Carl’s Story Carl ﬁrst attempts to get into the workforce are representative of some of the problems people face in pursuit of their working goals. His story also illustrates some of the differences between transitional employment and supported employment.

As you read hisstory, consider the following questions:1. Why did Carl’s ﬁrst attempts at employment fail?2. What were the differences between Carl’s TE and SE experiences?3. Is SE the best strategy for every person like Carl?4.

What will be required for Carl to continue to succeed as he moves on to college and more demanding jobs? Carl is a 32-year-old who has been diagnosed with schizophrenia. He experienced his ﬁrst psychiatric hospitalization at age 18, during his senior year in high school. The ﬁrst symptoms he was aware of were hearing voices and feeling depressed. Carl’s involvement in school activities had been minimal, but his grades were good and he was expecting to go to college. After being discharged from the hospital, he had to really struggle to ﬁnish highschool, but did manage to graduate with his class. A month after graduation, Carl was hospitalized again. This time, the voices were more persistent and his depression was more pervasive. When Carl returned home, he still felt confused, unmotivated, and lethargic and spent a great deal of time either sleeping or watching television. His dream of going to college and becoming an art teacher seemed remote. His friends from high school had stopped calling; they were busy getting ready for "college. During the next four years, Carl was hospitalized ﬁve times. At his mother’s urging, he attempted to take an art class offered by the local YMCA on Saturday mornings, but he felt too groggy in the morning and ended up missing most of the classes. After Carl’s seventh hospitalization, and in response to his parents’ complaints that all he did was hang out at home, Carl’s psychiatrist recommended that he attend the local day treatment program, but the program did not seem right for Carl. He was usually late in the mornings and only participated minimally in the pre-vocational units and recreational activities. He thought he would like the arts and crafts group, but complained that the projects were too childish. When a position opened for the program’s transitional employment job at the local Kmart, Carl’s counselor asked him if he would like to try working. Carl lasted for one week at the Kmart. He was almost always late, the voices were making it hard for him to con-centrate, and he was reprimanded by his supervisor when he failed to hear a customer ask for help. Carl’s counselor said Carl would get another chance to try TE but ﬁrst he needed to improve his punctuality within the program and learn to accept feedback from his supervisor. Six months later, Carl was given another TE job. This time, Carl worked as a dishwasher in the cafeteria at the local high school. Carl’s counselor thought this would be a good job for him because his punctuality had not improved and he would not have to be at this job until 11 a.m. The counselor also thought that because Carl knew people at the school he would feel less stress. This had been Carl’s high school. In reality, Carl felt defeated by ending up back at his school as a dishwasher. He worked there for two weeks before he ran into his former art teacher. Her surprise at seeing him working in the cafeteria highlighted his own feelings of disappointment and failure, and he quit the job. Carl’s program received funding for a new employment strategy, supported employment(SE). Shortly after the program started, Sharon, the SE specialist, found Carl outside her ofﬁce reading the program description on the bulletin board. When she asked Carl if he was interested in work, he told her that he was not able to work because he couldn’t get to most jobs on time, couldn’t get along with people, and couldn’t concentrate on even the simplest things like stocking shelves. Undaunted, Sharon said she was willing to give it a try if he was, and they agreed to meet the next day. Sharon started by asking Carl to describe his ideal job, and Carl talked about being an art teacher. He described his love for art and how important his high school art teacher had been to him. He talked about the lost opportunity for college and his present inability to succeed at anything. They researched the necessary credentials to be an art teacher and talked about the possibility of college. Carl insisted that he did not have the concentration necessary to pass college courses right now and he was not even conﬁdent about his artistic abilities any more.Sharon and Carl examined his past experiences. They discovered many examples of Carl’s ability to help others use their artistic abilities both in high school, where he worked with younger students, and at the program, where he helped other members in the arts and crafts group. They saw that even when he had to meet deadlines for his art projects, Carl didn’t experience the same kind of stress that made him lose concentration when doing simple tasks. They looked at his work history to ﬁgure out why he wasn’t successful on his jobs and what kinds of supports might have helped him at the time. Sharon suggested that they contact Carl’s high school art teacher because he liked and trusted her and he had worked for her informally by helping other students when he was in school. Sharon thought the art teacher could give them some ideas about jobs that were related to art but that didn’t require a college degree. Carl was a little embarrassed and nervous, but agreed to let Sharon set up the meeting. The art teacher met with Carl and Sharon and told them that the after-school program at the elementary school was looking for someone to work part-time. She thought that Carl would be allowed to start an art program for the kids and she would be willing to help him plan it. She also agreed to talk to the program director and recommend Carl. For the ﬁrst time in a long time, Carl felt hopeful. He knew the morning grogginess from his medication would not interfere because this job started late in the day. He was excited about being involved in art again and felt conﬁdent that he could do it. Sharon helped Carl prepare for the interview and select pieces of Carl’s artwork that he could show the program director. They reviewed bus schedules and ﬁgured out what bus Carl should take. At the interview, Carl told the program director that he hadn’t worked for a while and was hoping someone would be nearby at ﬁrst in case he felt overwhelmed. Carl and Sharon had agreed that knowing who to go to for help might keep Carl from feeling like he had to quit if he was feeling stressed. They also agreed that at ﬁrst Sharon would drive Carl to work and stay outside in the car in case he needed her.C hapter 10 • Employment 309Sharon drove Carl to work for the ﬁrst three days. At the end of his third day, Carl told Sharon that he’d take the bus the next day and that he’d call her if he needed help or at the end of the day if he managed OK. During the ﬁrst month, Carl called Sharon several times to talk through his nervousness about work. He never missed a day. When the school year ended, the program director offered Carl a job working in the summer recreation program. Sharon was surprised when Carl reported that he was thinking of turning it down. He told her he wanted to talk to her about going to college."