

Guide for Employment Professionals

Supporting Employment in Adults with Fetal Alcohol Spectrum Disorder

Version 2



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ACKNOWLEDGEMENTS

We would like to thank everyone who contributed to the creation of this employment guide.

We thank the community organizations who contributed to this project and provided feedback. We appreciate your time and effort in helping to create this guide. Specifically, we would like to thank:

- BRIDGES Hinton
- Camrose Association for Community Living
- Catholic Social Services
- Inclusion Alberta
- Lakeland Centre for FASD
- REDI Enterprises Society
- The Alex Community Health Centre
- The Rehabilitation Society of Southwestern Alberta

We would also like to thank those that attended the Employment Initiative Meeting on January 25, 2019. Your ideas and suggestions helped us to better understand how to support individuals with FASD on their employment journeys.



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THE DEVELOPMENT OF THIS GUIDE

In response to a community identified gap in understanding employment and FASD, the Canada FASD Research Network and their partners launched what has become a four-phase project to better understand the experiences of individuals with FASD, the needs of community employment agencies, and ways in which the combination of this information might inform a systemic approach to supporting individuals with FASD to obtain and maintain employment. These four phases evolved naturally in response to community identified needs and feedback, and the result is an employment guide for assisting employment professionals working with adults with FASD.



PHASE 1: INFORMATION GATHERING AND DEFINING SUCCESS

Employment success study examined the conditions under which individuals with FASD experience employment success and the positive impacts of being employed.

See Kapasi, A., Makela, M., Joly, V., Flannigan, K., & Pei, K. (In Press). Understanding employment success in adults with Fetal Alcohol Spectrum Disorder. *Journal of Vocational Rehabilitation*.



PHASE 2: DEVELOPING EMPLOYMENT GUIDE FOR FASD

Created a standardized process for assisting employment professionals help clients with FASD prepare for, obtain, and maintain employment, and collaborated with community organizations for feedback.

See Makela, M., Kapasi, A., Pei, J., McFarlane, A. (2018). *Supporting Employment in Individuals with FASD: A Guide for Employment Professionals and Final Report*. PolicyWise for Children & Families in collaboration with the Canada FASD Research Network and the University of Alberta.



PHASE 3: EMPLOYMENT INITIATIVE MEETING

Brought together stakeholders invested in employment success for individuals with FASD to enhance the guide and build capacity.



PHASE 4: ENHANCING THE EMPLOYMENT GUIDE FOR FASD

Revised the guide to reflect key messages gained from attendees of the Employment Initiative meeting.

See Makela, M., Kapasi, A., Joly, V., Pei, J., & McFarlane, A. (2019). *An enhanced employment guide for employment professionals working with individuals with Fetal Alcohol Spectrum Disorder*. PolicyWise for Children & Families in collaboration with the Canada FASD Research Network and the University of Alberta.

WHAT'S NEW IN VERSION 2

We are excited about the formative edits to the guide that have been made in collaboration with employment professionals, caregivers, individuals with FASD and others invested in seeing individuals with FASD find employment success. Overall, the changes are intended to increase the employment professional's knowledge and appreciation of the combined efforts involved in supporting employment in individuals with FASD. We hope that these revisions will help to make this guide more useful and informative.

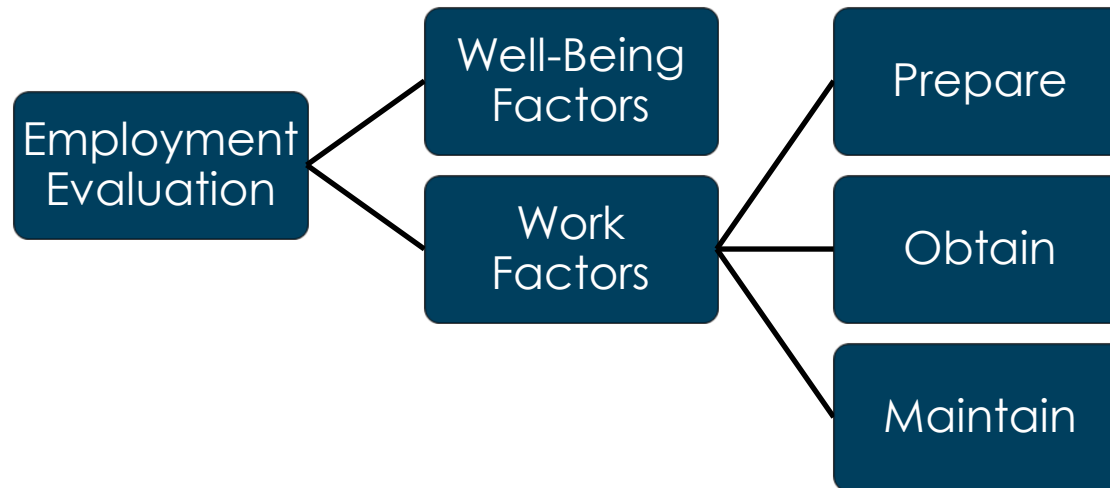
In this revised version, look for:

- Improved clarity of how to use the guide to ensure employment professionals understand that this guide is a tool to be used in combination with the employment professional's expertise and other resources
- Added tips, strategies and suggestions to help you support an individual with FASD seeking employment in order to increase the ease with which this guide can be implemented
- Increased focus on the key role of the employer, and ideas for ways to foster communication between the employer and employment professional
- A reflective exercise that has suggestions for things employment professionals need to know and need to be able to do which was created to support employment professionals' growth and ability to best support individuals with FASD

DOCUMENT INFORMATION

This document is intended to provide guidance for individuals and agencies working with clients with Fetal Alcohol Spectrum Disorder (FASD). It is for use by employment professionals to guide their work as they assist clients in preparing for, obtaining, and maintaining employment. This document is based on current literature, interviews, survey data from people with FASD and their caregivers and support workers, as well as the information gathered from the Employment Initiative Meeting, which brought together a diverse group of individuals all devoted to helping individuals with FASD find employment success. *There is no right or wrong way to use this guide.* We encourage you to use it however it may be of most benefit to you, your organization, and/or your clients. Agencies, employment professionals, caregivers, and other supports may wish to use the guide for training and professional development, service plan development and progress monitoring, as a reflective practice tool, and/or as a record keeping tool.

The document is separated into two evaluation factors: 1) well-being factors and 2) work factors. The work factors section is broken down into 3 phases: preparing for employment, obtaining employment, and maintaining employment.



Why was this guide developed?

The needs of individuals with FASD evolve across the lifespan. In adulthood, there are many issues that can get in the way of employment. This guide was developed to help employment professionals understand and address the strengths and needs of their clients with FASD to facilitate success in their employment journeys. Part of this is finding the right job fit based on the client's individual strengths and needs and helping employers adapt their processes, interactions, and expectations to best support the employee with FASD.

You may see:	So, we may conclude the individual is...	Instead of...
Lateness or missed shifts	Disinterested	An individual with a brain injury
Forgetfulness	Lacking motivation	Who is struggling to do the best they can
Incomplete tasks or messy work	Not desiring employment	Who wants to succeed
Mistakes in task completion	Lazy	Who often cares very much about doing well
Reckless or dangerous decisions	Careless	And has difficulty making sense of how our brains work

With the right job fit and supports in place, employment success is possible. Here are some things adults with FASD and their supports have told us about their employment:

- “I took the time to learn about myself; what’s the strongest part of my brain and I focus on that”
- “Just because I may be high functioning one day doesn’t mean every day I am high functioning”
- “I learned to communicate better with people and to be patient. I have also learned that things change and I have to be flexible”
- “He has learned to have a strong work ethic and takes pride in his work. He’s proud of being able to have his own apartment”
- “That it can be an invisible limitation, and that even though an employee presents himself well, he needs to have certain accommodations and supports to be successful”

How to use this guide:

Overall Considerations:

- This guide should be used on an individual basis for each client, and should be *individualized* for each client
- This guide can be completed collaboratively with the client or independently
 - That being said, we recommend working as a *team* with the client and the client's personal support network as much as possible to gather multiple sources of information and develop relationships with those people who are also invested in helping your client succeed
- Everything in the guide is *optional*. The guide is designed to be a helpful tool, and we encourage you to use it in combination with your own professional judgement and other resources
 - Therefore, you do not need to complete every item on the lists provided. Only complete the items that are relevant or feasible and make sense for your agency and your client

Implementation Suggestions:

- The well-being section should be reviewed periodically throughout your working relationship with your client
- The prepare, obtain, and maintain sections should be used to guide you as your client moves between these three phases of employment
- These evaluations should be completed at the beginning of each phase, and then an updated evaluation should be completed periodically at your discretion
- It is important to note that the “readiness” assessment at the end of each phase is a subjective indicator to help you in decision-making and progress monitoring. It is in no way prescriptive and there is no set number of items that need to be checked to be “ready”
- There is an extra action plan page at the end of this guide if you require additional space

Key definitions used in this guide:

Employment professional: You! We use this term to describe anyone in a role supporting individuals with FASD with employment.

Employment: This guide may be used with clients seeking employment of any kind, ranging from volunteer to seasonal to full-time. It provides prompts to determine what type of employment your client may wish to pursue based on their interests and abilities. The guide was developed using a supported employment model, defined below:

Supported Employment: Job seeker receives individualized help from support person to achieve successful employment. Job seeker, support person, and employer form a partnership to match the skills of the job seeker to the needs of the employer and to assist in the job seeker's career enhancement and long-term satisfaction.

Workplace Accommodation: Tools or strategies that address disability-related barriers in the workplace (e.g., flexibility in work hours or break times, posted schedule).

Diagnostic report: Individuals with an FASD diagnosis will have a report summarizing their medical and psychological functioning as it related to their FASD diagnosis.

Psychological report: Individuals who received an FASD diagnosis as a child may have an updated psychological assessment from adolescence or adulthood that will include information related to their intellectual, academic, language, attention, decision-making, memory, adaptive, and emotional functioning.

Job Fit: An interaction between the client's individual strengths and needs and the context, setting, and requirement of a job.

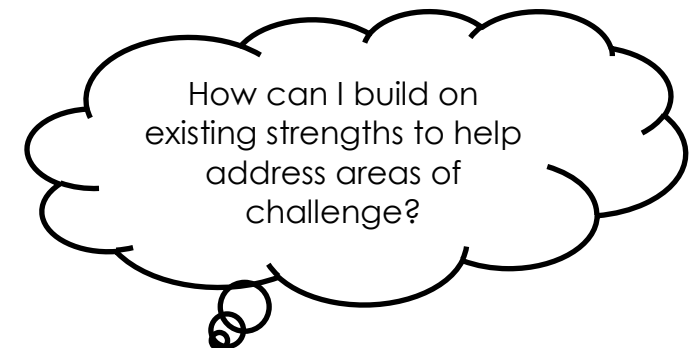
INTRODUCTION: WELL-BEING

Well-being refers to the state of being comfortable, healthy, or happy. It is the cornerstone of successful employment. If an individual is not in a place of general well-being, it is likely to be difficult for them to prepare, obtain, or maintain employment. For this reason, we have placed well-being at the forefront of this guide, and we recommend that client well-being be evaluated and re-evaluated periodically, especially at the beginning of each new phase of employment.

Although the contents of the well-being section are not necessarily factors that the employment professional may be directly able to address or change, they are factors in the client's life that the employment professional should be aware of, to best support the client in their employment journey. These factors will impact the client's ability to prepare for employment, obtain employment, and maintain employment. They will also inform the type of employment that is best suited for the client.

To Do

Fill out one column of the chart for each date you complete the chart. Place a checkmark to indicate that you assessed/completed the listed factor. The subsequent chart should be completed with any concerns that you or the client has, and an action plan should be developed to address these concerns. This chart can also be used to monitor progress. At the bottom, based on the information you collected and your own professional expertise, evaluate whether you think the client is ready to prepare for employment, obtain employment, or, if he/she is currently employed, whether the client's well-being will allow him/her to maintain their employment. This is a judgement call that should be made on a case by case basis. If the client is not ready, please reflect on the reasons, and what needs to be done in order for the client to be ready.



WELL-BEING

Well-being Factors		Date	Date	Date	Date	Date	Date
Insert Date Here							
Stability & Basic Needs	I know if my client has access to appropriate housing						
	I know if my client has applied and/or is receiving income support						
	I know if my client has access to enough food and nutrition						
	I know if my client has access to medical care						
	I know if my client has access to recreation activities						
	I know if my client has access to an appropriate work wardrobe						
Family & Friends	I know of my client's personal support system						
	I have connected with my client's guardian or caregiver (with consent)						
	I know whether there are relationship concerns that may impact my client's employment						

Mental Health	I understand my client's mental health status						
	I understand the stressors in my client's life						
	I understand whether substance use is part of my client's life						
	I know my client's coping and self-care strategies						
	I have spoken with professionals involved with my client's mental health (if applicable, with consent)						
	I have spoken with my client about mental health resources						
	I understand how my client's mental health impacts their employment and have discussed it with him or her						
	I understand what accommodations my client will need in the workplace to support their mental health						
Legal	I know whether my client has legal issues						
	I understand how my client's legal issues may impact their employment opportunities						
	I have spoken with other professionals involved with my client's legal issues (if applicable, with consent)						
Children & Dependents	I know whether my client has needs related to children or dependents						
	I understand how my client's children or dependents may impact their employment						

List items of concern and describe your action plan to address this concern. Also note any progress that has been made in this area:

Item & Date	Action Plan	Progress Made & Date	Notes

Employment Readiness		Date	Date	Date	Date	Date	Date
	After considering all the above aspect of my client's personal well-being, I believe my client is ready to prepare for employment, obtain employment, or maintain employment	Yes	Yes	Yes	Yes	Yes	Yes
		No	No	No	No	No	No

If no, please indicate why not, and what needs to be done in order for the client to be ready to prepare for employment, obtain employment, or maintain employment? Does the client need to move to a different phase? (e.g., move from obtain back to prepare?)

INTRODUCTION: PREPARE FOR EMPLOYMENT

Preparing for employment is the next phase of the path to successful employment. When in this phase, your client is in a place of general well-being, and is ready to learn skills and strategies to help him/her be successfully employed.

This first table of this section focuses on employability skills that are necessary for most people to obtain and maintain a job. The employability skills highlighted in this section are Communication and Social Skills, Stress Management, Time Management, Self-Advocacy, and Teamwork. You can learn about how well your client demonstrates these employability skills in different ways, such as discussions and observations.

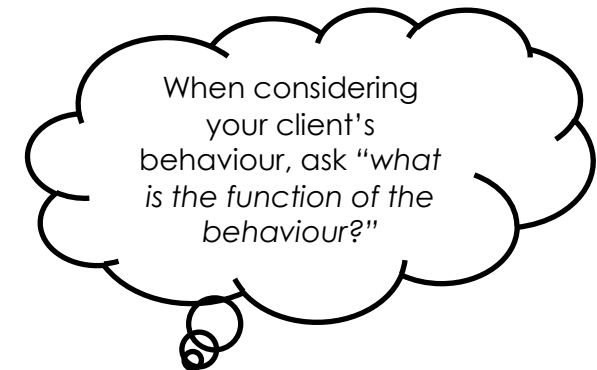
The second table of the section focuses on job fit. This is an essential factor in successful employment that focuses on creating a match between employees and their jobs. Job fit ensures that you are aware of what your client is looking for in a job and career, and what your client might be best suited to based on their individual functioning.

It is also important in the prepare phase that you are aware of potential employers that 1) have jobs that may be appropriate for individuals with FASD, or 2) have the ability to change and/or create jobs for an individual with FASD. You may want to begin to establish working relationships with employers that you believe may be open to learning about hiring an individual with a disability.

Depending on your current knowledge of FASD, this may be a time when you seek more information about FASD and what it means to support an individual with FASD. A good place to start would be the CanFASD website.

TO DO

Fill out one column of the chart for each date you complete the chart. Place a checkmark to indicate that you assessed/completed the listed factor. The subsequent chart should be completed with any concerns that you or the client has, an action plan to address these concerns, and note any progress made. At the bottom, evaluate whether you think the client is prepared for employment based on the information you have and your own discretion.



PREPARE FOR EMPLOYMENT

Employability Skills		Date	Date	Date	Date	Date	Date
	Insert Date Here						
Communication & Social Skills	I understand my client's communication strengths and challenges and how they may impact their employment						
	I have made a plan to help my client communicate with others during their employment search						
	The communication/socials skills plan was implemented and adjusted as needed						
Stress Management	I understand <u>what</u> is stressful for my client and how this may impact their employment						
	I understand <u>how</u> my client copes with stress and how this may impact their employment						
	I have made a plan to help my client use healthy coping strategies at work						
	The plan for coping strategies was implemented and adjusted as needed						

Time Management	I understand my client's time management strengths and challenges and how these may impact their employment						
	I have made a plan with my client to use time management strategies (e.g., alarm clock, reminders, lists, scheduling transportation)						
	The plan for time management skills was implemented and adjusted as needed						
Self-Advocacy	My client is aware of their disability and is comfortable sharing their diagnosis and/or needs						
	I have made a plan with my client to increase their understanding of their disability, build their self-advocacy skills, and share their needs with others in a way that helps others support them						
	The plan to build advocacy skills was implemented and adjusted as needed						
Teamwork	I understand how my client works with others and how their teamwork strengths and challenges may impact their employment						
	I have made a plan with my client to build on teamwork strengths and address challenges						
	The plan for teamwork skills was implemented and adjusted as needed						

List items of concern and describe your action plan to address this concern. Also note any progress that has been made in this area:

Item & Date	Action Plan	Progress Made & Date	Notes

Job Fit		Date	Date	Date	Date	Date	Date
Insert Date Here							
Career Goals & Interests	I know my client's employment goals						
	My client has completed a career interest inventory						
	I know my client's hobbies and interests						
	I know what motivates my client to work (e.g., social engagement, praise, money, making a difference)						
Training & Education (e.g., GED, certificates, driver's license, first aid)	I know my client's level of education/training, and if they are currently enrolled in any school/training						
	I know my client's education/training goals						
	I have developed an education/training plan with my client to help them meet their goals						
Ideal # of hours & days of work per week	I know how many hours my client can work per day						
	I know how many hours my client can work per week						
	I know the other factors in my client's life that influence his or her schedule and availability (e.g., childcare, transportation)						

Psychological Assessment	I obtained and read my client's diagnostic report and/or updated psychological assessment report						
	I understand how my client's psychological functioning impacts their employment						
	From the psychological report, I identified at least 3 of my client's strengths and I understand how to help the client use their strengths at work. If not, I will seek out support from my supervisor to find out how I can understand my client's strengths (e.g., consult with psychologist, with consent)						
	From the psychological report, I identified at least 3 of my client's challenges and I understand how these may impact them at work. If not, I will seek out support from my supervisor so I can understand my client's challenges.						
	I understand the strategies and accommodations that were recommended in the report and how they will apply to the workplace. If not, I will seek out support from my supervisor so I can understand the recommendations.						
	I looked into whether an updated psychological assessment is needed to support my client with work						
Identifying as having FASD	I have discussed what FASD means to my client, and I have asked my client what information they want shared with the employer						

List items of concern and describe your action plan to address this concern. Also note any progress that has been made in this area:

Item & Date	Action Plan	Progress Made & Date	Notes

Employment Preparedness		Date	Date	Date	Date	Date	Date
	I believe my client is prepared for employment	Yes	Yes	Yes	Yes	Yes	Yes
		No	No	No	No	No	No

If no, please indicate why not, and what needs to be done in order for the client to be ready to prepare for employment?

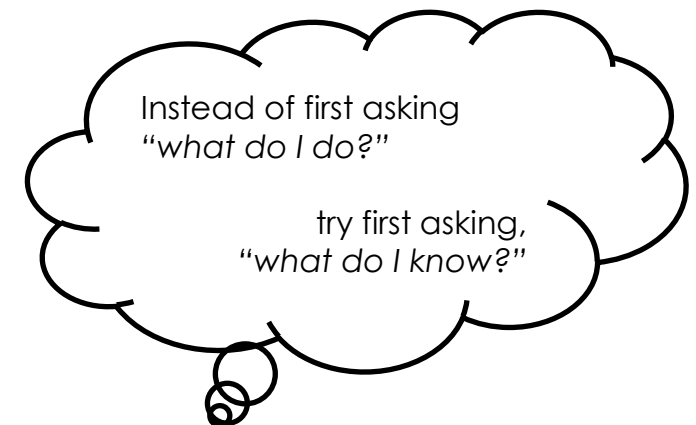
INTRODUCTION: OBTAINING EMPLOYMENT

When in this phase, your client is in a place of general well-being, and you have determined they are prepared for employment. The client has worked on his/her employability skills and you are aware of the job fit criteria for your client.

This phase uses the information and work previously done in the *prepare* phase and applies it to potential jobs. For this phase, the first table guides job searching for the client. It is important for you to be creative when job searching. In order to find the right fit for your client, it might mean changing or creating a job based on the employer's needs and the abilities of your client (i.e. job carving). It is also important to consider the relationship fit between the client and a potential employer as there will be flexibility and understanding required on the part of the employer as an individual settles into a new role. Goodness of fit entails both the task and the people: *who* matters as much as *what*. The second and third tables are implemented when the client and job coach have found one or more potential jobs.

TO DO

With the potential jobs in mind, fill out the charts below. Indicate the date that you assessed or completed each item. Record the date and place a check mark next to the items that were assessed. Regardless if it is the right fit or not, the subsequent chart should be completed with any concerns that you or the client has, an action plan to address these concerns, and any progress made. At the bottom, evaluate whether you think the place of employment is a good fit for the client.



OBTAINING EMPLOYMENT

Job Search		Date	Date	Date	Date	Date	Date
Insert Date Here							
Avenues for Job Searching	Capitalize on existing connections when possible (e.g., family and friends)						
	Review work and volunteer history for positive experiences						
	Look for jobs that meet criteria if on income support or other funding program						
	Determine the employment type best suited for the client (e.g., supported, sheltered) by reviewing diagnostic/psychology report, funding status, and discussing with client and supports						
	Complete and review client's career interest inventory to guide job searching						
Job Application & Preparation	I have helped my client prepare a resume and cover letter						
	I have helped my client prepare for job interviews						
	I have connected my client with resources to assist in preparing a resume and cover letter, and preparing for job interviews						

List items of concern and describe your action plan to address this concern. Also note any progress that has been made in this area:

Item & Date	Action Plan	Progress Made & Date	Notes

Employability Skills		Date	Date	Date	Date	Date	Date
Insert Date Here							
Communication & Social Skills	The potential workplace is appropriate given my clients social skills/communication abilities						
Stress Management	The potential workplace is appropriate given my client's stress management abilities						
Time Management	The potential workplace is appropriate given my client's time management skills						
Teamwork	The potential workplace is appropriate given my client's teamwork skills						
Education & Training	I am up-to-date on my client's level of education and training						

List items of concern and describe your action plan to address this concern. Also note any progress that has been made in this area:

Item & Date	Action Plan	Progress Made & Date	Notes

Job Fit		Date	Date	Date	Date	Date	Date
Insert Date Here							
Career Goals & Interests	The potential place of employment fits my client's employment goals						
	The potential place of employment fits my client's hobbies and career interests						
	The potential place of employment fits my client's motivations						
Psychological Assessment	I am using the report to inform my client's job search and determine if the potential place of employment is suitable for the client						
Training & Education	The potential place of employment fits with my client's level of education/training						
Ideal # of hours & days of work per week	The potential place of employment fits with the hours my client can work each week						
	The potential place of employment fits with the factors that influence my client's schedule						
Employer Characteristics The potential place of employment:	<input type="checkbox"/> Is open to accommodations <input type="checkbox"/> Can provide a support person on site if needed <input type="checkbox"/> Can help the employee implement lists and reminders <input type="checkbox"/> Can adjust the degree of routine as needed <input type="checkbox"/> Is accessible by client's means of transportation <input type="checkbox"/> Is open to learning about FASD						
Job Duties & Expectations	Obtain list of job duties and review with client						
	Determine if adjustments to job duties are needed and possible						

List items of concern and describe your action plan to address this concern. Also note any progress that has been made in this area:

Item & Date	Action Plan	Progress Made & Date	Notes

Obtaining the Right Job		Date	Date	Date	Date	Date	Date
	I believe we have found a good place of employment	Yes	Yes	Yes	Yes	Yes	Yes
		No	No	No	No	No	No

If no, please indicate why not, and what needs to be done in order for the client to be ready to obtain employment?

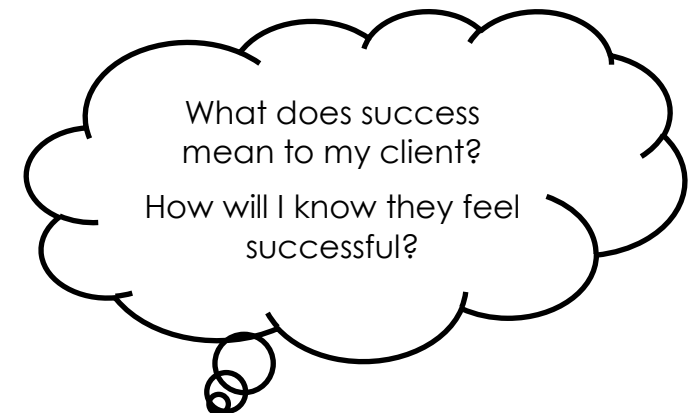
MAINTAINING EMPLOYMENT

Maintaining employment is the third and final phase of this guide, but that does not mean it is the end of your work with your client. If in this phase, your client is in a place of general well-being, and has obtained a job. The client is currently working at a place of employment. This evaluation should be completed periodically while your client is at their workplace.

This phase uses the information and work previously done in the prepare and obtain phases, and applies it to the client's current job. For this phase, the first table guides job fit for the client, ensuring that this place of employment remains a good fit for the client. The next table assesses the employability skills that the client has and what they need for their job and the last table focuses on the relationships between the client, yourself, and the employer.

TO DO

Based on your client's current job, fill out the chart below. Record the date and place a check mark next to the items that were assessed. The subsequent chart should be completed with any concerns that you or the client may have and create an action plan as to how to address these concerns. You can also use this chart to monitor progress made. At the bottom, evaluate whether the place of employment remains a good fit for the client. If it is no longer a good fit, the client may need to return to the prepare or obtain phases, or adjustments may need to be made at their current place of employment.



MAINTAINING EMPLOYMENT

Job Fit		Date	Date	Date	Date	Date	Date
Insert Date Here							
Career Goals & Interests	The job continues to fit with my client's employment goals						
	The job continues to fit with my client's hobbies and career interests						
	The job continues to motivate my client to work (e.g., social engagement, praise, money, contributing, making a difference)						
Training & Education	My client has the required level of training and education to continue to work						
	I know if there are additional educational opportunities, or if further education is needed, and I have assisted my client in obtaining this education						
Ideal # of hours & days of work per week	The number of hours and schedule of the job continues to be appropriate for my client, and if not, I have assisted with the adjustments needed						
	I am up-to-date on the other factors in my client's life that influence my client's schedule (e.g., childcare, transportation)						

Job Characteristics	The place of employment continues to provide or have accommodations						
	The place of employment provides a support person on site if needed						
	The place of employment is helping the employee implement lists and reminders as needed						
	The degree of routine of the place of employment continues to be a good match for my client						
Job Searching	The employment type is still the best suited for my client (e.g., supported, sheltered)						
Job Duties & Expectations	The job duties are still a good fit for my client						
	I have assisted my client in any adjustments to job duties that are needed						

List items of concern and describe your action plan to address this concern. Also note any progress that has been made in this area:

Item & Date	Action Plan	Progress Made & Date	Notes

Employability Skills		Date	Date	Date	Date	Date	Date
Insert Date Here							
Communication & Social Skills	The workplace continues to be appropriate given my client's social skills/communication abilities						
Stress Management	The workplace continues to be appropriate given my client's stress management abilities						
Time Management	The place of employment continues to be appropriate given my client's time management skills						
Self-Advocacy	My client has reported being comfortable/able to advocate for him/her self in the workplace						
Teamwork	The potential place of work continues to be appropriate given my client's teamwork skills						

List items of concern and describe your action plan to address this concern. Also note any progress that has been made in this area:

Item & Date	Action Plan	Progress Made & Date	Notes

Relationships & Conflict Resolution		Date	Date	Date	Date	Date	Date
Insert Date Here							
Client & employer relationship	I have discussed the client-employer relationship with my client						
	I have discussed the client-employer relationship with the employer						
	Strengths and difficulties have been identified and communicated and I created a plan in order to address any difficulties to foster a healthy workplace relationship						
	Plan has been implemented						
Client & employment professional relationship	My client and I have had a conversation about our working relationship						
	Strengths and difficulties have been identified and communicated and I created a plan in order to address these difficulties						
	Plan has been implemented						
	My client and I have celebrated their employment successes (e.g. rewards or praise)						

Employment professional & employer relationship	I have had a conversation with the employer about my role as an employment professional for the client and we have discussed the employer-employment professional relationship						
	I have provided the employer with information about FASD						
	I have informed the employer that I need to be made aware of changes or transitions ahead of time (i.e. staff changes)						
	Strengths and difficulties have been identified and communicated and I created a plan in order to address these difficulties						
	Plan has been implemented						
	In the event that a dismissal is deemed necessary, I have discussed a dismissal plan with the employer, including that I be notified ahead of time in order to organize the appropriate supports						
	I have used different assessment measures to assess how well the job is going (i.e. satisfaction survey, debriefs/check-ins) in-person and via telephone or email						

List items of concern and describe your action plan to address this concern. Also note any progress that has been made in this area:

Item & Date	Action Plan	Progress Made & Date	Notes

Good Job for Client		Date	Date	Date	Date	Date	Date
	I believe this continues to be a good place of employment	Yes	Yes	Yes	Yes	Yes	Yes
		No	No	No	No	No	No

If no, please indicate why not, and what needs to be done in order for the client to be ready to maintain employment?

PRACTICING YOU

You are a key factor in the employment success of an individual with FASD. Your influence will make a huge impact on your client's employment journey. Reflecting on your practice can help you to grow, learn, and better support individuals with FASD. Here are some suggestions and ideas about things that you may *need to know* and *need to be able to do* in order to support an individual with FASD in their employment journey. There is a blank space for you to add in what you have learned about your own needs in order to do your job well.

Reflective Practice Exercise for Employment Professionals

Need To Know	Need To Be Able To
Your own biases and the biases of FASD held by the community	Engage in and provide alternative ways of thinking about FASD
FASD is a brain injury and it is a permanent disability	Integrate and apply knowledge of FASD into your work
Employers' values and business considerations	Understand and negotiate with the employer to create situations of mutual benefit
The level of comfort your client has with having the support workers present at work	Blend in and be discrete
There will be good days and bad days (e.g., 2 steps forward and 3 steps back)	Be flexible and stay positive
Who is in the client's support network	Collaborate with the client's support network
Your own boundaries and reflect on your own well-being	Practice self-care and utilize your own support network

Additional Action Plan Chart

Item & Date	Action Plan	Progress Made & Date	Notes