Finding a Job: Building on Strengths and Interests

By Jayne Dixon Weber

Finding a job for your adolescent or young adult is similar to the process that everyone goes through to find a job. In this section, we will take you down the path we took to find 20-year-old Jesse the “real job” he had begun to express a desire for as he entered adulthood. Using a series of interview questions, we looked at the jobs he had in high school, his overall strengths, and found out what else, if anything, he was interested in doing. This led to the development of a preliminary list of “potential” jobs. From there, it remained for us to further evaluate Jesse’s needs, desires and skill set, while beginning, with his active involvement, to explore possibilities with real-life employers.

The first section below presents the interview questions and discussion process, followed by a summary. The second section is a blank form for readers to use in their own process. Feel free to copy this form and adapt it to the particular needs of your young adult.

1. Tell us about some of the jobs you had in high school, and what you liked and disliked about each job.

Jesse said he had done recycling at a three-story senior apartment building. The residents would put out the papers for recycling at 9 o’clock every Monday morning, Jesse would go through with a cart and put the newspapers in it. When the cart was full, he had to take the elevator down to the basement to dump it into a big recycling bin. It took about an hour to do the whole building, and then Jesse would go to the snack area and have a hot chocolate. Sometimes there were other people around. Jesse said the job was okay but that he did not have much opportunity to talk to people.

He also talked about a job folding boxes at a pizza place. He liked wearing the uniform, and while he could fold the small boxes, the large ones were very difficult for him. Since he only worked there once a week, he never got to know the other employees very well, and after a while, only the supervisor talked to him, and that was only to greet him and then to tell him what a good job he had done.

Jesse’s next job was washing buses at the city station. The actual job was a lot of fun, but there was not anyone to talk to and it was a real hassle to get to the station on a bus.

Another of his jobs involved working at a college bookstore. He really liked this job, because he was able to do many different things—from putting on price tags to stocking items. There
were always many people around and they were always very nice. In addition, he got to dress up, which he enjoys.

Jesse also helped serve lunch at a senior center. He said he liked this job because everyone was nice to him, but they only needed him two days a week, and only for a couple of hours during lunch. He said he wished he could work at this job more often. We added this to a list we were creating of potential jobs.

2. What do you like to do when you are not working? What are your interests?
Jesse said he likes all sports—he had actually been the manager of the football team in high school. He also likes to play basketball and baseball, and go bowling. He likes to watch sports on television and in person. He also likes going to the movies and cooking, but most of all, he likes being around people.

Jesse asked if he could still be a manager for either the high school or local college football team. We did not know, but we added it to our list of potential jobs for him.

He had helped make pizzas at a restaurant one time for a fund-raiser and he had really liked that. That was also added to our list of potential jobs.

3. What are some of your strengths—what are you good at doing?
He is good at activities in which he knows what is expected of him, and which he can follow through on independently. He is good at activities that are based on a fairly consistent routine. Not only is he interested in people, he is good at working with them. Jesse has good communication skills and good work habits. He loves to get dressed up and wear uniforms.

4. Are there other jobs you are interested in pursuing?
Jesse said he wanted to work at a grocery store, so we added this to our list. He said he would like to help at a fire station. When we told him it might only be on a volunteer basis, he was fine with that. We added it to the list of potential jobs.

5. Do you want any more ideas for jobs?
When he said yes, we asked additional questions: “Do you like to work with animals—like at a humane society?” He answered that he was somewhat afraid of dogs. We did not put it on the list, but decided to make a note of it so that later we could possibly address this fear. “Would you like to work in a library?” He shrugged his shoulders and asked what he would do. We did not really know, but thought we could look into it if he was interested. We added that to our potential job list.

He seemed to think that just mornings would not be enough, but was not sure about an entire day.
7. **Would it be okay to have more than one type of job?**
   Jesse said he was fine with that.

**POTENTIAL JOB LIST**

Based on this detailed discussion, we shared with Jesse the potential job list off of which all of us could begin focusing efforts that would land him a job. The list included:

- Working at a college bookstore.
- Serving lunch at a senior center.
- Acting as the manager for a college football team.
- Cooking at a local pizzeria.
- Working at a grocery store.
- Volunteering at the fire station.
- Working at a library.

**SUMMARY**

Basic guidelines to consider in determining a person’s ideal work environment include his or her personal talents and preferences, learning style, and tolerance levels for various stimuli such as noise level and social interaction. Job location as it impacts transportation needs and the level of supervision required are also important.

Before making phone calls to find out about potential jobs, make sure to identify your young person’s learning styles. Based on conversations with Jesse and his care providers, we learned that he liked to have his job explained to him, to have it modeled for him, and then to do it side-by-side with a co-worker. Sometimes a picture schedule is helpful.

We also found out that while Jesse generally has good communication skills, he does not always ask for help when he needs it, so we had to keep that in mind during job training.

Environment also plays an important role in Jesse’s day, so it will be an important consideration in the job or jobs we identify for him.

Our task was to consider each of the potential jobs and evaluate them in light of Jesse’s skill set—including those skills he might still develop. We also had to consider the support he might need—both initially and in the long term. Then it was time to make the initial phone calls to find out if some of the jobs were actually a possibility, and whether Jesse could have a trial run to see if the situation would work for both him and the employer.

Even as we did our best to find a job that is a good fit for Jesse and the employer, we had to bear in mind that “things change” and Jesse will probably end up working at many jobs throughout his life. It is important to bear in mind that the perfect job may not be found right away. It is a far lighter load for everyone to carry that we look at jobs for Jesse that he will enjoy and thrive in—for now!
1. Tell us about some of the jobs you had in high school, and what you liked and disliked about each job.

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2. What kinds of things do you like to do when you are not working? What are your interests?

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3. What are some of your strengths—what are you good at doing?

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4. Are there other jobs you are interested in pursuing?

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5. Do you want any more ideas for jobs?

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7. Would it be okay to have more than one type of job?
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Now summarize your child’s learning style and ideal work environment.
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Consider each of the potential jobs above and evaluate the skills your child has already acquired and which ones need to be developed.

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PRELIMINARY LIST OF JOBS:
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Developing Appropriate Work Attributes
By Jayne Dixon Weber

Work attributes differ from ones in the school and home, and it is important to realize that there is a certain “formal” air to work that is and should be different from home. This applies to volunteer jobs as well as paid ones. Ian works at a clothing store for one of his jobs. He also works part-time at a grocery store. Some of the differences between work and home are discussed below.

1. **DRESS**

   It is very important that Ian be appropriately dressed at work every time, whether it is neat, clean clothes or a uniform. At home, Ian can wear a cap, T-shirt, jeans, and sandals/tennis shoes. When Ian is at one job he wears his own clothes suitable for an employment setting, and when he is at his other job, he wears a clean uniform.

2. **HYGIENE**

   The work setting does not accommodate poor hygiene. When Ian is at home, he does not have to “spruce up” all the time. However, when he is at work, he should arrive showered, shaved, and with clean hair, teeth, and fingernails. It is also important to help Ian realize that when he needs a tissue he needs to excuse himself and get one. Ian needs to maintain his hygiene the entire time he is at work. If he eats or has a snack, he must remember to wash his face and hands afterwards.

3. **PUNCTUALITY**

   It is important for Ian to be ready to go to work on time, every day. When he is at home and not expected at work, he can lounge around all he wants. But he should arrive at work a little before starting time, which in his case is 8 a.m. He should be well rested and dressed when he walks in the door. If something causes Ian to be late, he should call work as soon as possible. Being late cannot become a habit.

4. **MANNERS**

   Ian should pay close attention to his manners when he is at work. At home, he can talk on his phone as much as he wants. In addition, his manners do not have to be perfect. At work, Ian should make sure he always says “please” and “thank you.” He should clean up after himself right away when he has been in the snack room, putting trash in the receptacle. He should not chew gum or talk on his cell phone.

5. **SPEECH**

   Using appropriate speech is another critical attribute for success in the workplace. When Ian is at home, he can use casual language, e.g., calling his friends “dude” and saying “whatever.” While at work, his speech must meet a more formal standard. He should not use slang or swear words, and he must speak at an appropriate sound level.
6. ATTITUDE

When Ian is at work, he should have a good, positive attitude. At home, he can do mostly what he wants (within certain limits). When he is at work, he follows the rules or instructions, he does his best, he works when he is “on the clock,” and he takes breaks when he is supposed to. He must understand that time spent at work is usually much more structured than at home.

7. BEHAVIOR

Ian needs to meet work standards for his behavior. At home, it’s okay to hit a pillow when he gets angry. But this is not appropriate in the work setting. Taking deep breaths is okay, throwing and hitting are not. You might practice this at home so Ian does not forget when and/or how to do it.

Also, while it is okay for Ian to hug a friend outside of work, it is more appropriate for him to shake hands with others at work. Setting limits on the type of touching permitted in the workplace helps eliminate any ambiguity and potential awkwardness for both Ian and his colleagues. This is another behavior that can be practiced at home.

8. PERSONAL/WORK SPACE

Ian must learn to respect others’ personal and work space, and the fact that most people prefer a certain amount of space between themselves and others. Sometimes with good friends, that space is reduced. Standing about an arm’s length away from another person at work is a good general rule. It is also important to show Ian where he can go and not go at work. For example, an employee does not ever go behind the employer’s desk. Do not assume that Ian knows this.

9. ILLNESS

Everyone gets sick on occasion, and Ian must come to understand that if he gets sick, he should stay at home. He should call in as soon as he can, or have someone call for him. If Ian feels ill at work, he should tell the boss right away. Co-workers do not like being exposed to sick people in the workplace.

10. ASKING FOR HELP

It is important that Ian learn to ask for help when he needs it so he does not persist in doing something wrong at work. At home, others may be in the habit of asking him if he needs help. At work, he needs to feel confident about who to go to and when it’s appropriate to do so. This ensures the job is either done right the first time, or that mistakes aren’t unknowingly repeated.

Ultimately, Ian must learn that there is a home life and a work life. Sometimes the difference is minimal—for example, it really is not appropriate to swear in either place. But usually, work and home are different spheres with different standards. These may include dress, speech, behavior, and many other factors he will have to take note of if he is to be successful at work. He must learn that he will have more choices at home than he will at work, but that is simply how work and the larger world is. Learning this is a crucial lesson that will benefit him throughout his life.
Behavior at Work: Modifying the Environment
By David Hessl, PhD

Problems at work often result in (or from) inappropriate behaviors. Generally, it is easy to identify the sources of problems that arise in the work environment, and often it requires only simple changes to the environment and interaction patterns to improve the situation.

DAY 1
Jack has fragile X syndrome and like many people with the condition, he easily becomes stressed or anxious. In addition, he can be very sensitive to sounds, touch, and other types of sensory stimulation. These things can make it hard for him to work and relate to others.

He is standing at a table collating materials for a mailing, with several others doing similar work nearby. Jack is trying to focus on his task, but there is a lot going on around him. Two of his co-workers are talking loudly and joking around, and another is dancing to a nearby radio and occasionally bumping into Jack. The phones are ringing and there is the constant paging of people over the PA system. While the others are productive in preparing materials for mailing, Jack has not completed anything, and his materials are scattered.

The supervisor comes over to talk to Jack. Jack looks down while his supervisor is speaking. The supervisor, appearing annoyed, leans in towards Jack in an effort to make eye contact with him. Jack becomes very anxious and upset because he is unfamiliar with this supervisor, he feels threatened by direct eye contact, and he cannot process all of the instructions. The phone conversation and loud music are over-stimulating him and adding to the overwhelming environment.

Jack turns his head away from the supervisor and starts biting his hand in an effort to cope. The supervisor becomes annoyed. The supervisor tells Jack to look at him and asks him if he understands the directions. Jack indicates that he does understand, but when the supervisor walks away, Jack just starts moving papers back and forth. Jack clearly did not understand the instructions, and does not know how to ask anyone else for help.

The supervisor becomes clearly upset and walks back to where Jack is standing. He asks why Jack did not follow through with his instructions. Jack, still looking down, shrugs his shoulders.

The supervisor throws his hands up and walks away. Jack clenches his fist and angrily gestures towards his co-worker who is working nearby. The other co-workers start to back away nervously. It is hard for Jack to express his feelings easily with words, so he expresses his feelings through behaviors that are not welcome or appropriate in any work environment.

Jack gets anxious, then agitated, pounds his fist on the table, and ends up walking out of the building. He is trying to communicate that he is unhappy and that he needs help to make this work experience better.
Now, we are going to explain some changes that can be made to Jack’s work environment and in his interactions with others, resulting in a more successful work experience.

DAY 2

1. Jack and his supervisor are sitting next to each other, eating lunch, and talking casually. The supervisor is taking steps to get to know Jack in a relaxed atmosphere. This will help to reduce Jack’s anxiety about interacting with him, hopefully making Jack more motivated and less irritable at work. Lunch is a great way to do this because they do not have to maintain eye contact to have a conversation.

2. The radio is removed from the work area. The area is also regularly monitored for unnecessary or extraneous sounds, blinking fluorescent lights, and pervasive odors from the nearby restaurant. If any of these hinder Ian’s performance, minor adjustments can be considered (e.g. replace deficient light fixtures, install a fan).

3. The supervisor sets up a separate workstation for Jack, with his back against the wall. He can still see his co-workers and talk with them if he wants to, but he is not in as close proximity. By sitting with his back to the wall, Jack feels more comfortable in his own space and does not have to worry about someone approaching him without any warning.

4. The supervisor has created a board with three pictures on it, each with a red X through it. One shows Jack threatening with a clenched fist (“No hitting or even pretending to hit.”). The second shows Jack yelling angrily (“No yelling.”). The third shows Jack threatening to break something (“No breaking things.”). The supervisor explains each one to Jack.

5. The supervisor sets up a visual display showing Jack the steps necessary for completion of his task. He has the materials organized in separate boxes and there are photographs of each step mounted on a poster board on the wall, with each step numbered. The supervisor is going to watch Jack do the task, give him positive feedback on his successes, and encourage him to work carefully. He does not stand too close to Jack and he does not try to make eye contact.

6. A reward system is set up with reasonable expectations for Jack to manage aggressive impulses in order to obtain the reward of playing basketball with his co-workers at the end of each week.

7. Jack has identified a person that he can go to when he has any questions. The identified person’s name has been shared with the supervisor.

8. If Jack should become upset, he should take a break and remove himself from the source of frustration. He may need help recognizing these feelings. If so, the person that Jack can go to with questions has agreed to help Jack recognize them.
You may need to identify a person who is qualified to go into the work environment and suggest changes such as these. Anyone familiar with the characteristics of fragile X syndrome should be able to help explain the combination of sensory integration issues, processing issues, and anxiety, and their influence on daily work and social activities. Professionals to consider for this are occupational therapists, special education teachers, case managers, and social workers. And, of course, parents always know their children better than anyone else does! They or other close relatives can serve important roles in smoothing the way for their child’s job success.
Employment Opportunities—Nationwide Companies

There are employment opportunities for people with disabilities throughout the United States. After you have considered your young adult’s strengths and interests, it is time to find a job in your community. Most grocery stores, restaurants, and coffee shops have jobs available at one time or another. The service industry has long been a “buyer’s market,” with plentiful jobs available for reliable workers. If your young adult is interested in an office-type job, use your connections or the resources below to help him or her pursue that opportunity.

The following list is of major companies known to hire people who have developmental disabilities. Please note that it should not to be viewed as a complete list, nor does it guarantee employment, because availability, of course, is subject to the company’s need. Most of these companies operate in multiple sites, so you need to apply for a job at the location in which you are interested. Use this list as a starting point for your own search; you may even use it for ideas when you look at your child’s strengths and interests. But please, in no way let it limit you! Do not forget to look at the “Mom & Pop shops” in your community, too!

NATIONWIDE COMPANIES

Coffee Shops
Starbucks

Department Stores
Foleys
Dillard’s

Discount Stores
Kmart
Target
Wal-Mart

Restaurants
Burger King
McDonald’s

Thrift Stores
Goodwill

Grocery Stores
Acme
Albertsons
Hy-Vee
Jewel
King Soopers
Kroger
Osco
Publix
Safeway
ShopRite (Particularly those owned by the Ravitz family in Cherry Hill, Mt. Laurel, and Marlton, NJ.)
Whole Foods Market
Employment Opportunities—State and Local Resources

Another way to find a job for your young adult is to use state and local resources. Each will provide you with different types of information.

1. **Division of Vocational Rehabilitation**—Do an Internet search by that title and your state, because each state has its own office. Their goal is to help people with disabilities find employment.

2. **Workforce organizations**—Do an Internet search by that title and your state, because this organization operates in most states. While it is specific for people with developmental disabilities, they do have information on finding jobs.

3. **DisabilityResources.org**—Search by state.

4. **Local ARCs**—Thearc.org. See if they have a list of or any experience with companies that hire people with disabilities. They may be able to connect you with other local organizations that help find employment for people with disabilities, including supported employment.

5. **Developmental Disability Council (DD Council)**—Search by state.

6. **Internet search**—for your state and “supported employment” or “developmental disability employment.”

7. **Local disability organizations**—Search by phone book or Internet.

8. **Personal connections**—Talk to all your friends (not just parents of children with disabilities.)

9. **Direct employer contact**—Talk with the manager if your child is interested in a specific job.

The following are examples of organizations that help people with disabilities find jobs. It can be a good starting point even if you do not live in the state or city mentioned here.

**ALABAMA**
Alabama Association for Persons in Supported Employment (AL-APSE)
Byron White
PO Box 11586
2129 East South Blvd.
Montgomery, AL 36116
334-613-3527
bwhite@rehab.state.al.us
www.al-apse.org

**ALASKA**
MSSCA
5000 E. Shennum Dr.
Wasilla, AK 99654
907-352-1200
www.mssca.org

**ARIZONA**
Chandler Gilbert Arc
3250 N. San Marcos Pl.
Chandler, AZ 85225
480-892-9422
www.cgarc.org/programs/employment.htm

**ARKANSAS**
Arkansas Rehabilitation Services
www.arsinfo.org/welcome.html

**CALIFORNIA**
Center for Independent Living-Berkeley
510-841-4776
www.cilberkeley.org
www.disABLEDperson.com
760-420-1269

Community Gatepath of Northern California-Burlingame
650-259-8500
www.communitygatepath.com
Project Independence
3505 Cadillac, Ste. P101
Costa Mesa, CA 92626
714-549-3464

Goodwill
412 N. Fairview St.
Santa Ana, CA 92703
714-547-6308

Orange County ARC
225 W. Carl Karcher Wy.
Anaheim, CA 92801
714-744-5301
The National Fragile X Foundation's Adolescent and Adult Project

The Arc of San Francisco-San Francisco
www.thearc.sf.org

HOPE Rehabilitation Services-Santa Clara
www.hopeonline.org

COLORADO
The Arc of Colorado
www.thearcoco.org/employment.html
Division of Vocational Rehabilitation
Colorado Department of Human Services
www.cdhs.state.co.us/ods/dvr/ods_dvr1.html

CONNECTICUT
State of Connecticut
Department of Mental Retardation
Attention: Constituent Services
460 Capitol Ave.
Hartford, CT 06106
860-418-6000
www.dmr.state.ct.us/ssdesc.htm#day-se

DELAWARE
Easter Seals Adults with Developmental Disabilities Day Services
http://de.easterseals.com/site/PageServer?pagename=DMDR_adult_developmental_services

FLORIDA
Supported Employment in Florida
http://www.flse.net/

GEORGIA
Jewish Family & Career Services (JF&CS)
Disability Services
4549 Chambree Dunwoody Rd.
Atlanta, GA 30338
770-677-9300
www.jfcs-atlanta.org/services_all_stages.asp
Briggs and Associates for Supportive Employment
404-290-6855
www.briggsassociates.org

HAWAII
The Department of Health Hawaii Developmental Disabilities Division
www.cmisb.org/

IDAHO
Idaho Vocational Rehabilitation
Extended Employment Services
Community Supported Employment and Work Services
www.idvrcsews.org/

ILLINOIS
Illinois Department of Human Services
Office of Developmental Disabilities
Supported Living Services
The Special Needs Network, NFP
103 Schelter Rd.
Lincolnshire, IL 60069
847-532-8080
www.tsnn.org/about/index.html
Department of Human Services
Division of Rehabilitation Services
www.dhs.state.il.us
Illinois Association of Rehab Facilities
www.iarf.org
Association of Retarded Citizens of Illinois
www.thearcofil.org

INDIANA
Noble of Indiana
7701 East 21st St.
Indianapolis, IN 46219
317-375-2700
http://nobleofindiana.org/index.html

IOWA
Governor's Developmental Disabilities (DD) Council
www.state.ia.us/ddcouncil/
City of Emmetsburg
2021 Main St.
Emmetsburg, IA 50536
712-852-4030
Horizons Unlimited
www.emmetsburg.com/healthcare/horizons.htm

KANSAS
Department of Social & Rehabilitation Services
915 SW Harrison St.
Topeka, KS 66612
785-296-3959
http://www.ksrehab.org/index.html

KENTUCKY
Kentucky Office of Vocational Rehabilitation
800-372-7172 (in Kentucky)
502-564-4440
http://owr.ky.gov/programs_services/supported_employment_program.htm

LOUISIANA
Department of Social Services
Rehabilitation Services
A. Z. Young Building
753 3rd St.
Baton Rouge, LA 70802
www.dss.state.la.us/departments/lrs/Vocational_Rehabilitation.html

MAINE
Department of Health and Human Services
Behavioral and Developmental Services
Provider List for Employment Services
http://www.maine.gov/dhhs/bbds/mrProviders/employment/home.htm
Central Office:
Division of Vocational Rehabilitation
Bureau of Rehabilitation Services
Department of Labor
150 State House Station
Augusta, ME 04333-0150
207-624-5950 / 800-698-4440
www.mainecite.org/pingnew/pg20.htm

MARYLAND
United Cerebral Palsy of Southern Maryland
211 Chinquapin Round Rd.
Annapolis, MD 21401
410-280-2003
www.ucp.org/ucp_localsub.cfm/83/8258
Learning Independence Through Computers (LINC)
1001 Eastern Ave., 3rd Floor
Baltimore, MD 21202
410-659-5462
www.linc.org/resrehab.html

MASSACHUSETTS
Evergreen Center (for 18 and over)
345 Fortune Blvd.
Milford, MA 01757 USA
508-478-5597
services@evergreenctr.org
Massachusetts APSE: The Network on Employment
www.massachusettsapse.org/index.php

MICHIGAN
Career, Education & Workplace Programs
Supported Employment
www.michigan.gov/mdcd/0,1607,7-122-1681_2818-18636--,00.html
Judson Center
248-549-4339
www.judsoncenter.org/index.php
Cass Valley Enterprises
989-823-6100
http://cassvalleyent.org/support.html

Evergreen Presbyterian Ministries
4400 Viking Dr.
PO Box 72360
Bossier City, LA 71172-2360
318-742-8440
http://www.epmi.org/locations.cfm
The National Fragile X Foundation's Adolescent and Adult Project

Employment

MINNESOTA
Supported Employment Program
www.doer.state.mn.us/odeo-ada/images/pdf-file/sep-4vp.pdf
Department of Human Services
www.dhs.state.mn.us/main/groups/disabilities/documents/pub/dhs_id_028653.hcsp

MISSISSIPPI
Department of Rehabilitation Services
State Office Building
1281 Highway 51 North
Madison, MS 39110
www.mdrs.state.ms.us/press/MDRS3.pdf

MISSOURI
Vocational Rehabilitation
http://vr.dese.mo.gov/vr/co/VRWebsite.nsf/web/SESP?opendocument
Missouri Association of County Developmental Disabilities Services
www.macdds.org/index.html
MERS/Missouri Goodwill Industries
1727 Locust St.
St. Louis, MO 63103
314-241-3464
http://mersgoodwill.org/index.php

MONTANA
Job Connection Inc.
1501 14th St. W., Ste. 220
Billings, MT 59102
406-245-6323
www.jobconnection.org/
Dept. of Public Health and Human Services
Disability Services Division (DSD)
www.dphhs.mt.gov/dd/ddspworkandotherday/services/supportedemploymentservices.shtml
A.W.A.R.E. INC.
205 East Park St.
Anaconda, MT 59711
406-563-8117
www.aware-inc.org/

NEBRASKA
Mid-Nebraska Individual Services, Inc.
216 N. Denver
PO Box 1346
Hastings, NE 68902-1346
www.mnis.kearney.net/services.html

NEVADA
Department of Employment, Training & Rehabilitation—Rehabilitation Division
Bureau of Vocational Rehabilitation
500 East Third St.
Carson City, NV 89713
775-684-3849
http://detr.state.nv.us/rehab/reh_vorh.htm

Easter Seals Southern Nevada
http://sn.easterseals.com/site/PageServer?pagename=NVCL_homepage

NEW HAMPSHIRE
Easter Seals New Hampshire
http://nh.easterseals.com/site/PageServer?pagename=NHDR_job_training
Monadnock Developmental Services
121 Railroad St.
Keene, NH 03431
603-352-1304
www.mds-nh.org/index.htm

NEW JERSEY
Division of Developmental Disabilities
PO Box 726
Trenton, NJ 08625
609-987-0800
www.state.nj.us/humanservices/ddd/Pages/services/rehab/supe/supemploy.htm

NEW MEXICO
Department of Health
1190 S. St. Francis Dr.
Santa Fe, NM 87502
505-827-2613
www.health.state.nm.us/ddsd/serviceswebsitedev/stateregionalfund/svcspg07.htm
Vistas Sin Limites
www.nmhu.edu/vistassinlimites/
New Vistas
Adult Services and Administration
1205 Parkway Dr., Ste. A
Santa Fe, NM 87507-7234
505-471-1001 / 800-737-0330
www.newvistas.org/

NEW YORK
State Office of Mental Retardation and Developmental Disabilities
44 Holland Ave.
Albany, NY 12229
518-473-9689
www.omr.state.ny.us/hp_individuals.jsp

NEW YORK
State Office of Mental Retardation and Developmental Disabilities
44 Holland Ave.
Albany, NY 12229
518-473-9689
www.omr.state.ny.us/hp_individuals.jsp

NORTH CAROLINA
Beaufort County Developmental Center's (BCDC)
1534 West Fifth St.
Washington, NC 27889
252-946-0151
www.bcdcsolutions.org/

Department of Health & Human Services
Division of Vocational Rehabilitation
http://dvr.dhhs.state.nc.us/DVRVRS/vrconsumer.htm
Easter Seals
Supported Employment Training (SET)
http://nc.easterseals.com/site/PageServer?pagename=NCDR_SupportedEmploymentTrainingSETHomepage
Goodwill Industries of Northwest North Carolina, Inc.
336-724-3625 Ext. 276
www.goodwillwnc.org/employmenttraining/emp_topic.asp?i=45

OHIO
www.fragilexohio.org

OKLAHOMA
Oklahoma Department of Rehabilitation Services (DRS)
3535 N.W. 58th St., Ste. 500
Oklahoma City, OK 73112-4815
405-951-3400 / 800-845-8476
www.okrehab.org
www.ok.gov/~ohc/_employment/training.htm
Oklahoma Goodwill Industries, Inc.
410 SW Third St.
Oklahoma City, OK 73109
405-236-4451
Dale Rogers Training Center
2501 N. Utah
Oklahoma City, OK 73107-2291
405-946-4489

OREGON
UCP of Oregon and SW Washington
ATTN: Employment Consultants
7830 SE Foster Rd.
Portland, OR 97206
503-777-4166/800-473-4581
www.ucp.org/ucp_localsub.cfm/129/10524
Central Oregon Resources for Independent Living (CORIL)
20436 Clay Pigeon Court
Bend, OR 97702
541-388-8103
www.coril.org/html/employment.html

Options for Southern Oregon
1215 SW “G” St.
Grants Pass, OR 97526
541-476-2373
www.optionsonline.org/

Pearl Buck Center Inc.
5100 W. Amazon Dr.
Eugene, OR 97405
541-345-8506
www.pearlbuckcenter.com/

PENNSYLVANIA
Greater Pittsburgh Supported Employment Association, Inc. (GPSEA)
PO Box 4983
Pittsburgh, PA 15206
412-391-1129 Ext. 110
www.gpsea.org/

Office of Vocational Rehabilitation
www.dli.state.pa.us/landi/cwp/view.asp?A=
128&Q=168269

RHODE ISLAND
The Blackstone Valley Center
115 Manton St.
Pawtucket, RI 02861
401-727-0150
www.bvcriarc.org

The Kent County Arc
J. Arthur Trudeau Memorial Center
3445 Post Rd.
Warwick, RI 02886
401-739-2700
www.kentcountyarc.org/

The Arc of Northern Rhode Island
320 Main St.
Woonsocket, RI 02895
401-765-3700
www.arcofrni.org/

SOUTH CAROLINA
South Carolina Vocational Rehabilitation Department
1410 Boston Ave.
PO Box 15
West Columbia, SC 29171
803-896-6300
www.scvrd.net/s_sup_employmen.html

South Carolina Access
https://scaccess.communityos.org/

Wake Enterprises, Inc.
2421 Timber Dr.
Raleigh, NC 27604
919-834-9022
www.wake-enterprises.org/

SOUTH DAKOTA
Division of Rehabilitation Services
Hillview Plaza
3800 E. Hwy. 34
Pierre, SD 57501-5070
605-773-3195
www.state.sd.us/dhs/drs/

TENNESSEE
Easter Seals Tennessee
2001 Woodmont Blvd.
Nashville, TN 37215
615-282-6640 / 800-264-0078

Vocational Rehabilitation
Center for Independent Living
480 Craighead Ave., Ste. 200
Nashville, TN 37204
www.state.tn.us/humanserv/VRServices.html

Mid-TN Supported Living, Inc.
www.learningcommunitysouth.com/MIDT
N.html

TEXAS
Department of State Health Services
512-458-7111 Ext. 3747
www.dshs.state.tx.us/mhprograms/
supportedemployment.shtm

Disability Assistance of Central Texas, Inc.
9027 Northgate Blvd., Ste. 101
Austin, TX 78758
512-834-1827
www.dact.org

Supported Employment, Supported Housing & Assertive Community Treatment
361-777-3991
www.cpcs.hbscn.org/11.htm

UTAH
CHOICE Supported Employment Services, Inc.
PO Box 12412
Ogden, UT 84442
801-726-3565 / 801-737-1744
www.dosp.utah.gov/choice_suppoed
employment.htm

TURN Community Services
Salt Lake City to Ogden Locations
850 South Main
Salt Lake City, UT 84101
801-359-8876
www.turn.nu/jobs/

Department of Human Services
Services for People with Disabilities
Administration Office
120 North 200 West, #411
Salt Lake City, UT 84103
801-538-4200
www.hsdsp.state.ut.us/index.htm

VERMONT
State of Vermont Division of Vocational Rehabilitation Supported Employment
Division of Vocational Rehabilitation
Osgood 2, 103 South Main St.
Waterbury, VT 05671-2303
802-241-2195
www.dad.state.vt.us/dvr/sup-empl

VocRehab Vermont
866-VRWORKS (866-879-6757)
www.vocrehabvermont.org/html/
supportedemployment.cfm

VIRGINIA
Virginia Commonwealth University
Rehabilitation Research and Training Center on Supported Employment
1314 West Main St.
PO Box 842011
Richmond, VA 23284-2011
804-828-1851
www.dol.gov/odep/archives/fact/
supportd.htm

VCU/RRTC on Supported Employment,
1314 West Main St.
PO Box 94201
Richmond, VA 23284-2011
804-828-1851

Association for People in Supported Employment (APSE),
1627 Monument Ave.
Richmond, VA 23220
804-278-9187

Department of Mental Health/ Mental Retardation/Substance Abuse Services
906 Trailview Blvd., Ste. A
Leesburg, VA 20175
703-777-0377
www.co.loudoun.va.us/mhmr/mr.htm
Other Employment Options

If your adolescent or young adult is not yet prepared for competitive employment, you still have options. You can find organizations that can work with your child to develop skills (listed above) or you may decide that a “workshop” environment is best. Some organizations provide information on both of these options.

ALASKA
Mat-Su Activity & Respite Center
230 E. Paulson Ave. #68
Wasilla, AK 99654
907-357-8699
www.matsu-respite.com

CALIFORNIA
www.goodwill.org

ILLINOIS
Beverly Farm Developmental Training Center (18 and over)
6301 Humbert Rd.
Godfrey, IL 62035
618-466-0367 Ext. 681
www.beverlyfarm.org

MISSOURI
Missouri Association of Sheltered Workshop Managers
www.moworkshops.org
Missouri Department of Elementary and Secondary Education
http://dese.mo.gov/divs/spec/elementary-schools/
Blue Valley Industries
1608 Prospect Ave.
Kansas City, MO 64127
816-483-1620
www.bvinds.org

MONTANA
Montana Sheltered Workshops Services and Products
http://gsd.mt.gov/docs/SHELTERED_WORKSHOPS.pdf

NORTH CAROLINA
North Carolina Health Information
www.nchealthinfo.org/locations.cfm

National Employment Resources

National Council on Disability
1331 F St., NW, Ste. 850
Washington, DC 20004
202-272-2004 Voice
202-272-2074 TTY
www.ncd.gov

U.S. Department of Labor-Office of Disability Employment Policy
Frances Perkins Building
200 Constitution Ave., NW
Washington, DC 20210
866-633-7365 / 877-889-5627
www.dol.gov/odep