

# Working with W-2 Participants with Multiple Barriers

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## **Purpose**

Workers engage participants with multiple barriers to reach their goals and move toward self-sufficiency.

## **Objectives**

Upon completion of this course, you will be able to:

- Summarize what case management means when working with W-2 participants with multiple barriers.
  - Use assessment results to help W-2 participants with multiple barriers reach their program goals.
  - Demonstrate engagement techniques that assist W-2 participants with multiple barriers to reach self-sufficiency.
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### W-2 Contact Information

Questions regarding this training material should be directed via your local agency process to the Partner Training Team,

Email: [PTTTrainingSupp@wisconsin.gov](mailto:PTTTrainingSupp@wisconsin.gov)

A contact person is available to answer e-mailed questions related to this training material, assist you in completing any activity that you are having difficulty with, and/or provide explanation of anything else about this training material.

Questions regarding W-2 production cases and systems should be directed via your local agency process to the BWF Work Programs Help Desk at:

Email: [bwfworkprogramshd@wisconsin.gov](mailto:bwfworkprogramshd@wisconsin.gov)

Telephone: (608) 422-7900.

W-2 Policy questions should be directed to your Regional Office staff.

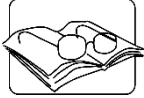
DCF is an equal opportunity employer and service provider. If you have a disability and need information in an alternate format, or need it translated to another language, please contact (608) 535-3665 or the Wisconsin Relay Service (WRS) – 711.

For civil rights questions call (608) 422-6889 or the Wisconsin Relay Service (WRS) – 711.

# Introduction

## Empathy

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Case Management Strategies: Empathy

### Video Notes:

“Case management at its best provides participants with more skills, tools and strategies to lead more self-sufficient lives.” Dr. Beverly Ford

# Living with Multiple Barriers

- \_\_\_\_\_ of the seriously ill with a long-term disability said they wanted to work but were unable to.
- \_\_\_\_\_ reported that after they became seriously ill, they were unable to do their job as well as before
- In 2018, \_\_\_\_\_ of Americans with disabilities were employed, compared with about 65% of the general population, according to the U.S. Bureau of Labor Statistics.
- People with disabilities avoid work, or stop working full time, to qualify for benefits they need to cover their living and medical expenses.
- Others are unable to work full time because employers do not offer flexibility that may be required to manage a disability.
- \_\_\_\_\_ of people with a long-term disability reported feeling helpless, anxious, or confused when receiving care.
- \_\_\_\_\_ of people with a long-term disability reported their condition caused them emotional or psychological problems

*Statistics retrieved from commonwealthfund.org 9/19/22-9/23/22.*

## Your Experience:

What do you wish you would have known when first working with W-2 participants with multiple barriers?

Think about how you have been successful in working with W-2 participants with these barriers. What contributed to your success?

What would you explain to a new FEP?



Advise



Tips



Wish you would have known

# Assessment

You need information. Assessments provide that information.



Think about when ...



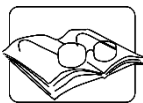
Is there a pattern?



What's worked in the past?

## Informal Assessment

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W-2 Policy Manual 5.2 and 4.3.3

Informal assessment provides us an overview of the participant's current situation. It shows you what is working for the participants in their daily life. Through informal assessment, you can identify strategies that help a participant navigate their barriers along with strategies that help identify accommodations to complete activities and move toward their goals.





## Formal Assessment

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A formal assessment helps establish the disability, its effects, and supportive assistance needed. This information also establishes the participant's capabilities.

Seasonal Check-in: Spring  
How do you use formal assessment to engage a participant with multiple barriers?



**Top five strategies for engaging this participant:**

1.

2.

3.

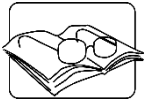
4.

5.

***Additional strategies:***

## Career Assessment

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W-2 Policy Manual 5.2.2 and 5.4.3

Career assessments can guide a participant to a potential career path. You use the information to assign meaningful activities, highlight strengths, identify training needs, and match the individual to employment opportunities.

### **Your KEY strategy:**



### ***Additional strategies:***

# Goal Setting

Using assessment results, you can work with participants to develop goals. Working with the participant on this can help them see what they can do and what is possible.



Help participant's see what they can do



What is possible



Takes time

Why might a participant with multiple barriers be hesitant to set goals or struggle with setting goals?

How can you help the participant handle their hesitations or struggles and assist them in setting goals?

# Goal Setting Tools

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*"You don't have to see the whole staircase, just take the first step." Dr. Martin Luther King, Jr.*

## SMART Goals



<b>Goal A</b>	<b>Goal B</b>
<p>Michael wants to be the shop foreman of a farm equipment manufacturer within one year.</p>	<p>Michael wants to return to part-time work in the manufacturing industry to regain the skills he previously had and work on improving his physical endurance and attendance accountability.</p>
<p>Step 1: Create a resume within two weeks.</p>	<p>Step 1: Speak with primary physician within three weeks about a plan for returning to physical labor.</p>
<p>Step 2: Contact references.</p>	<p>Step 2: Work with Job Developer to set up a work site to practice accountability within one month.</p>
<p>Step 3: Apply to ABC Manufacturer within one month.</p>	<p>Step 3: Develop a skills-based resume based on past manufacturing experience within one month.</p>
	<p>Step 4: Identify three employers to start with within five weeks.</p>
	<p>Step 5: Complete job skills workshop to practice interviewing skills within six weeks.</p>
	<p>Step 6: Apply to the three identified employers within nine weeks.</p>



# Engagement

You are not alone.

Overcoming barriers takes time.

You are responsible for the process. The participant is responsible for the outcome.

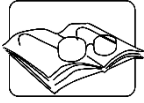
Ongoing assessment and support are needed.

Adjust the process and activities as the situation changes.



## Activities

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W-2/DVR Technical Assistance Guide



Program allows for flexibility



Up to 40 hours



Think outside the box

**Seasonal Check-in: Fall**

Share how you strategize and determine which activities to assign to a W-2 participant with multiple barriers.



**Community Partners & Resources:**

How does partnering with these other agencies lead to participant engagement?

What resources can these agencies and community partners provide to the W-2 participant?

**Employment Search:**

What might employment search look like for participants with multiple barriers?

# One Minute Summary

Notes and Reflections:



Think about something you want to **stop** doing.

Think about something you want to **improve or be aware of**.

Think about one thing you want to **start** doing.

# Accommodations

Accommodations make the opportunity to participate viable for all participants to reach their individual goals, no matter the extent of their barriers. Allowing all participants, regardless of any barriers, the chance to participate and take advantage of all that W-2 has to offer is critical to the success of the program and the success of each participant.

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Seasonal Check-in: Winter

Share how you put accommodations into place.





# What's in it for Me?

Poster prompts: Use one of these, or any that you come up with.

- Case Management means \_\_\_\_\_ when working with participants with multiple barriers.
- When working with participants with multiple barriers, I plan to use assessment results to \_\_\_\_\_.
- I'm putting the following engagement techniques in my toolbox when working with participants with multiple barriers. (List three)

## Closing

You've come a long way.....

The work you do matters!



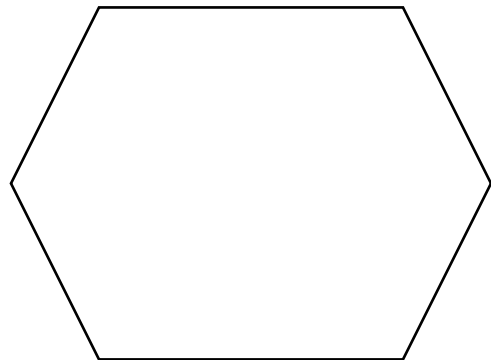
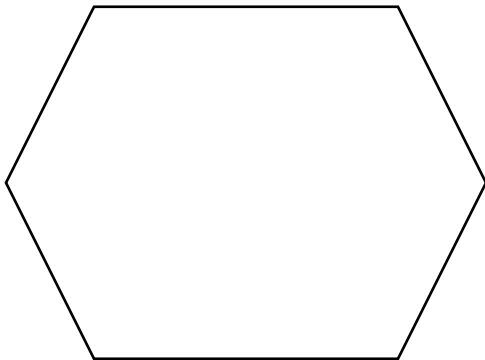
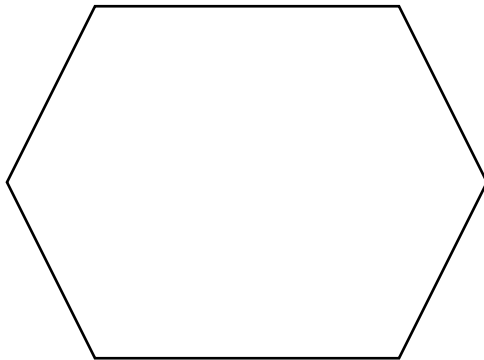
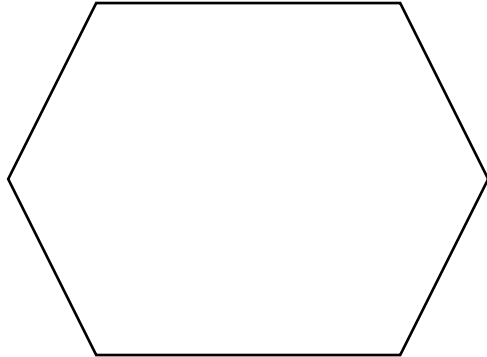
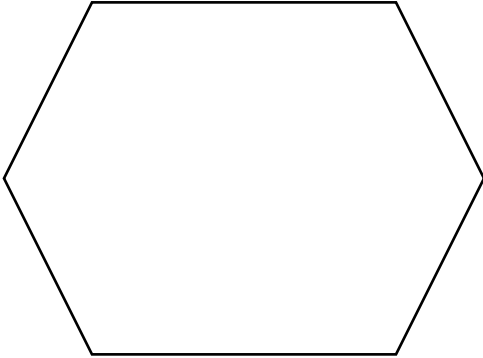
# Appendix



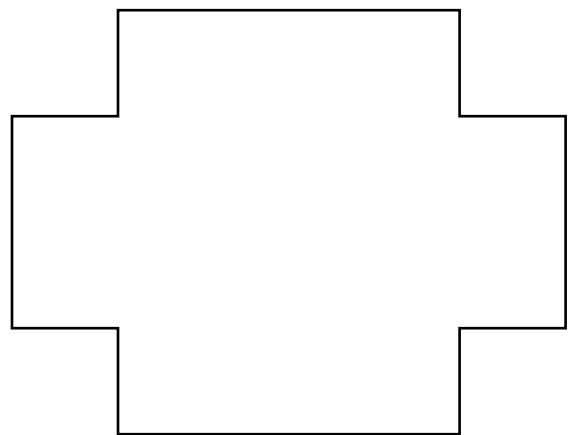
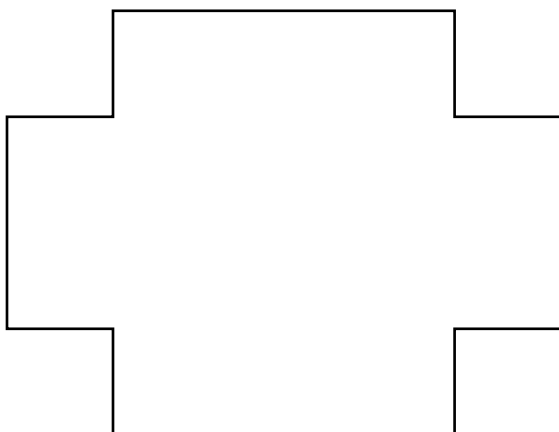
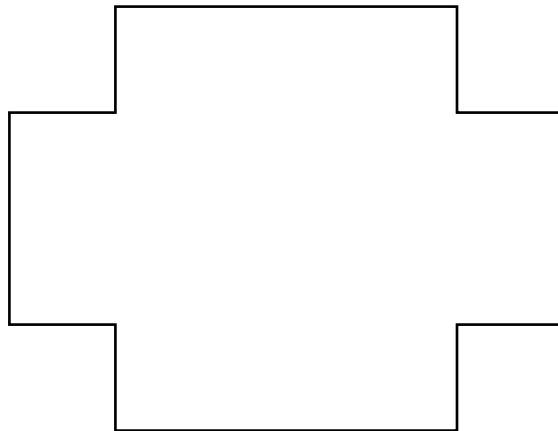
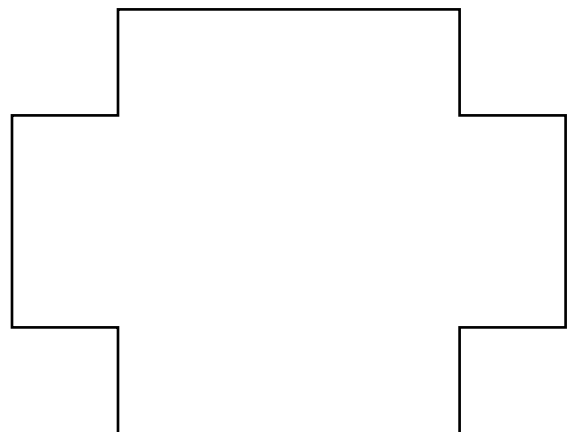
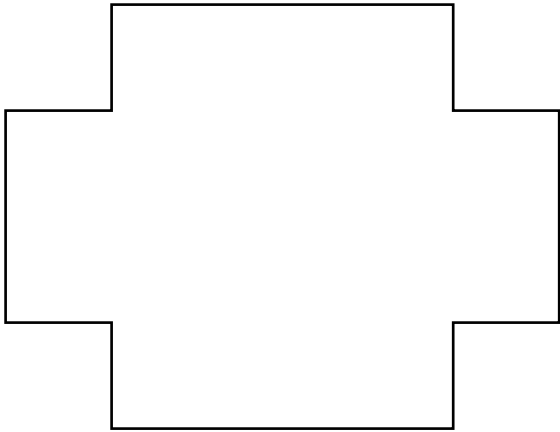
# Appendix A – Participant Scenario Worksheets

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## Barriers Worksheet



# Strengths Worksheet



## Informal Assessment Worksheet

<i>Languages:</i>	<i>Legal Issues:</i>
<i>Work History:</i>	
<i>Work Programs:</i>	<i>Participant Barriers:</i>
<i>Education History:</i>	<i>Child and Youth Supports:</i>
<i>Post-Secondary Education:</i>	<i>Family Barriers:</i>
<i>Military Service:</i>	<i>Non-Custodial Parents:</i>
<i>Housing:</i>	<i>NCP Referral:</i>
<i>Transportation:</i>	

# Goals Setting Worksheet

## Primary Employment Goal

Goal Description:

Goal Steps:

## Engagement Strategies Worksheet

Activities	
Additional Assessment	
Community Connections	
Other Strategies	

## Appendix B - Other Engagement Considerations

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Beyond just assigning activities, there are other engagement strategy considerations.

### Trial Employment Match Program (TEMP)

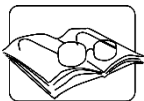
The Trial Employment Match Program (TEMP) may be a viable option for some participants with multiple barriers. TEMP is a W-2 employment position that provides subsidized work for applicants or ongoing W-2 participants. An individual working in a TEMP job earns at least minimum wage, and the W-2 agency subsidizes all or a portion of the hourly wages paid to the individual by the employer.

TEMP is appropriate for W-2 participants with the following characteristics:

- Capable of working and has a willing attitude;
- Requires a flexible schedule or other reasonable accommodations;
- Has basic skills and/or education;
- Lacks sufficient work skills;
- Has little or no recent work experience or a poor work history; and
- Nearing a time limit.

For the participant, this can be a good transition to unsubsidized employment. They are not using time on a W-2 placement clock while in TEMP.

### SSI/SSDI Considerations



An SSI/SSDI Overview  
W-2 Policy Manual 7.4.3.1 and 7.4.3.2

Some participants with multiple barriers may be in the process of applying for SSI/SSDI. It's important to find out where they are in the process, so we know best how to assist them. Review SSA's Disability Starter Kit with the participant. Items in that kit may be used as Employability Plan goal steps or activities. Regardless of where the participant is at in the SSI/SSDI application process, record in PIN Comments what you and the agency are doing to provide SSI/SSDI advocacy.

Often, participants who are applying for SSI/SSDI are worried that work may make them ineligible for SSI/SSDI. However, employment doesn't preclude someone from receiving SSI/SSDI. Special rules make it possible for people receiving SSI/SSDI to work and still receive monthly payments.

Work incentives include:

- Cash benefits that continue, for a time, while they work.
- Medicare or Medicaid benefits that continue while they work.
- Help with education, training, and rehabilitation to start a new line of work.

The Ticket to Work program also may help participants who would like to work. They can receive:

- Free vocational rehabilitation.
- Training.
- Job referrals.
- Other employment support.

For more information, you can visit [choosework.ssa.gov](https://choosework.ssa.gov) or read the following publications at [www.ssa.gov/pubs](https://www.ssa.gov/pubs):

- *Your Ticket to Work* (Publication No. 05-10061)
- *The Red Book*, a guide to SSA's employment support programs (Publication No. 64-030). You also can visit *The Red Book* online at [www.ssa.gov/redbook/eng/resources-supports.htm](https://www.ssa.gov/redbook/eng/resources-supports.htm).
- Substance Abuse and Mental Health Services Administration – SOAR Technical Assistance (TA) Center <https://www.samhsa.gov/soar>