Six Month Progress Report and Service Plan report by clicking on the paperclip at the bottom right corner of the presentation. This report is the document that will be the focus of this training. After downloading the Prevocational Services Six Month Progress Report and Service Plan, please press the next button to continue the training.

## When is the Report Due?

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- ❑ Providers are expected to complete a report for each prevocational service recipient
  
- ❑ The completed report is due twice a year:
  - #1. Two weeks before the month in which the annual Member-Centered Plan is scheduled for renewal
  - #2. Two weeks before the month in which the six month review of the Member-Centered Plan is scheduled to occur

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The report is due at two points in each calendar year; 1) two weeks before the month in which the member's annual Member Centered Plan is scheduled for renewal, and 2) two weeks before the month in which the member's Member Centered Plan six month review is scheduled to occur. Even if the prevocational service provider has been invited to the Member-Centered Plan or six month review meeting, the report is still due in advance of the actual meeting so that the IDT staff can review the report before the meeting.

If you don't know which months the member-centered plan and six month review are scheduled to occur for a particular member, you will need to contact the member's Care Manager or the MCO's Employment Coordinator. Once you have been given these months, they will remain the same each year unless the Care Manager or Employment Coordinator notifies you that the months have changed. Prevocational service providers will likely find it beneficial to create a master calendar that includes six-month report due dates for all prevocational service recipients.

## Who gets the completed report?

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- ❑ The report should be sent to the service recipient's Care Manager
- ❑ Check with your MCO as to how they expect the reports to be sent in
- ❑ Secure delivery or transmission is expected

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Prevocational providers will submit this report to the member's Care Manager. Your MCO may have an established policy for how these reports should be submitted. Check with your MCO regarding this. If no MCO policy is in place, any secure transmission of the completed report is acceptable.

## Save the Report and Update It

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- ❑ Once you have submitted the first report for a prevocational service recipient, subsequent six month reports should be updates to the original report
- ❑ Do not start over with a blank report when preparing additional reports at six month intervals
- ❑ It's very important that you save each report so you can go back and update it every six months

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Once you have submitted the first report for a prevocational service recipient, you only need to update that report every six months. Do not start over each time with a blank report. This will save you time. So be sure to remember to save the report after you've created it so you can just do updates to it every six months.

## Page One: Basic Identifying Information

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- ❑ Enter all information the first time you fill out a report for a member.
- ❑ Update this section only if something has changed
- ❑ Change date in "Date Form Completed" box every time you update the report and re-submit it to the Care Manager.

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On Page 1, you will see a section asking for basic identifying information. Please fill in the member's name and date of birth on the first line of the report. This information will then automatically appear on each page of the form. On the second line, enter the name of the member's MCO and their Care manager's name. On the third line enter the prevocational service provider name and the name of the person filling out the report. Line four asks for the phone number and email address of the person completing this report. The first time you fill out this report, you will have to enter all of this information. When updating the report, you will only need to make changes to the information, if and when this is necessary. Every time you update the report, be sure to change the date in the "Date Form Completed" box. The "Date Form Complete" box will not update automatically when you open this file.

## How this Training is Organized

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- ❑ The report template has 10 parts
- ❑ This training will teach you how to fill out each of the sections
- ❑ You will never fill out all of the sections at one reporting point
- ❑ Over time, each of the sections will need to be filled out

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The report has ten parts or sections. This training will teach you how to fill out all of the sections. However, please keep in mind that at no one time will it be necessary for you to fill out the entire report for a member. Over time, and as the member makes progress toward at least part time integrated employment, different sections of the report will be filled out.

## Part 1: Service Summary and Proposed Service Plan for Next Six Months

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- ❑ This section is to be updated every six months before the report is re-submitted to the Care Manager
- ❑ Indicate setting member received prevocational services
- ❑ Indicate unplanned absences in last 30 days
- ❑ Do not count sick days as unplanned absences

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Part 1 begins at the bottom of page one and is titled "Services Summary and Proposed Service Plan for Next Six Months." Part 1 is to be updated every six months if the provider is recommending continued authorization of prevocational services for the member. The first item you need report relates to what settings prevocational services were delivered in over the past six months. There are three possible options and you should check only one. The options are: a community setting, a work center or provider-owned business, or a combination of both a community setting and a work center or provider-owned business. Note that a work center or provider-owned business is not considered a community setting. Next, you should report the number of unplanned absences the member had in the 30 days prior to the date you are completing this report. If the member had zero unplanned absences, indicate zero. Do not count sick days in calculating the number of unplanned absences. Page 1 is now completed.



## Part 1: Service Summary and Proposed Service Plan for Next Six Months

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- ❑ Strengths and skills member is being assisted to develop and maintain
- ❑ Should be areas identified in the prevocational services definition
- ❑ Success in integrated employment is the goal
- ❑ Job-specific skills for center-based employment should not be the focus

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Part 1 continues on page 2 of the report. This section describes the skill-related goals that prevocational services are focused on for this service recipient. The skill-related goals should address the skill areas identified in the prevocational services definition. These are listed in the left-hand column on page 2 of the report template. Check off all of the listed skill areas that you are addressing with the member. The specific skills being worked on should be individualized to the person. If there are other strengths or skills that the member is being assisted with, you may write them in the boxes marked “other” and specify what those strengths or skills are.

Keep in mind that success in work center employment is not the goal of prevocational services – facilitating successful participation in at least part-time integrated community employment is the goal. So skills being worked on in a work center should always be relevant to integrated, community employment. Additionally, it is very important to be aware that teaching job-task specific skills is not reimbursable under prevocational services. Prevocational services should not be focused on goals that are specific to performing contract work in a work center. For example, prevocational services should not be focused on helping an individual become a better packager of bolts or assembler of switches. Prevocational services also should not be focused on increasing productivity on specific types of work – for example, packaging, labeling or assembly work. Services that help individuals with these job-specific goals are considered vocational services and are not reimbursable through long-term care programs including Family Care, Family Care Partnership and PACE.

## Part 1: Service Summary and Proposed Service Plan for Next Six Months

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- Describe learning and work experiences provided over the last 6 months
  
- List proposed plan for next 6 month
  - No separate service plan needs to be developed
  
- Fill out or update this section whenever reauthorization of prevocational services is being recommended

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In the middle column of this section you are asked to describe what has been happening over the past six months with regard to each skill area you are addressing. Do not evaluate the person's performance - simply describe the learning experiences or work experiences you have been providing to assist the individual with developing or maintaining these skills. If you are updating the report, you'll see what you proposed to do over the last six months in the far right column. The middle column is where you report what you actually did over the past six months.

Then, after consultation with the member and guardian, if one is appointed, you fill in or update the right-hand column with the plan you propose for the next six months, if prevocational services are reauthorized by the IDT. Include any new strengths and skills to be addressed. Also note any new learning or work experiences to be provided as part of prevocational services. No separate service plan needs to be developed. This should save you time.

Please note that prevocational services can be authorized to help people make progress toward at least part-time integrated employment OR to contribute to someone maintaining integrated employment if that person is already involved in at least part-time integrated employment. So this section should be filled out or updated whenever reauthorization of prevocational services is being recommended by the provider, even if the individual is already involved in at least part-time integrated employment.

# Examples of Learning and Work Experiences

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Area One: Communicating with supervisors, co-workers and customers who do not have disabilities

- Experiences that involve working together with individuals without disabilities (e.g. volunteering)
- Classes and/or discussion group on getting along with co-workers and your supervisor (use video, role plays and easy-to-understand instructional materials)
- Opportunities to learn from small business owners and HR staff about communication abilities they look for in hiring
- Prevocational work experiences that involve supervisors, co-workers and customers without disabilities

There are many learning and work experiences that could be provided to help prevocational service participants gain knowledge and skills that will help them successfully obtain and maintain part time integrated employment. To help stimulate your thinking, we'll take each skill area listed in Part 1 of the report and give examples of learning and work experiences that can help develop each particular skill area. These seven skill areas and the examples given are not an exhaustive list. You may think of other non-job-specific skill areas that are also very important. We highlight these seven because they are specifically listed in the prevocational service definition. In addition to the examples given for each skill area, you may think of other effective ways to help individuals develop and maintain these kinds of general skills for employability in the community.

Skill Area One involves communicating well with supervisors, co-workers and customers who do not have disabilities. Some examples of prevocational service opportunities you could provide are:

Experiences that involve the individual working together with people without disabilities. Volunteering provides an excellent opportunity for developing these skills.

A second strategy is classes and discussion groups on getting along with co-workers and your supervisor. Learning will be maximized if you use video, role plays and easy-to-understand instructional materials that are adapted from training materials already available for people without disabilities. You can find many examples of these kinds of trainings on-line; your local Job Center is also likely to be a good resource for this kind of training information.

Opportunities to learn from small business owners and HR staff about communication abilities they look for in hiring. This would include opportunities to participate in mock interviews. As the prevocational service provider, you could use your business community connection to find small business owners and HR people who would be willing to offer some of their time in this way. Your local Job Center is also likely to be able to help. Try to ensure you have a range of employers represented but emphasize the expectations they all share when hiring.

You can also provide prevocational work experiences that involve the individual with supervisors, co-workers and customers who don't have disabilities. Keep in mind that since integrated employment involves interactions with people without disabilities, prevocational experiences need to be similar.

## Examples of Learning and Work Experiences

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Area Two: Understanding general expectations regarding etiquette and dress in different types of community workplaces

- Classes and discussion groups to learn about dress expected for different types of jobs, dress expected for interviews, etc.
- Opportunities to relate job interest areas to expectations regarding dress; learning about real dress codes used in local businesses
- Classes or discussion group to learn about expected behavior in various kinds of workplaces; hear speakers from local workplaces sharing top 10 things to know if you take a job in one of these local businesses
- Learning what to ask on interview and during your first week<sup>20</sup> to find out about the rules of your workplace – role play

**Skill Area Two** involves understanding general expectations regarding etiquette and dress in different types of community workplaces. Some examples of prevocational service opportunities you could provide are:

Classes and discussion groups to learn about dress expected for different types of jobs, dress expected for interviews, etc.

Opportunities for people to relate their job interest areas to expectations regarding dress. Also, opportunities to learn about and discuss real dress codes used in local businesses would be beneficial.

Classes or discussion groups to learn about expected behavior in various kinds of workplaces. This could include hearing from guest speakers from local workplaces who can share the top 10 things to know if you take a job in one of these local businesses.

Role play and discussion to assist individuals to understand what to do and not do in specific workplace situations.

Opportunities to learn what to ask on an interview, and also during your first week of work, so you can find out about the rules of your workplace. This could include using role play and having a pre-established set of questions to ask that will help with learning and raising awareness.

Again it's important to use training and educational resources that have already been developed for job seekers without disabilities, including those available on-line and through your local Job Center.

## Examples of Learning and Work Experiences

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Area Three: Ability to follow directions  
-Given in a way that matches the person's communication abilities and using reasonable accommodations or assistive technology

- Opportunities to try following a specific set of directions given in a number of different ways, including with help of different kinds of assistive technology
- Learning to follow single-step directions and building up from there to multi-step directions
- Helping individuals practice asking supervisors or co-workers to: put directions in the format they need; to ask for directions to be repeated

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**Skill Area Three** involves the ability to follow directions. This assumes that directions are given in way that best matches the individual's communication abilities. It also assumes that reasonable accommodations and assistive technology – either high tech or low tech – is also used to enhance an individual's ability to perform well. Some examples of prevocational service opportunities you could provide are:

Opportunities to try following a specific set of directions given in a number of different ways, including help with different kinds of assistive technology. Doing this will help identify the best way to provide instructions to each individual.

Then, using the best way to provide instructions that you identified for each individual, focus on following single-step instructions and then building up to multi-step instructions over time, with practice and repetition. The instructions should be related to tasks done in different types of integrated employment of interest to each individual.

In addition, another good strategy would be to provide opportunities to role play and practice asking supervisors or co-workers to put directions in the format the individual needs and to role play or practice asking a supervisor or co-worker to repeat directions when needed.

Again it's important to use training and educational resources that have already been developed. It might be very helpful to consult supported employment job coaches in your area for their input and suggestions.

# Examples of Learning and Work Experiences

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Area Four: Ability to attend to tasks, with assistance as needed

- Opportunities to work on specific routine projects which involve multiple steps done in a consistent order.

- Make sure projects reflect employment interests and strengths of the individual so that natural motivation is maximized.

⇒ If the prevocational service provider can charge a third party for the outcome of the person's work, the person must be paid for their time.

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**Skill Area Four** involves the ability to tend to tasks, with assistance and prompts when needed. Keep in mind that the need for assistance and prompts may fade over time and these could be provided by co-workers or assistive technology. An example would be a Personal Data Assistant that could be pre-programmed to give reminders at specific times. Some examples of prevocational service opportunities you could provide for this skill area include:

Opportunities to work on specific routine projects which involve multiple steps done in a consistent order. Projects should reflect the employment interests and strengths of the individual so that natural motivation is maximized. In other words, it's important that people are working on multi-step projects that relate to the kind of work they might want to do in the community. Without motivation, very few of us are good at attending to work tasks.

Keep in mind, the person must be paid for their time if the person is doing subcontract work or producing goods or services that the provider intends to sell.

Again it might be very helpful to consult supported employment job coaches in your area to find out what specific tasks and projects are typical of the types of jobs that the individual is interested in pursuing.

## Examples of Learning and Work Experiences

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Area Five: Ability to demonstrate workplace problem-solving skills, including ability to ask supervisor or co-workers for assistance when needed

- Expose individuals to opportunities where typical routines are interrupted or not able to be completed as usual for some reason. Help individuals learn and practice what to do in situations like these.

- Role play and demonstration of workplace problem-solving strategies will help individuals gain these skills for themselves.

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**Skill Area Five** involves the ability to demonstrate workplace problem-solving skills, including ability to ask supervisor or co-workers for assistance when needed. Some examples of prevocational service opportunities you could provide for this skill area include:

Exposing individuals to opportunities where typical routines are interrupted or not able to be completed as usual for some reason. Help individuals learn and practice what to do in these situations would be helpful.

Role play and demonstration of workplace problem-solving strategies will help individuals gain these skills for themselves.

Volunteering is a good opportunity for individuals to learn how to rely appropriately on colleagues without disabilities. Like all of us, workers with disabilities need to learn how to rely on co-workers just as much as supervisors in order to be successful on the job.

## Examples of Learning and Work Experiences

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Area Six: Awareness of general workplace safety rules for different types of community workplaces

- Opportunities to learn about safety and security rules and procedures in community workplaces, and opportunities to practice procedures that are most common.
- Learning how to respond correctly to fire alarms and other similar warning systems in local businesses
- Classes or discussion groups about personal safety at work and when traveling to/from work
- Opportunities to learn about how safety is related to dress codes in certain types of businesses

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**Skill Area Six** involves awareness of general workplace safety rules for different types of community workplaces. Some examples of prevocational service opportunities you could provide for this skill area include:

Opportunities to learn about safety and security rules and procedures in community workplaces, and to practice some of the most typical procedures expected of employees. To make it most relevant, focus on community workplaces that offer job opportunities which fit the unique interests and strengths of the individual.

Teaching individuals how to respond correctly to fire alarms and other similar warning systems that may be found in local businesses. Role play and use of video instruction could work well for this.

Classes or discussion groups about personal safety at work and staying safe when traveling to and from work. There have been many high quality personal safety curriculums developed for people with intellectual and developmental disabilities. These could be used as a basis for developing these particular learning experiences.

And finally, you could provide opportunities to learn about how safety is related to dress codes in certain types of businesses.



# Examples of Learning and Work Experiences

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Area Seven: Ability and comfort necessary to travel to and from a community workplace using typical means of transportation available in one's community or available through one's family or service provider

- Opportunities to learn about and use transportation that other supported employees typically use
- Opportunities to learn how to schedule transportation and make changes to arranged transportation when needed
- Classes and practical experience designed to teach people safety skills related to traveling to and from work

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**Skill Area Seven** involves developing the ability and comfort necessary to travel to and from a community workplace. This could either involve using typical means of transportation that is available in one's community or it could mean using transportation available through one's family or service provider. Keep in mind that there is no expectation that an individual must be able to travel completely independently in order to work in the community. Nor is there an expectation that people must have a volunteer to drive them or must otherwise pay for their own transportation if they want to work in the community. Both DVR and the long-term care system have the ability to pay for transportation when this is needed. Some examples of prevocational service opportunities you could provide for this skill area include:

Providing opportunities to learn about and use transportation that other supported employees typically use in order that individuals can become familiar and comfortable with these types of transportation.

Providing opportunities to learn how to schedule transportation in order to get to work on time, including how to make changes to arranged transportation when needed

Finally, you could also provide classes and practical experiences designed to teach people safety skills related to traveling to and from work

Be sure to make use of existing resources from transportation providers who may already exist in your community.

Obviously, none of these learning and work experiences are designed to go on indefinitely without people being given the opportunity to apply this learning to real participation in at least part-time integrated employment. Think of all of the suggestions just introduced for the seven primary skill areas as the building blocks for successfully transitioning to at least part-time integrated employment. There is no readiness threshold to cross. In fact, the ultimate mastering of the skills needed to do a particular integrated job can only happen through learning on that job. Working on these skill areas in advance will help ensure success; but there is no substitute for on-the-job training.

## Part 2:

### Participation in Integrated Employment

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- If member is participating in at least part-time integrated employment
  - Go to Part 10
  
- If member is not participating in at least part-time integrated employment
  - Continue to Part 3

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Part 2 addresses the service recipient's participation in integrated employment. At this point you will check either yes or no to indicate if the member is currently working in at least part-time integrated employment. Integrated Employment does not include prevocational employment, work crews, enclaves or any other group of three or more individuals with disabilities placed and supported to work together in the community setting. Integrated employment also does not include unpaid volunteering. If you check yes, you should then skip to Part 10 – the Signature Page. If the service recipient is not participating in at least part time integrated employment, you will continue to Part 3 of the report.

## Part 3: Integrated Employment Goal/Outcome

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- ❑ The report is not an interview form
- ❑ Best time to ask is in context of providing education or opportunities to discuss integrated employment
- ❑ Prevocational services need to include on-going opportunities to learn about and consider integrated employment

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If the prevocational service recipient is not involved in integrated employment, Part 3 needs to be completed and updated at six monthly intervals. Please note, even though this section poses questions to you, as the prevocational provider, this report should not be used to formally interview the prevocational service recipient. The intent is not that once every six months, you ask the individual these questions. During the course of delivering prevocational services to the individual, there should be numerous opportunities to determine how the member would answer these questions, including asking the member in the context of educating and talking with the member about integrated employment. Education and discussions regarding integrated employment are expected to be part of on-going prevocational service provision. If these things are not part of the prevocational service your agency currently provides, you'll need to look at how to incorporate these things into the service.

## Part 3:

### Integrated Employment Goal/Outcome

- ❑ Is there an integrated employment outcome in the Member Centered Plan
- ❑ The member may have an integrated employment outcome at a future point
- ❑ Regardless of whether there is an Integrated Employment Goal in the MCP, answer next question in this section

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The first question in Part 3 concerns the member-centered plan. In most cases, you should be told if the member has an integrated employment outcome when you receive a referral for prevocational services. As a general rule of thumb, it is important for you to know what outcome or outcomes the service you are delivering is intended to help the member achieve. If you do not know the answer to this question, you will need to ask the Care Manager to verify whether an individual has an outcome of integrated employment in his/her member-centered plan. Keep in mind that a member who does not have an integrated employment outcome in his/her member-centered plan may have one at a future point. Again, if authorizations for prevocational services routinely include a listing of the outcomes the services is intended to support, you can check the most recent service authorization from the Care Manager or MCO to find out whether the individual has an integrated employment outcome.

Regardless of whether the individual has an integrated employment goal in his/her member-centered plan; your next step is to answer the next question in this section.

## Part 3:

### Integrated Employment Goal/Outcome

- ❑ Is the member expressing interest in Integrated Employment to you or other staff at your agency?
- ❑ Member's interest only
- ❑ Guardian interest addressed later

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The second question in Part 3 asks if the member is expressing interest in integrated employment to you or other staff at your agency. As mentioned previously, during the course of delivering prevocational services to the individual, there should be numerous ways to determine the answer to this question, including asking the individuals in the context of educating and talking with them about integrated employment. While some members might express interest in integrated employment even if you do not ask them directly about it, other members might express interest in response to you educating them about integrated employment and asking about their interest. As mentioned previously, education and discussions regarding integrated employment are expected to be part of all prevocational service provision. If these things are not part of the prevocational service your agency currently provides, you'll need to look at how to incorporate these things into the service.

Of course, some people do not communicate verbally. In these situations, you and others who know the member well will need to determine the member's interest in integrated employment primarily based on his/her reaction to the different integrated employment situations that you are showing the person, and what the person non-verbally communicates to you when the person is being shown or is trying out integrated employment. Guardian, family and others who know the person well may also be able to help with this.

Note that this question relates to the member's interest in integrated employment. Guardian interest is addressed later in the report. So if a member has a guardian, answer this question from the member's point of view. Under Wisconsin guardianship law, the presence of a legal guardian does not preclude the member from having his/her own opinion regarding employment.

If the member is expressing interest in integrated employment to you or other staff at your agency, you are instructed to answer the last question in this section. If the member is not expressing interest in integrated employment, go to Part 4 of the report.

## Part 3: Integrated Employment Goal/Outcome

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- ❑ Does the member have any concerns or hesitations about participating in at least part-time integrated employment?
  
- ❑ Member's view point
  
- ❑ If concerns/hesitations, go Part 4
  
- ❑ If no concerns/hesitations, go to Part 5

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The last question in Part 3 asks if the member has any concerns or hesitations regarding participation in at least part-time integrated employment. As mentioned previously, during the course of delivering prevocational services to the individual, there should be numerous ways to determine the answers to these questions, including asking individuals in the context of educating and talking with them about integrated employment.

Note that this question relates to the member's views. Guardian concerns or hesitations are addressed later in the report. So even if a member has a guardian, answer this question from the member's point of view.

If the member is expressing any concerns or hesitations regarding participation in integrated employment, go to Part 4 of the report. If the member is not expressing any concerns or hesitations, go to Part 5 of the report.

## Part 4: Addressing Member Concerns Regarding Integrated Employment

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- ❑ Identifying and Addressing Concerns and Hesitations in at least part time Integrated Employment
- ❑ Member's concerns and hesitations
- ❑ Do not include guardian's concerns and hesitations in Part 4

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Part 4 is focused on identifying and addressing the member's concerns or hesitations regarding participation in at least part-time integrated employment. Some individuals may express a desire to pursue integrated employment, but they may still have some concerns or hesitations that must be addressed. Other individuals will not express a desire to pursue integrated employment because they have concerns and hesitations that must first be addressed. Either way, addressing concerns and hesitations regarding integrated employment is very important.

Note: This section relates to the member's concerns or hesitations. If a legal guardian is involved, the guardian's concerns or hesitations are addressed in Part 6. Therefore, it is important that you do not include guardian concerns or hesitations in Part 4.

## Part 4: Addressing Member Concerns Regarding Integrated Employment

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- ❑ Step One: Identifying the concerns and hesitations
  
- ❑ Not an interview tool
  
- ❑ Talk to, educate, facilitate discussions
  
- ❑ Check off concerns/hesitations that apply
  
- ❑ Member point of view

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Step one is identifying what the member's specific concerns or hesitations are. Again, please keep in mind that this report form is not to be used as an interview tool. However, it is recognized that you will need to talk with people, in the course of delivering prevocational services, in order to determine what concerns and hesitations a member may have. As suggested earlier, this is best done in the context of educating members about integrated employment and facilitating discussions – in groups or individually – about integrated employment.

In the left-hand column of Part 4 is a list of common concerns and hesitations. When preparing this report, check off the concerns and hesitations that the member has expressed to you or other prevocational services staff. There are also spaces at the end where you can add other concerns or hesitations the member may have. Again, this section is about the member's point of view - not about concerns or hesitations that you or a guardian may have.



## Part 4: Addressing Member Concerns Regarding Integrated Employment

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- ❑ Middle column: describe how identified concerns/hesitations have been address over the last 6 months
- ❑ If newly identified concern: leave middle column blank
- ❑ Right hand column: describe plan for how concern/hesitation will be addressed in next 6 months

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In the middle column, you are to report on how you, as the prevocational service provider, have addressed any concerns or hesitations over the last six months of prevocational service provision. For example, if someone has concerns about their benefits, you may have connected them with a work incentives benefits counselor. If a particular concern or hesitation is newly identified, you would leave the middle column blank since you were not trying to address it previously.

In the right-hand column, you should describe how you plan to address each identified concern or hesitation over the next six months. If there is a particular concern or hesitation that you are not sure how to address, input from others will probably be helpful. Your co-workers or supervisors may have ideas. The member's care manager may also have some suggestions. Supported employment staff – either in your agency or from another agency – should also have suggestions.

Once you have completed Part 4, the instructions direct you to Part 5.

## Part 5. Guardian Support

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- ❑ Legal guardian's views are addressed here
- ❑ If member does not have a legal guardian, you are directed to Part 10 or Part 7
- ❑ Which part you go to depends on whether or not the member still has a number of concerns or hesitations about integrated employment that need to be addressed

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In Part 5, the views of the legal guardian are addressed. If the member does have a legal guardian, you answer “yes” to the first question and then continue answering the questions in Part 5.

If the member does not have a legal guardian, the first question in this section would be answered “no.” Then you would do one of two things:

If the member does not have a legal guardian but does has many concerns or hesitations identified in Part 4 that must be addressed before you can move into determining the member's preferences with regard to an integrated employment goal, you are instructed to go to Part 10 (signature page).

On the other hand, if the member without a legal guardian has a few concerns or hesitations, or if most of the member's concerns and hesitations have already been addressed, you are directed to Part 7 of the report which addresses details of the member's desired integrated employment goal.

## Part 5. Guardian Support

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- ❑ Is guardian supportive of member working toward integrated employment?
  
- ❑ If the guardian is not supportive, go to Part 6 of report
  
- ❑ If the guardian is supportive, you are directed to Part 10 or Part 7, depending on whether or not the member still has a number of concerns or hesitations about integrated employment that need to be addressed

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The second question in Part 5 asks whether the legal guardian is supportive of the member working toward participating in at least part-time integrated employment with the prevocational provider's assistance. If you've made an effort to contact the guardian and have gotten no response, check the box directly below the question which says "Unable to obtain response from guardian."

If the guardian is supportive of the member working toward participating in at least part-time integrated employment with the prevocational provider's assistance, check the box marked "Yes". You are then instructed to go to Part 10 (signature page) if the member has many concerns or hesitations identified in Part 4 that must be addressed before you can move into determining the member's preferences with regard to an integrated employment goal. If the member has a few concerns or hesitations, or most of their concerns and hesitations have been addressed, you are directed to Part 7 of the report which addresses details of the member's desired integrated employment goal.

If the guardian is not supportive of the member working toward participating in at least part-time integrated employment with the prevocational provider's service assistance, check the box marked "No". You are then instructed to go to Part 6 of the report.

## Part 6. Addressing Guardian Concerns and Hesitations

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- ❑ Left column: list specific concerns or hesitations the guardian has
- ❑ Middle column: how each concern or hesitation has been addressed by the pre-voc provider over the last 6 months
- ❑ Right column: how you plan to address the concern or hesitation over the next 6 months, if pre-voc is reauthorized

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Part 6 is very similar to Part 4; but Part 6 deals with the concerns and hesitations of the legal guardian rather than the member.

In the left-hand column, you should write down the specific concerns or hesitations that the guardian may have.

In the middle column, you are to report on how you, as the prevocational service provider, have addressed any concerns or hesitations over the last six months of prevocational service provision. For example, if a guardian has concerns about benefits, you may have connected them with a work incentives benefits counselor. If a particular concern or hesitation is newly identified, you would leave the middle column blank since you were not trying to address it previously.

In the right-hand column, you should describe how you plan to address each identified concern or hesitation over the next six months. If there is a particular concern or hesitation that you are not sure how to address, input from others will probably be helpful. Again, your co-workers or supervisors may have ideas. The member's care manager may also have some suggestions. Supported employment staff – either in your agency or from another agency – should also have suggestions.

Once you have completed the table, the instructions tell you to go either to Part 10 or to Part 7. You go to Part 10 – the signature page - if the member has many concerns or hesitations identified in Part 4 that still need to be addressed. You go to Part 7 if the member has no concerns or hesitations listed in Part 4, or only a few left to address.

## Part 7: Details on the Desired Integrated Employment Goal

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- ❑ Integrated employment includes a very large variety of options
- ❑ Narrowing the goal based on the member's unique preferences and conditions is very important
- ❑ These preferences can be used as a guide for individualized job development on behalf of the member

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In Part 7, you are focusing on identifying the specific preferences that the member has with regard to integrated employment. Integrated employment is really an umbrella term for a very large number of community-based employment options. A person may reject one kind of integrated employment but embrace another. So this section is very important. Matching job development efforts to a member's unique preferences and conditions is critical for success. What you learn through prevocational services about a member's preferences and conditions should be reported in this section, and then shared with DVR when the member seeks DVR funded services for finding integrated employment.

You'll note the section includes four different sub-sections: type of work; hours/schedule; geographic area; preferred transportation. This section does not ask you to tell us the member's "dream job" or to write down the one job the person would want. We've learned from experience that these approaches do not often result in successful outcomes. What is most important is knowing more general preferences that can then be used as a guide for job development, so the best possible job match can be found.

## Part 7: Details on the Desired Integrated Employment Goal

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- ❑ Reminder: Don't use form as interview tool
- ❑ Exposure to integrated employment options needs to be part of prevocational service delivery
- ❑ Check box on right side if in process of exploring options

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Again, we want to point out that this section should not be used as an interview tool. If you reach this stage with a member, prevocational services for that member will need to include opportunities and activities that can help the member consider and decide what his/her preferences are. You can't generally help a member determine their preferences regarding integrated employment if the prevocational program is restricted to facility-based employment activities.

If you are in the process of helping a member figure these things out, and the member has not yet decided, you should check the box on the right hand side indicating that you are using prevocational services to figure this out. It shouldn't take more than twelve months to help the member figure out most of these things. Some people may need longer to figure out the types of integrated work they would really like to do. If this takes longer, it will generally be because you have explored a number of options with a member but none seem right so you need more time to continue to explore options with the member.

Of course, some people do not communicate verbally. In these situations, you and others who know the member well will need to identify the member's preferences based on what you know through your experience and relationships with the member, his/her reaction to the different integrated employment situations that you are showing the person, and what the person non-verbally communicates to you about their preferences in each of the four areas covered in Part 7 of the report. Guardian, family and others who know the person well may also be able to help with this.

At the end of Part 7, you are prompted to go to Part 8 or Part 10 depending on how many concerns or hesitations the guardian may have, if one is involved. If a legal guardian is not appointed, or has just a few concerns or hesitations listed in Part 6, you are instructed to go to Part 8. If a legal guardian is appointed and the guardian has many concerns and hesitations, you are instructed to go to Part 10 of the report.

## Part 8: Prevocational Services Plan for Next Six Months

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- ❑ Only complete Part 8 if details of member's integrated employment goal are still not fully identified in Part 7
- ❑ List action steps to help member determine his or her preferences regarding integrated employment
- ❑ Middle column: efforts over last 6 months and outcomes that resulted
- ❑ Right-hand column: planned efforts for next 6 months if prevocational services reauthorized

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Part 8 and Part 9 ask you to further map out the prevocational services plan for the next six months, assuming prevocational services is reauthorized by the IDT.

It's very important to note that you should only complete Part 8 if details of the member's desired integrated employment goal are still not fully identified in Part 7. So if you checked one or more of the boxes in the right-hand column of Part 7, you need to complete Part 8. On the other hand, if you have been able to provide answers to all four questions in Part 7, you should skip Part 8 and go to Part 9.

In the left-hand column of Part 8 you are asked to list the action steps being taken to help the member determine his/her preferences regarding integrated employment in the four areas identified in Part 7: type of work; hours/schedule; geographic area; and method of transportation to get to and from work. In the middle column, you should describe what you did with regard to this action step in the last six months and what outcome resulted. In the right-hand column you should list what you plan to do in the next six months with regard to this action step and helping the member determine his/her preferences regarding type of work; hours/schedule; geographic area; and method of transportation to get to and from work.

If you fill out Part 8 because you are still working on helping the member figure out his/her preferences related to integrated employment, you are then instructed to go to Part 10. If you skip Part 8 because all the preferences asked for in Part 7 have been reported, you will go to Part 9.

## Part 9: Integrated Employment Services Plan for Next Six Months

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- ❑ This section deals with action steps to help the member secure an integrated job
- ❑ Describe how the prevocational provider will help the member get the services she or he needs to find an integrated job
- ❑ Left column: Action steps
- ❑ Middle column: What has been done over past 6 months and what outcomes have resulted?
- ❑ Right column: What will be done in next 6 months, if prevocational services reauthorized?

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Part 9 deals with action steps being taken to help the member secure an integrated job. This comes after concerns and hesitations have been addressed, and after the details of the member's preferences regarding integrated employment have been identified. In this section, the prevocational service provider is to address how they are going to help the member get the assistance needed to obtain an integrated job. Connecting the member to supported employment services – typically funded by DVR- is a critical part of this.

In the left column, you are to list or update the list of action steps. In the middle column, you should list what has been done over the past six months in regard to these action steps, and what the outcome of these efforts has been. For example, if you helped a member submit an application to DVR, what has been the outcome? Has the member been determined eligible? Has the member been placed in the correct category under Order of Selection? If not, has the category determination been appealed? Has the member been assigned a VR counselor? Has the member had an IPE – an individual plan for employment – developed by DVR? Has the member selected a vendor for services that will be funded by DVR?

In the right-hand column, list what you intend to do over the next six months with regard to each of these action steps. If the member is receiving DVR services, your action step may involve regularly asking the member (and guardian if one is appointed) how the DVR process is progressing and reporting that back to the IDT.

At the end of Part 9, and based on the action steps and plan you proposed, you are asked to estimate when you think the member is likely to obtain integrated employment. Answer this question to the best of your ability – we recognize this is an educated guess and can not be guaranteed. Note that you only answer this question if you have completed Part 9. It is assumed you can't answer this question accurately if the member isn't at the stage of actively pursuing integrated employment.

You then go to Part 10 – the final section.



## Part 10: Signature Page

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- ❑ Sign and date
- ❑ Review content of report with member and then ask member to sign and date
- ❑ Seek legal guardian signature or verbal approval of contents
- ❑ Send report to Care Manager by due date

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Part 10 is a signature page which was added at the request of prevocational service providers. Sign and date as the staff person completing the form. Please also ask the member to sign and date the report, but only after you have reviewed all of the information in the report with the member and you have gotten the member's approval that the information being reported is accurate. If a guardian is involved, you should get the guardian's signature if possible. There is a box to check if you are unable to get the guardian's signature before the due date for the report. Even if you can't get a guardian's signature, you should attempt to contact the guardian by phone and review the contents of the report with the guardian. If the guardian agrees, you could note that you reviewed the content of the report with the guardian by phone and the guardian approves the content.

You then send the report to the member's Care Manager by the method your MCO has identified or by another secure delivery method. Be sure to send the report when it is due – two weeks before the month in which the member's annual member centered plan or six-month review meeting is due to take place.

## Part 10: Signature Page

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- ❑ Check box at bottom of page: you may add reports for other services
  
- ❑ If service is reauthorized and you do not hear from Care Manager, assume the proposed plan you submitted is approved
  
- ❑ Care Manager will only contact prevocational provider if prevocational services are not reauthorized or if the IDT wishes to see changes to the proposed plan for the next six months

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At the very bottom of Part 10, you will see a box that you can check if you wish to add other six-month reports for other services that you provide to the member.

Please note the Care Manager will only contact the prevocational provider if prevocational services are not reauthorized or if the IDT staff wishes to see changes or have questions in the plan you proposed for prevocational services for the next six months. If your agency receives a reauthorization for prevocational services, but you do not hear anything else from the Care Manager, you should assume that the proposed prevocational plan you submitted to the IDT has been accepted and you should implement that plan.

Thank you for completing this training.

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- ▣ If you have any questions regarding this training or the Prevocational Services Six Month Progress Report and Service Plan, please take a moment to submit your questions via our online survey.

<http://4.selectsurvey.net/dhs/TakeSurvey.aspx?SurveyID=p2M24n65>

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You have now completed this training. If you have any questions regarding this training or the Prevocational Services Six Month Progress Report and Service Plan, please take a moment to submit your questions via our online survey. Thank you.