

Supported Employment Services. Final Eligibility Verification. Inclusive Orientation

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Table of Contents

Introduction	3
Definitions of Modalities.....	4
1. Visualization of Inclusive Orientation Process.....	4
2. Key Requirements	5
2.1 Inclusive Orientation Process	5
2.2 Work Quality Assessment Scale.....	6
3. Compliance.....	6
3.1 Monitoring and Accountability.....	6
3.2 Recordkeeping and Verification	6
3.3 Updating Internal Protocols.....	7
4. Communication.....	7
Annex: Checklist for Orientation.....	7
Annex A: Digital Checklist Template for Inclusive Orientation.....	9
Conclusion.....	12
Special Note.....	12

Introduction

This standard builds upon AMSI STANDARD IDS1: Taxonomy of Supported Employment (SEMP) Services for Individuals with IDD, particularly expanding on CI. 2.8 Final Eligibility Verification. It focuses on confirming the individual's motivation, eligibility, and readiness for competitive integrated employment at the job site through the Inclusive Orientation Process at the specific job site.

The goal of this standard is to establish a unified and inclusive approach to assessing an individual's readiness for competitive integrated employment. The process of inclusive orientation is integral to final eligibility verification, as these two processes are interconnected, not separate. By focusing on both, this standard assists Supported Employment (SEMP) providers in fostering independence, maintaining quality standards, and ensuring successful workplace integration for individuals with IDD.

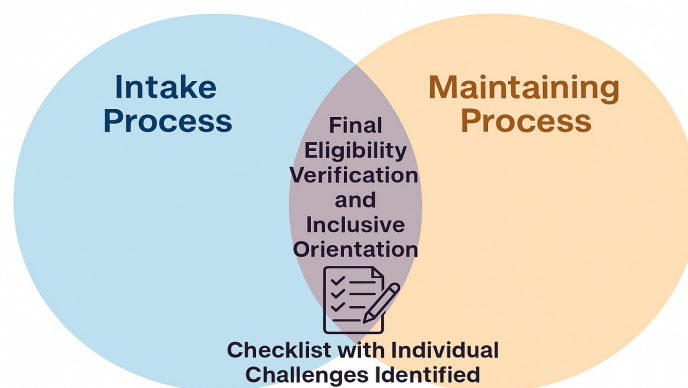


Figure 2: Final Eligibility Verification and Inclusive Orientation — The Overlap Between Intake and Maintaining Stages

This Venn diagram illustrates how *Final Eligibility Verification and Inclusive Orientation* serves as the transition point between the *Intake* and *Maintaining* stages of competitive integrated employment. At this stage, individualized challenges are identified and documented for implementation during the maintaining phase through digital checklists.

Note: The term *Venn diagram* is derived from the name of John Venn (1834–1923), a British logician who developed this method to visually represent logical relationships between sets.

Definitions of Modalities

To clarify the implementation of this standard:

- **Shall:** Indicates a mandatory requirement.
- **Should:** Indicates a best practice or recommendation based on experience, which is encouraged but not strictly required.
- **May:** Indicates a permissible action that is allowable within the context but not required.

These definitions ensure that the requirements and recommendations within this standard are clear and actionable for all stakeholders involved.

1. Visualization of Inclusive Orientation Process



Figure 1: Achieving Final Eligibility Verification Through Inclusive Orientation

Figure 1 visually represents the inclusive orientation process, highlighting the progression from physical orientation to work tasks orientation and culminating in final eligibility verification. The illustration emphasizes the collaboration among the individual with IDD, the job coach, and the employer throughout the process. Key elements include physical orientation tasks (such as navigating the workplace layout), work tasks orientation (such as understanding assigned responsibilities and quality expectations), and final eligibility verification (achieving satisfactory work quality and addressing

barriers). The diagram showcases a structured and supportive approach that guides individuals toward competitive integrated employment.

2. Key Requirements

2.1 Inclusive Orientation Process

Orientation shall begin when the individual starts working at the job site with a regular work schedule. This process shall focus on both physical orientation and work tasks orientation to ensure the individual is fully prepared for their role.

- **Physical Orientation** includes becoming familiar with the workplace layout, understanding the hardware and software tools required for the job, and ensuring safety protocols, including individualized protection tools, are in place.
- **Work Tasks Orientation** focuses on understanding task expectations, quality standards, time management, and the specific duties associated with the job.

The steps for both orientations are outlined in the Checklist for Orientation (see Annex).

Throughout the orientation process, barriers to achieving competitive integrated employment shall be identified and addressed collaboratively by the individual, job coach, and employer. This collaboration shall include developing strategies to eliminate barriers to achieving competitive integrated employment through reasonable accommodation, such as:

- Establishing reasonable accommodations for delays in starting and ending work shifts to meet the individual's needs while maintaining workplace expectations.
- Adjusting task assignments, workflows, or schedules as necessary to ensure the individual can meet quality and performance standards.
- Providing additional reasonable accommodations, including assistive tools, technologies, or specialized training, to support the individual's success.

The orientation process shall be considered complete when the following criteria are met:

- The individual demonstrates work quality rated as "satisfactory" or higher for three consecutive work shifts.
- The individual performs tasks independently without direct support from the job coach during these shifts.

However, completing the orientation does not automatically mean the individual has achieved competitive integrated employment.

To achieve competitive integrated employment:

- The individual shall maintain work quality rated as "good" or "excellent" in 70%-80% of work shifts, as evaluated by the employer and job coach.
- The individual should demonstrate consistent adherence to workplace expectations and quality standards without significant support from the job coach.

Maintaining competitive integrated employment may require ongoing support from the job coach, which can include periodic evaluations, reinforcement of workplace expectations, and assistance with adapting to new job responsibilities or challenges.

2.2 Work Quality Assessment Scale

A personalized scale for assessing work quality shall be collaboratively developed by the job coach and employer during orientation. The scale should include the following levels:

- Not Acceptable
- Needs Improvement
- Satisfactory
- Good
- Excellent

This scale shall ensure clarity in expectations and provide a foundation for monitoring progress toward competitive employment.

3. Compliance

3.1 Monitoring and Accountability

SEMP providers shall implement mechanisms to identify and address non-compliance with this standard. Orientation processes shall be regularly reviewed to ensure alignment with this standard. Identified challenges or issues with implementation shall be addressed through internal management systems and corrective action plans.

3.2 Recordkeeping and Verification

SEMP providers shall maintain records that confirm:

- The individual has demonstrated work quality rated as "satisfactory" or higher for three consecutive shifts without direct support from the job coach.
- Both physical and work tasks orientation steps, as outlined in the Checklist for Orientation (see Annex), have been completed.
- Reasonable accommodations have been refined to support the individual's success in their role.
- Any barriers to competitive integrated employment have been documented, along with strategies to address these barriers in further stages.

3.3 Updating Internal Protocols

Internal protocols shall be periodically updated to reflect best practices and emerging needs in supported employment.

4. Communication

SEMP providers shall ensure clear and consistent communication with all stakeholders, including:

- Providing regular updates to the individual, job coach, and employer about the individual's progress during and after orientation.
 - Sharing relevant documentation with authorized personnel to support a collaborative and transparent process.
 - Offering feedback channels for addressing concerns or suggestions from any stakeholder involved in the orientation process.
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Annex: Checklist for Orientation

Physical Orientation

- Locate the route from the bus stop to the job site.
- Enter the job site through the designated employee entrance.
- Locate restroom facilities.
- Understand the appropriate use of the employee phone.
- Identify the break area location.
- Locate and demonstrate appropriate use of the time clock.
- Access the work supply area.
- Recognize the supervisor, including communication protocol and proper communication with co-workers.
- Know where to obtain assistance (e.g., First Aid, general help).

- Exit the job site through the appropriate exit.
- Identify fire exits and understand fire drill and alarm procedures.
- Use personal storage areas or lockers.
- Use elevators appropriately (if applicable).
- Familiarize with hardware and software tools for work performing, including safety for surroundings and individualized protection tools.

Work Tasks Orientation

- Locate the assigned workstation and understand the work tasks.
- Perform tasks properly, following the sequence and timing outlined in the work schedule.
- Meet satisfactory or higher quality standards for assigned tasks.
- Schedule breaks and lunch appropriately according to workplace rules.
- Demonstrate self-advocacy skills, including asking for help and clarifying expectations.
- Collaborate with the job coach and supervisor to refine reasonable accommodations, including adjustments to task assignments, workflows, or schedules.

Barriers to Competitive Integrated Employment

- Identify potential barriers specific to the job site, such as:
 - Accessibility challenges (e.g., physical layout, transportation).
 - Task-specific limitations (e.g., complexity, physical or cognitive demands).
 - Social or communication challenges in the workplace.
- Develop strategies to address each identified barrier, including:
 - Adjustments to workflows or task assignments.
 - Provision of assistive technologies or additional training.
 - Collaboration with supervisors and co-workers to foster a supportive environment.
- Document the barriers identified and the strategies developed in consultation with the individual, job coach, and employer.

Completion Criteria


To verify that orientation is complete, confirm that the individual has:

- Demonstrated work quality rated as "satisfactory" or higher for three consecutive shifts without direct support from the job coach.
- Completed both physical and work tasks orientation elements as outlined above.
- Actively participated in refining reasonable accommodations and addressing barriers to competitive integrated employment.

- Ensured that any identified barriers to competitive integrated employment are clearly documented, along with strategies developed to overcome these barriers in further stages.

Annex A: Electronic Checklist Template for Inclusive Orientation

The following table represents the electronically fillable version of the Inclusive Orientation Checklist. It includes space for completion status, comments in plain language, dates, and job coach signatures. This version is designed to support electronic documentation (e.g., on tablet or computer...), individualized implementation, and verification through digital signatures.

Checklist Item	Completed ()	Comments / Modifications	Date	Job Coach Signature
Locate the route from the bus stop to the job site		Bus stop is across the street; practiced safe crossing 3 times.		
Enter the job site through the designated employee entrance				
Locate restroom facilities				
Understand the appropriate use of the employee phone				
Identify the break area location		Break room is in the basement. Alex prefers to eat near window.		
Locate and demonstrate appropriate use of the time clock				
Access the work supply area				

Recognize the supervisor, including communication protocol and proper communication with co-workers				
Know where to obtain assistance (e.g., First Aid, general help)				
Exit the job site through the appropriate exit				
Identify fire exits and understand fire drill and alarm procedures				
Use personal storage areas or lockers				
Use elevators appropriately (if applicable)				
Familiarize with hardware and software tools for work performing, including safety for surroundings and individualized protection tools		Set up screen reader software; showed how to use cleaning checklist on tablet.		
Locate the assigned workstation and understand the work tasks				
Perform tasks properly, following the sequence and timing outlined in the work schedule		Needs reminders for task timing — used visual timer to support independence.		
Meet satisfactory or higher quality standards for assigned tasks				

Schedule breaks and lunch appropriately according to workplace rules				
Demonstrate self-advocacy skills, including asking for help and clarifying expectations				
Collaborate with the job coach and supervisor to refine reasonable accommodations, including adjustments to task assignments, workflows, or schedules		Shifted sorting task to earlier in the day when energy is higher.		
Identify accessibility challenges (e.g., physical layout, transportation)				
Identify task-specific limitations (e.g., complexity, physical or cognitive demands)				
Identify social or communication challenges in the workplace				
Develop strategies: Adjustments to workflows or task assignments		Moved from folding napkins to setting tables—easier fine motor task.		
Develop strategies: Provision of assistive technologies or additional training		Provided visual instructions and laminated checklist for cleaning steps.		
Develop strategies: Collaboration with supervisors and co-workers to foster a supportive environment		Supervisor agreed to give feedback using visual cues instead of verbal.		

Document barriers and strategies with the individual, job coach, and employer		Discussed all changes with Alex and his manager; everyone agreed and signed.		
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Note:

This electronically fillable checklist is intended for documentation **after** the Inclusive Orientation process is complete. When used correctly as a summary tool, completion of the electronic checklist — including checkboxes, brief comments, and digital signatures — typically takes **no more than 5 minutes** per individual.

Conclusion

This standard provides a structured and inclusive approach to achieving final eligibility verification for individuals with IDD through the orientation process. By identifying and addressing barriers during orientation, it ensures that individuals are better prepared to overcome challenges and succeed in competitive integrated employment. Through clear milestones, collaborative evaluation, and personalized work quality assessment, this standard fosters independence and long-term success.

This standard also represents the concluding stage of the intake process in supported employment services. Once inclusive orientation and final eligibility verification are complete, services transition to the maintaining stage of competitive integrated employment, as detailed in AMSI VRJ1.

Special Note

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