



EMPLOYMENT

- E1 - Child care
- E2 - Employment agencies
- E3 - Help wanted
- E4 - Resumes
- E5 - Sales help wanted
- E6 - Trade schools
- E6A - Employment Aids
- E7 - Work wanted

does not appear today

Child Care Providers

ORTHVIEW SCHOOL DISTRICT
Russ's on Plainfield, Full time
... Experienced, Non-smoker

THE MORNING NEWS

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LONG TERM - Temporary assign-
ments available. Duties include
screening calls, typing letters,
memos and filing. Good hourly rate
and incentive bonus program. Ask
about our cash referral bonus.

CALL US!

PERSONNEL SERVICES
2424 Burton SE
957-3661

EOE/M/F NO FEE

CLERKS - Now hiring part time.
Apply at: Convenient Food Mart.

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This newsletter serves to document activities of a grant awarded by the Michigan Developmental Disabilities Council, contract #86300. Named after that part of the day which provides the greatest opportunity, The Morning News is distributed to parents and professionals concerned with supported employment and the future of the developmentally disabled population.

Special Issue on Participating Businesses



November, 1988

In this issue:

- In Appreciation...
A Look at People
In Business
- A Discussion of ETHICS
- Supported Employment:
You Can't Play a
Fiddle on Both
Sides

About Our Cover:
Melissa, left, and
Ethel her coach,
together at
Worden Seating,
Grand Rapids.

In Appreciation: A Look at People in Business

-Carol Gray

Not too long ago I perceived "business" as the building it occupied and the goods or services it provided. Businesses were advertising and profit, sales and coupons, bills and receipts. In my mind, businesses evoked a certain awe.

I remember phoning the first business to arrange a training site. I held visions of busy people with not much time for teachers, answering my call with a finger poised ready to transfer me to another department. In fact, I put off that first call as long as I could without embarrassing myself. After all, who was I to bother these people? In the back of my mind, just above the knots in my stomach, were the well meaning comments of others who doubted if a training site concept would ever work.

We always have believed that if the community had the chance to know and work with our kids, their impressions would change. The converse has also been true. In working with, and coming to know the people in business, my impressions of them have changed as well.

Businesses are people...among them, the nicest and most competent. The bills and receipts are the tools with which they work... and just as hamsters and chalkboards don't say alot about teachers, the tools of business should not be confused with those who use them.

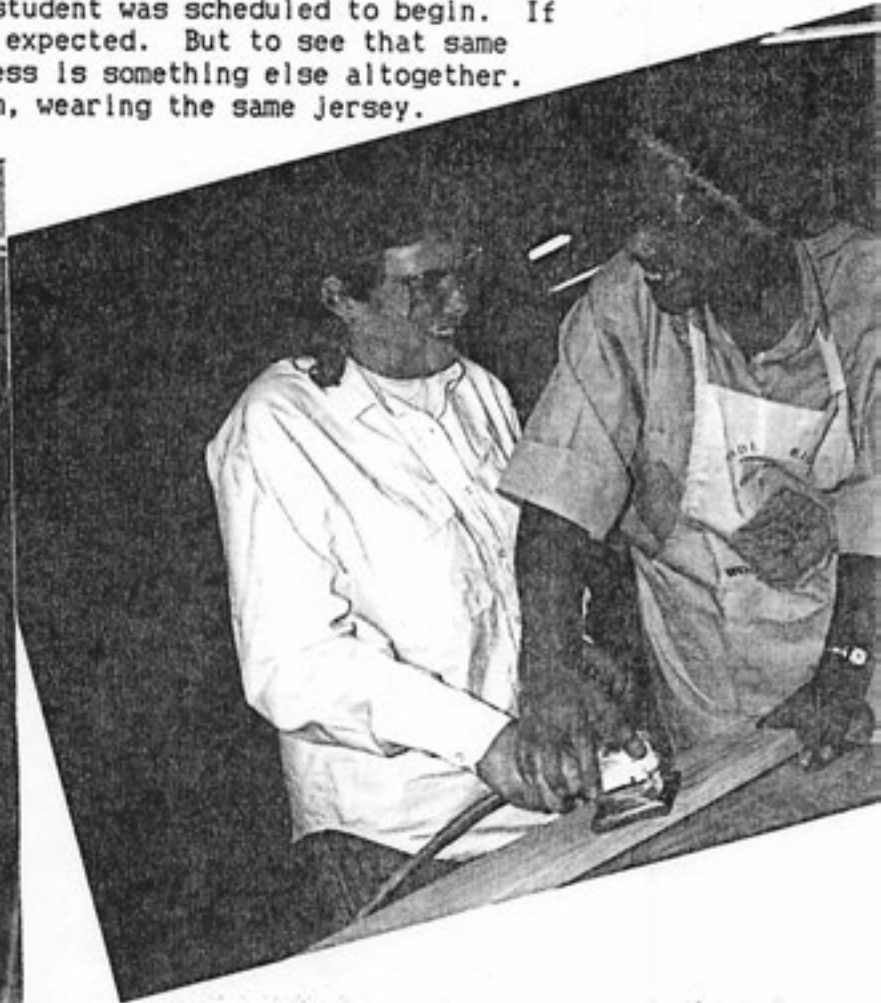
Businesses are receptive people who listen well. There may be a huge sale that week, or a new promotion underway, but you'd never know it. If you speak with a manager, you are the only thing happening. Their attention and interest is undivided.

Not only do businesses manufacture goods, they make time. It amazes me that often my calendar is more crowded than a manager organizing fourteen departments and 300 employees. Business people are decisive and organized. They never USE UP time, they utilize it. Without knowing it, they have taught me to think as they do. I was ten minutes late for a presentation of our program to 5 executives at Herman Miller. I suddenly realized that being ten minutes late with five people waiting, is to be fifty minutes late. People in business have time because they rarely waste it.

Businesses are people who possess an acute sense of purpose. They target annual goals, but also focus on goals farther ahead. In that way, it's easy to determine what is irrelevant. This project has been influenced by their model, as we develop a long-range curriculum that will allow individualization with a balance between integration, vocational training, and in class instruction.

Emerson once stated that "Nothing great was ever achieved without enthusiasm." People in business are enthusiastic and

positive. In the few weeks prior to our first student beginning at McDonald's, whenever I placed an order at the drive-thru, a McDonald's employee would ask me when our student was scheduled to begin. If I'm excited, well, that's to be expected. But to see that same excitement reflected by a business is something else altogether. It's like being on the same team, wearing the same jersey.



Being on the same team, of course, doesn't mean we agree on all the calls. People in businesses are sometimes more tolerant of some of our students' behaviors than their teachers or coaches. Where a coach may feel the need to explain a student's behavior to employees at a site, often no explanation is needed or expected. The acceptance of our students is calm, unassuming, and genuine.

It would be in error, however, to confuse this acceptance with low expectations. Employees involved with our students, either directly or indirectly, "pull" for them to gain greater independence. Expectations for success are high. Either the employees sense our

determination for our students to succeed and become as independent as possible, or we become so determined in response to their expectations. Whatever occurs, the combination works well and our students prosper. To date, we've never been asked to withdraw a student from a site. More often, the employees and student hate to see the training come to an end.

A Worden Seating employee recently told me, "I just dream about the day when all people will work among one another. Love is what it's all about." I never would have believed how the dreams of educators and parents would match those of people in business.

When I called our first business, I felt as though a giant would answer. As it turns out, there are no giants here. Supported employment and on-site vocational training are simply many kind and competent people all believing in the same goal... vocational successes and friendship for our students.

It is with the highest regard and respect that we salute the businesses of this educational program. Please visit these people when you shop, stop for coffee, or place an order. Although it is stated in every Morning News, it warrants repeating: Quite simply, where would we be without them?

A Discussion of Ethics

We are currently involved in writing a standard of ethics for this project. This effort was instigated by a incident at Worden Seating, Grand Rapids. Attached to this newsletter is a copy of a letter from Carol Gray to the employees of Worden Seating, describing that incident and our response.

You Can't Play a Fiddle on Both Sides

First, you believe you can maybe play the fiddle. You find others who believe they can play, also. Together, you decide to try it. First one note, then another. After much practice and effort, you can play a song. One aspect of this effort never falters. You believe you can play, and you need the freedom to practice.

Outside your window are those who can't tolerate the mistakes of practice. In fact, they listen for the mistakes. The minute you begin playing well, they decide you're showing off. They claim they don't know WHAT song you're playing, while to you it becomes clearer and clearer. Initially, of course, their attention to mistakes is a little distracting. Still, focused on the task at hand, your music becomes better and better, the mistakes dwindle, the song emerges. In opening the window for those who doubted you to hear, you realize

they've gone. Maybe to a different window.

If you recognize this story, perhaps it's because you learned once to play a fiddle. The chance is greater, though, that you are among the parents, professionals, and businesses across this state and nation who are working hard to implement their belief in supported employment.

A few hints to fiddlers: Find other potential musicians. Never hand a fiddle to those listening for mistakes, as they are fearful of taking chances. Be wary of whiners, as you can't accompany them with your fiddle. Focus on the music, make sure you practice the right songs. Share the frustration of practice, the excitement of mastery. Hug other fiddlers when you see them. Once the song becomes very, very, clear...open the window and play LOUD, okay? Hold a concert.

Issues

What follows is a list of issues we're currently facing. If you've a solution, let us know!

Long Range Planning

We're developing a long range plan for the curriculum of students placed in the community/integration program at the high school. The goal is to provide an individualized logical sequence of integrated coursework, vocational training, and in class instruction and/or therapy that is logical and cohesive for up to a ten year period.

Early Graduation

It is becoming increasingly apparent that 21 would not be an early or premature graduation, but instead that 26 is too late. For some of our students, they will be ready and able to graduate and work in the community long before we can provide them the opportunity to do so. A side issue of this concern: to identify criteria for graduation from our program, while sharing the need for earlier exits with adult service professionals.

Prompt Dependence

Ever since using the term at a conference, programs from around the state have contacted us about this issue. We believe our students, partially as a result of some forms of instruction, may become dependent on prompts to complete activities. We also believe this lack of initiation may not be due to an inability to understand

or perform the task independently. We are working to develop an instructional technique to increase problem solving and decrease prompt dependence. In contrast to fading prompts, we're trying to identify when and how they should be introduced, if at all. Aware of the need to increase the opportunity for all students to make decisions, we are directing efforts to provide choices within the curriculum. Closely associated with this is helping students identify WHEN they need help, and how to secure it. For the last three years we've called it the OOPS curriculum. Actually, it's an assessment and an approach. In the next three years we'll identify the strengths and limitations of this approach, while evaluating it's effectiveness.

WELCOME HERMAN MILLER

We are pleased to announce Herman Miller, Grandville, will be working with us as a training site beginning in February of 1989. Our appreciation to the people at Herman Miller for their support, interest, and cooperation!

About the Skill Training Sites

A description of activities at each site is typically listed in each issue. We will resume that format in the next newsletter. What appears below is a list of businesses that have met with us to consider participation, who are currently training students on site, or have worked with us in the past. Please join us in recognizing the people at:



Family Fare, Hudsonville
Georgetown Library, Jenison
Seven Eleven, Jenison
Seven Eleven, Holland
Meijers, Jenison
K - Mart, Jenison
Rax, Jenison
Sunset Manor, Jenison
McDonalds, Jenison
Worden Seating, Grand Rapids
Evergreen Commons, Holland
Bill Mar Turkey Farms, Borculo
Hudsonville Library, Hudsonville
Herman Miller, Grandville
Prince Corporation, Holland
Grandvillage Inn, Grandville
American Nail, Grandville



JENISON PUBLIC SCHOOLS

8375 20th Avenue • Jenison, Michigan 49428 • (616) 457-1400

John Woods
Director of Special Education

October 31, 1988

Worden Seating Employees
Worden Seating
1601 Madison, S.E.
Grand Rapids, Michigan 49507

Dear Worden Seating Employees:

Mr. Chambers mentioned to me an incident which you observed and reported to him with concern. We were all sitting together at lunch, and Joe was included as part of the group. Someone asked a question about Joe and I responded, at which point he immediately let his table manners slide a bit. I did not notice Joe's reaction, but you did, and felt he was responding to being talked about in his presence. Your concern was that we should never talk about Joe in front of him again, that we should be sensitive to his feelings and regard him as we would anyone else. In my opinion, you are absolutely right.

So I stand corrected. Your sensitivity, concern, and constructive criticism have caused me to look critically at ethics throughout our program. While I feel they have always been high, everything needs to be polished now and then.

You've caused some fine tuning of this grant project. The first thing I did, of course, was apologize to Joe. I continued by sharing with him why I must follow him around with a clipboard and chart, and explained what I am evaluating him on, and why. (I also told him how impressed I was with the caliber of friends he has made at Worden Seating.)

My next step is to put in writing a complete set of the ethical standards for this program. It will include a commitment to a standard of treatment due any person in this country. Students of ours training in sites, or placed in regular education, will be given the opportunity to make choices and decisions for themselves whenever possible. They will be corrected in a private and dignified manner with methods that can be used in any public place, at any time. While these standards have always been a part of this program, the difference is now they will be written, strictly adhered to, and shared with employees of all businesses of this training site project. I'll post a rough draft of these ethical standards for your review and comments in the lunch room when they are completed, prior to Thanksgiving.

In closing, I want to sincerely thank you for expressing your concern and sensitivity. You are extremely important in helping Joe to succeed. After all, as much as I care about him, he's only with me a few more years.

Worden Seating Employees
October 31, 1988
Page Two

I hope you don't mind, but I consider you the project ethics committee in a way. Whenever deciding a course of action now, I mentally run it past you -- "I wonder what the employees at Worden Seating would say. . ."

Joe and I are glad to be among friends. It's the best way to learn. By the way, there are some people we will prove that to.

Sincerely,

JENISON PUBLIC SCHOOLS



Carol Gray
Community Teacher

mjs