

# Looking at SAW/RTW From the Other Side: Let's Talk About What Works and Why

March 2, 2021



**RETAIN**

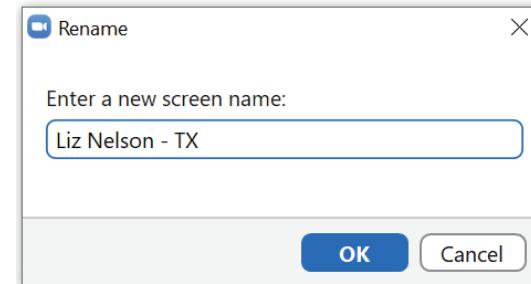
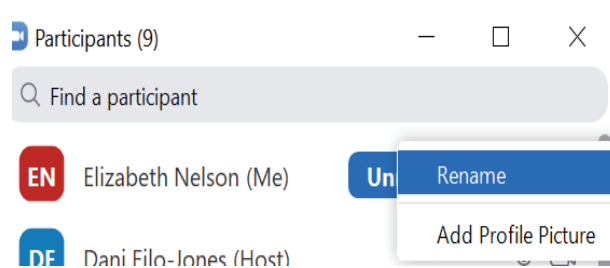
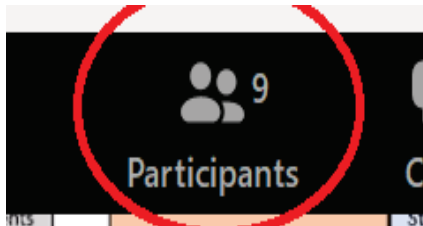
Retaining Employment and Talent  
After Injury/Illness Network

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- Raise your hand and we'll call on you. Remember to lower your hand after you've been called on.
- Other helpful features of Zoom
- To access closed captioning click on CC at bottom of your screen
- Add your state abbreviation to your name.
  - Find your name under “Participants,” click “More” beside your name, and select “Rename.”



# Welcome

**RETAIN**

Retaining Employment and Talent After Injury/Illness  
Network

# About RETAIN

- Retaining Employment and Talent After Injury/Illness Network (RETAIN)
- Joint initiative led by the U.S. Department of Labor (DOL) and the Office of Disability Employment Policy (ODEP); funded by ODEP, DOL's Employment and Training Administration, and the Social Security Administration
- RETAIN technical assistance (TA) funded by ODEP and housed at the American Institutes for Research (AIR)
- Focused on building state capacity in stay-at-work (SAW)/return-to-work (RTW) strategies across eight states
- Explores ways to help people who become ill or injured during their working years remain in the labor force

# Virtual Meeting/Conference Recording Notice

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# Disclaimer

These materials were prepared for the U.S. Department of Labor (DOL), Office of Disability Employment Policy, and Retaining Employment and Talent After Injury/Illness Network (RETAIN) state grantees, by the American Institutes for Research and the presenting subject matter expert. The views expressed are those of the authors and should not be attributed to DOL, nor does mention of trade names, commercial products, or organizations imply endorsement of same by the U.S. Government.

# Objectives

As a result of this webinar, attendees will be prepared to:

- Understand and reflect on current and past SAW/RTW participant engagement approaches that worked and why.
- Understand the importance of the interactive process and the value of therapeutic use of “self” in the SAW/RTW process.
- Understand the RTW process from a participant’s perspective.

# Introductions



Tonia Peterson, MA, LPC, CRC, OTR/L  
Program Manager  
Michigan Rehabilitation Services  
Presenter



Wehmah Jones, PhD  
Senior Researcher, AIR  
Moderator



# Looking at SAW/RTW From the Other Side: *Let's Talk About What Works and Why*

***Presenter:***

*Tonia Peterson*

*Program Manager*



# Agenda

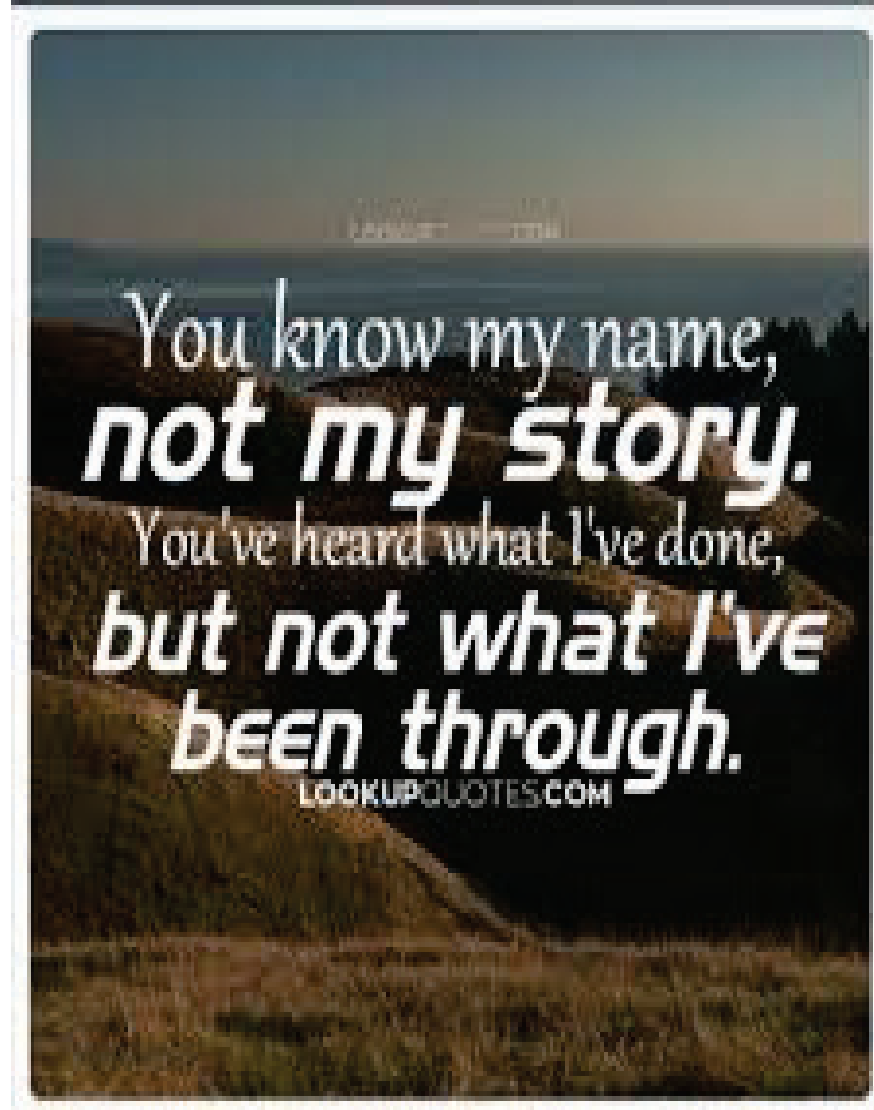


- Introduction
- Introduction From the Other Side
- Defining Therapeutic Use of “Self”
- Revisiting SAW/RTW Tools
- Case Scenarios
- Takeaways

# Tonia Peterson, MA, LPC, CRC, OTR/L



*Tonia Peterson*



# Review of SAW/RTW TOOLS

- Collaboration With Vocational Rehabilitation Partners
- Job Coaching
- Job/Task Analysis
- Updated Job Description
- Motivational Interviewing
- On-The-Job-Training
- Americans with Disabilities Act/Reasonable Accommodations
- Speaking the Same Language
- Therapeutic Use of “Self”
- Worksite Evaluation



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# Therapeutic Use of Self

Using our own perspective to view and document hard facts about the employee, their environment, or occupation involves having to look inward and use ourselves to produce meaningful purpose and communication.

“Therapeutic use of self is what creates a meaningful relationship between the therapist and the patient to produce meaningful participation and progress in occupations that matter to the patient” (Taylor, Lee, Kielhofner, & Ketkar, 2009).



You can view  
*“It’s Not About the Nail”*  
*by Jason Headley (2013)*  
at

<https://www.youtube.com/watch?v=-4EDhdAHrOg>



In time of crisis people want to know that you care, more than they care what you know.

withyou

withyou



# Motivational Interviewing

*“MI is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person’s own reasons for change within an atmosphere of acceptance and compassion” (Miller & Rollnick, 2013, p. 29).*



# Same Language

Effective: Something that is **effective** works well and produces the results that were intended.

Translate: To put into a different language or interpret ...

Language: A system of communication used by a particular country or community {profession}.



# Job Analysis



## Physical Demands Analysis

Position/Title:	Company:
Date:	Station # or Part:

Description of Task:		0-Never	1-Rare	2-Occas.	3-Freq.	4-Cont.	Weight (Max lbs.)	Height Start	Height End	Comment
<b>STRENGTH &amp; COORDINATION</b>	LIFT									
		Floor to waist								
		Waist to shoulder								
		Above shoulders								
	CARRY	Distance								
	PUSH	Dynamic / Static								
	PULL	Dynamic / Static								
	FINE FINGER MANIPULATION	One Hand								
		Both Hands								
	HANDLING MATERIALS	One Hand								
	Both Hands									
GRIP	One Hand									
	Both Hands									
REACH	Above Shoulder									
	Below Shoulder									
	Forward									
		0	1	2	3	4	Comments			
<b>MOBILITY</b>	SIT									
	STAND									
	WALK	Smooth surface								
		Uneven								
	CLIMB	Stairs								
		Step Ladder								
	BEND or STOOP									
	CROUCH									
	CRAWL or KNEEL									
TWIST										
BALANCE										
<b>SENSORY</b>	HEARING									
		Acuity Far								
		Acuity Near								
	VISION	Color								
		Depth Perception								

F1100 Physical Demands Analysis 0 = Not Required/Never (0%) 3 = Required/Frequent (34-64%)(for 3-5 hours)  
 Level IV - Human Resource 1 = Seldom/Rare (not daily (1-10%)) 4 = Major/Continuous (64-100%)(more than 5 hours)  
 2 = Minor/Occasional (less than 3 hour) (11-33%)

Revised: 12/2015



# Job Analysis and Task Analysis

- Detailed description of physical and cognitive job requirements
- Useful for placing employees with functional limitations
- Useful when needing essential functions for ADA or other requirements
- Helps the employer identify jobs that may need modification





# Worksite Evaluation

A worksite evaluation (WSE) is performed to assess a person's ability to function physically, behaviorally, cognitively, and emotionally within various work environments. Work environments include home, school, or work, with an emphasis on accessibility and ergonomics.



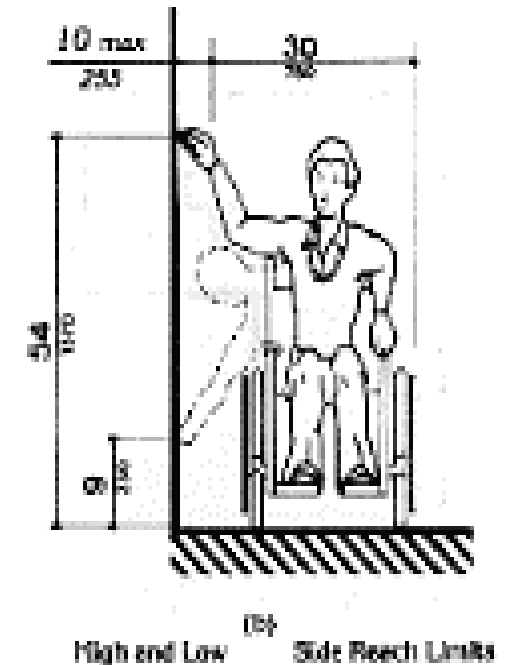
# On-the-Job = Training

Providing guidance and coaching to case managers to help develop an on-the-job training (OJT)/on-the-job experience (OJE) program that will train customers without the business assuming all the training costs. Consultation also provides assistance with implementing accommodations if needed.



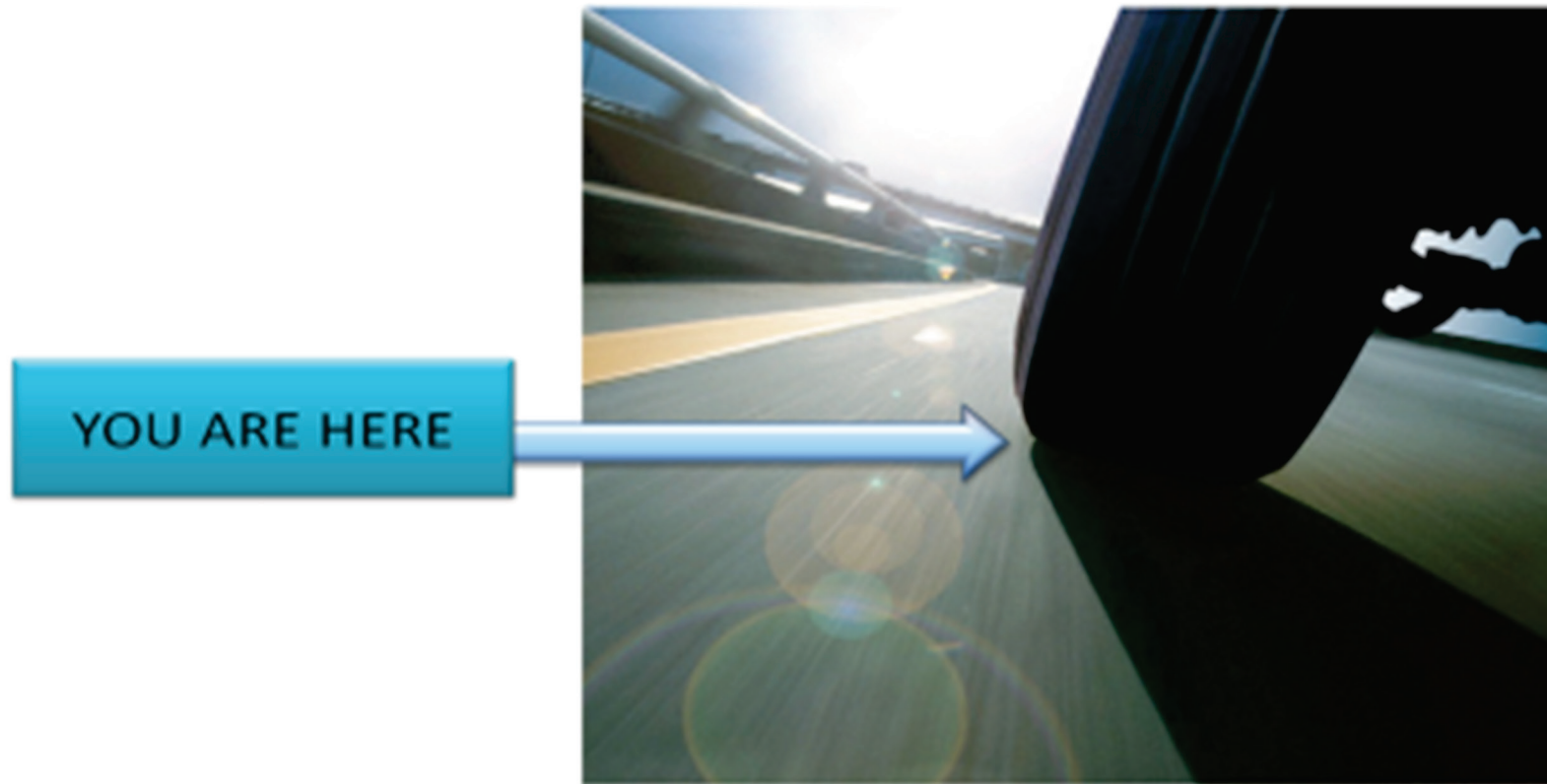
# Americans with Disabilities Act (ADA) Services

- ADA consultation, guidance, and education
- ADA Architectural Guidelines (ADAAG) site assessment
- Reasonable accommodation process development





# Where the rubber meets the road



# Customer Case Example 1: “I Can Fix That!”

## Case Overview

Position: General Maintenance Technician

Workplace Injury: Shoulder Injury

- Request for services included a worksite evaluation to determine current essential job functions, work risk factors, and types of reasonable accommodations that would be appropriate for this employee.
- The accommodations would be based on the individual’s medical condition and the ADA guidelines.
- He reported having a cerebrovascular accident (CVA, or stroke); residual effects included left hemiparesis affecting his upper and lower extremities and an unsteady gait.
- Medical history included seizures (controlled with meds), bilateral shoulder arthritis, shoulder contracture, and left hip replacement.



# Barriers



- Prolonged and dynamic standing
- Repetitive tasks: lifting, handling, reaching
- Walking/balancing (long distance)
- No climbing
- No lifting over 25 lbs

Poll Question: Do you think he can RTW?



YES



NO



MAYBE



## What Worked

- Met with the business and toured the facility.
- Provided a job analysis and updated job description.
- Recommended (short-term) accommodations.
- Identified future business needs.
- Provided a TSA/labor market survey.
- Set up OTJ training (for a reclassification position).



# Q & A



# Customer Case Example 2: “See to It”

## Case Overview

Position: Human Resources (HR) Specialist

Retention Case

- HR manager over 19 international facilities. Jan estimated spending 85% of her time at her desk handling paperwork/files.
- A significant amount of the job requires intensive reading and analyzing material; charts (black print on white paper or on the computer screen) are used daily and require feedback, corrections, responses, and summaries of the given information.
- Jan was performing the essential functions of the job at this time; however, she is at risk for exacerbating her condition in addition to eye strain and fatigue secondary to overutilizing her compensation techniques.





# Barriers



- Degenerative conditions
- Fear of disclosure and asking for more support
- Difficulty seeing PowerPoint slides delivering trainings
- Difficulty driving to sites and traveling
- Difficulty reading large amounts of documents and providing revisions

Poll Question: Are HR professionals knowledgeable about all disabilities and accommodations?



YES



NO

## The Other Side

“I don’t want to ask for more assistance.”

“I’m working twice as hard to try and memorize my PowerPoint presentations.”

“They may fire me if I can’t travel.”

“I’m tired, not lazy.”

“I have never been blind before, and I don’t know what I need.”



# What Worked

- WSE
- Driver training with low-vision specialist
- Worksite modifications
- Assistive Technology (AT) evaluations
- Provided AT training
  - Portable CCTV magnifier
  - ZoomText software
  - Handheld magnifier
- Apps
- Transportation resources



# Q & A



# Customer Case Example 3: “I’m not Claiming It”

## Case Overview

- Diagnosed with possible multiple sclerosis; however, in denial. Has mild symptoms.
- Worked with Department of Human Services for 12 years. Held three different positions during this time span; was currently working as a Child Protective Services case worker.
- Husband died; was left to raise her daughter with a limited support system.
- Stress of the situation exacerbated her conditions. Leg became weak while removing a child from a home. Left work (medical leave). Was unable to negotiate community barriers (e.g., stairs, uneven surfaces, long distances).
- At risk of losing medical benefit if unable to return to work.



# Barriers



- Her perception of weakness; refused to use a cane and walker; felt she was too young.
- Essential job function requires her to lift up to 50 lbs and negotiate barriers (e.g., climb/descend stairs, walk long distances).
- Deemed by supervisor as an unsafe RTW.
- Poor endurance and had been off work for 18 months.
- Limited communication between RTW coordinator and reasonable accommodation coordinator; unsure how to navigate the system; doctor refused to release her back to work.
- Union steward not knowledgeable about disabilities and not sure how best to advocate for her.

Poll Question: Does long-term disability have a vocational component?



YES

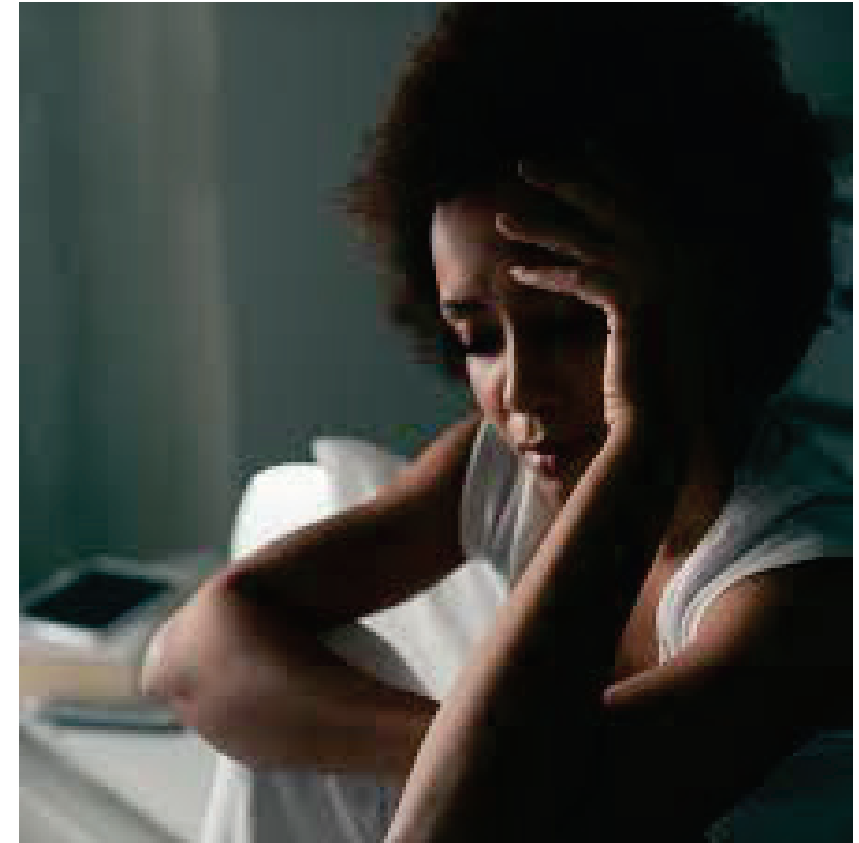


NO



# The Other Side

- “How am I going to provide for my daughter?”
- “I promised my husband I would set [a good example] and be a good role model for her.”
- “ I know I can do something ... I know this system (DHS) like the back of my hand.”
- “What do you mean, I’m unsafe and I should file for SSDI?”
- “This doctor wants me to be sick ... this is crazy!”
- “How do they expect me to get better without healthcare?”



# What Worked

- Therapeutic use of self
- Talking the same language as the medical professionals
- Identifying business's needs
- Created a community base assessment within the department
- Graded RTW
- TA: Identified another position



# Q&A

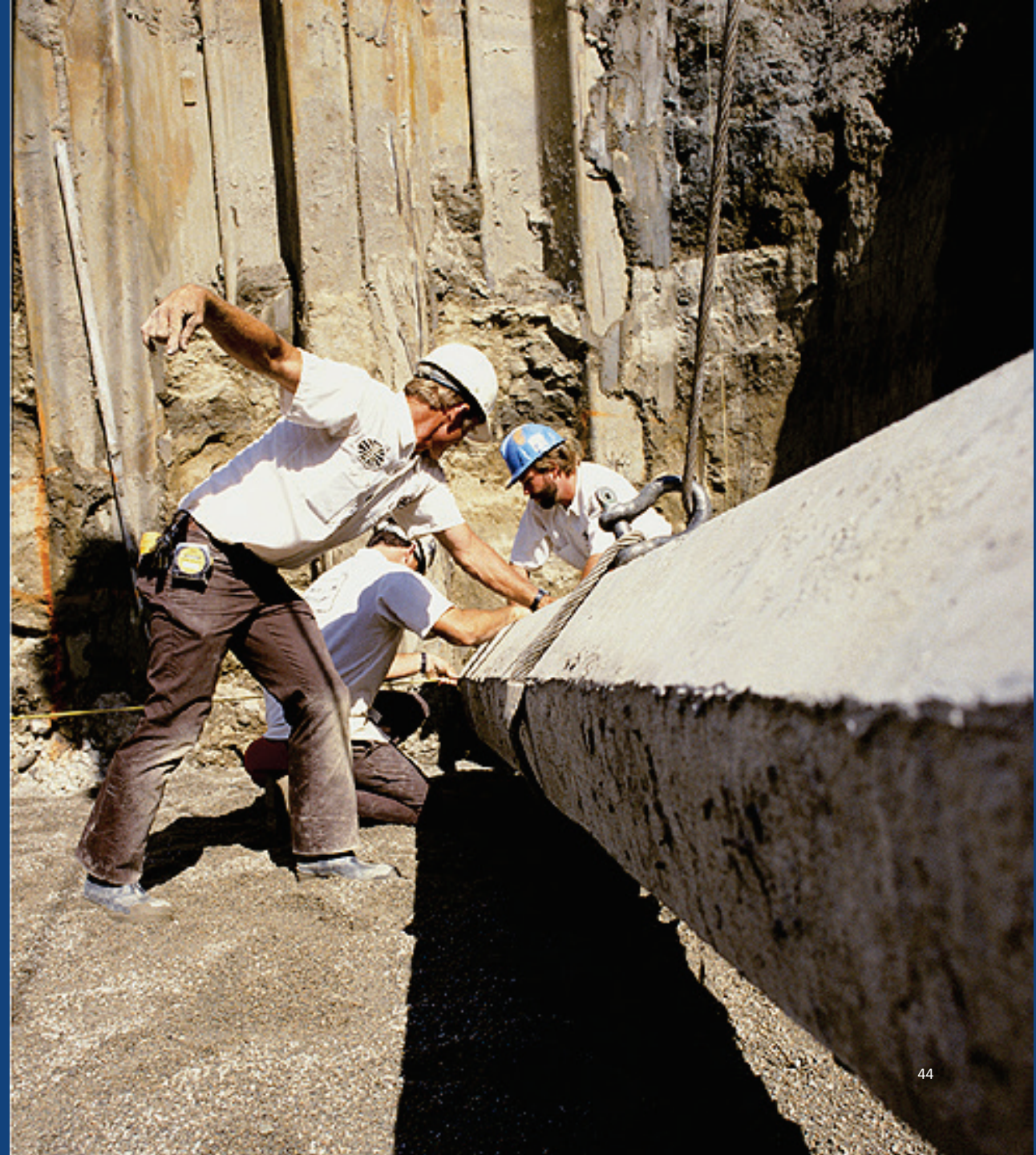




# The GOOD News

**80% to 90%** of injured employees reportedly would rather return to work than collect disability.

RTW programs are crucial for bridging the gap between unemployment and the ability to successfully reenter the workplace.



# Q & A





# References

Headley, J. (2013, May 22). It's not about the nail [Video]. Retrieved from <https://www.youtube.com/watch?v=-4EDhdAHrOg>

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Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing: Preparing people for change* (3rd ed.). New York, NY: Guildford Press. Retrieved from <https://motivationalinterviewing.org/understanding-motivational-interviewing>

# Valuable Resources:

Job Accommodation Network (JAN)

[www.askjan.org](http://www.askjan.org)

Great Lakes ADA Center

[www.adagreatlakes.org](http://www.adagreatlakes.org)



## Contact Information



Tonia Peterson, Program Manager

[petersont2@Michigan.gov](mailto:petersont2@Michigan.gov)

Michigan Rehabilitation Services

Business Network Division

1-248-633-3689



# Thank you!

Please take a moment to complete this evaluation:

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