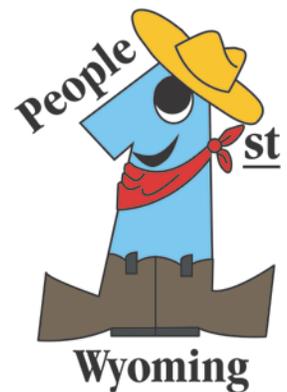


Employment Marketing Campaign

Summary Report



UNIVERSITY OF WYOMING
Wyoming Institute for Disabilities

Employment Marketing Campaign

Wyoming State Integrated Employment Team, Wyoming Institute for Disabilities (WIND), and People First of Wyoming

Background information

The Wyoming State Integrated Employment Team (SIET) formed to focus on employment issues for people with disabilities in Wyoming. One main goal of the group was to increase the employment of individuals with intellectual disability by 50% by 2014. In an effort to reach this benchmark, SIET elected to develop a statewide marketing campaign to raise awareness about employment issues in Wyoming.

To form the marketing campaign, WIND contracted with Grams Graphics, an advertising agency. Grams Graphics and WIND conducted several information gathering sessions with the intent of learning the challenges of employment for individuals with intellectual disability. In May 2012, WIND and Mary Grams met with self-advocates, service providers, employment representatives, job coaches, transition coordinators, and SIET. The comments clustered around five main points:

- There is misinformation and stigma surrounding working with individuals with intellectual disability.
- Employers and the public need more awareness about employing individuals with intellectual disability.
- Employers and the public need to learn the benefits of hiring individuals with intellectual disability.
- Employers and the public need to learn about a model of inclusion in the workforce.
- Employment is not an expectation for individuals with intellectual disability.

Building upon the material gathered from the information gathering sessions, WIND conducted a literature review in June 2012 on the attitudes about individuals with intellectual disability in the workplace¹. WIND found there is very little research in this topic area. What research exists, though, points to negative employer attitudes about hiring people with intellectual disability. The literature review revealed many people and employers relied on stereotypes of intellectual disability. Some research suggested that many people and employers believed workers with intellectual disability to be slower, not able to perform basic tasks, and struggled to function in society/work.

Based on information from the gathering sessions and the literature review, WIND and SIET decided that a strategic marketing campaign to confront stereotypes for employers and the public about hiring individuals with intellectual disability would help improve attitudes and

¹ This literature review is included in this document on page 6.

employment opportunities in Wyoming. A secondary goal in the campaign was to encourage individuals with intellectual disability to strive for employment.

Strategic marketing campaign development

Grams Graphics developed two strategic marketing campaigns² drawing from stakeholder input and time spent learning about employment in Wyoming. The first campaign was titled *Wyoming Family*, with the tagline *We take care of our own*. The second campaign was titled *Include Us*, with the tagline *Include us: In work, in play, in life*. Both campaigns had billboards, posters/ads, radio, television and apparel elements.

Beginning August 2012, WIND held focus group sessions with self-advocates, employers, parents, service providers, representatives of employment, medical professionals, diversity experts, government/public health representatives, and the general public. The goal of these focus group sessions was to gauge the effectiveness of the campaigns, gather input for edits, and ultimately select a campaign for Wyoming.

Feedback

The *Wyoming Family* campaign was well-liked because of its independent spirit that exemplified both the attitudes of Wyoming people as well as the goals for individuals with disabilities. The campaign appealed to Wyoming pride and had an emotional impact because of the concept of family. However, many criticized the campaign because it lacked a face—a real person—that people could connect to and imagine in a workplace. Others felt turned off by the language of “pull yourself up by your bootstraps” because it was a tired phrase. In some cases, people felt as if the campaign was too Wyoming focused; employment for individuals with intellectual disability is a national issue.

The *Include Us* campaign received the most positive feedback, especially from self-advocates. Self-advocates said, “Good. It will help other people without disabilities understand us more,” “This could help me get a job. It smacks people in the FACE with the problem,” and “I know this is about work, but I like that it doesn’t always talk about work. I need to be supported in life and not feel judged to be able to do work.” The line “Include Us” resonated with all focus groups as a constructive message. Others felt this campaign educated employers and the public more about employment barriers in Wyoming that they didn’t know existed. Finally, all groups liked that *Include Us* featured photographs of real individuals in Wyoming. The criticism *Include Us* received was mostly language-based, focused on phrasing that evoked pity rather than empowerment.

With the feedback from the focus groups, WIND elected to pursue the *Include Us* campaign in September 2012. The feedback on the phrasing issues was used to edit the campaign language. Where possible, the language was rewritten to embody the position of individuals with intellectual disability from a first-person voice, opposed to third-person. These rewrites also drew from the language self-advocates used in the focus groups to describe their employment situation and perspectives. The new *Include Us* campaign’s language was couched in disability

² Selected elements for both campaigns are included in this document beginning on page 12.

theory that advocates for “nothing about us without us,” a phrase that summarizes the stance that nothing about people with disabilities should exclude their voice.

Launching the *Include Us*

From September 2012-August 2013, WIND worked with Grams Graphics on the *Include Us* campaign to edit, produce, and place the following selected elements³:

- 1 Billboard
- 1 Television public service announcement
- 3 radio public service announcement
- 2 posters

WIND partnered with People First of Wyoming to sponsor the employment campaign. WIND felt strongly the campaign should come from a self-advocacy organization since it focused on the voices of people with intellectual disability. People First of Wyoming chapters and their board provided input on the campaign, suggested edits, and reviewed all materials. People First members also participated as models for some of the marketing pieces, along with others in Wyoming with intellectual disability. Featuring real Wyoming people was a priority for People First and this marketing campaign. The following is a listing of participants in the campaign and their roles:

- Megan Elledge of Cheyenne was the model for the billboard. The billboards were placed in Cheyenne from September-November 2013 and in Gillette from December 2013-February 2014.
- Robbie Magill of Cheyenne was the model for the television commercial airing statewide on Charter cable from 2013-2014.
- Seth Finley of Lander was the voice on the radio PSA. The PSAs aired statewide. The two other radio PSAs were recorded by voice actors.
- James Grabrick of Gillette (People First board member) was a model for one of the posters. The posters were placed statewide by People First of Wyoming chapters.
- Tom Oswald of Cheyenne (People First president) was a model for one of the posters in his employment setting, Arby’s, with his manager, Dave Vielhak. The posters were placed statewide by People First of Wyoming chapters.

The impact

Include Us runs for one year from 2013-2014 throughout Wyoming. The impact of awareness thus far is:

- The billboards were placed in Cheyenne from September-November 2013 and in Gillette from December 2013-February 2014. Combined, these billboards are expected to be seen by nearly 502,700 viewers over their placement time.

³ The final campaign materials are included in the document on page 14.

- The television PSA will run on Charter cable over the next year during their PSA timeslots. These PSAs will reach viewers in Buffalo, Laramie, Gillette, Rawlins, Cody, Powell, Jackson, Sheridan, Casper, Riverton, Lander, and Cheyenne. The PSA will also air on KCWY NEWS 13 during PSA time.
- The three radio PSAs will run on the following stations over the next year during their PSA timeslots:
 - KNPJ-Greybull
 - KSLW-Buffero
 - KKTS-Douglas
 - KFBC-Cheyenne
 - KRAE-Cheyenne
 - KAZY-Cheyenne
- People First of Wyoming will be distributing 980 (490 of each) posters over the next year to businesses and other public locations throughout Wyoming. People First has placed posters in the flowing locations:

Cheyenne	Gillette	
Arby's on Yellowstone Earls' Recycling Wyoming Department of Health	Office Depot Dollar Tree Camelanes Fantastic Sams The Main Bagel Heaven to Earth Mirror Images The Catholic Church CCHS South Campus Athletic Department Cyclone Drilling Sweet Frog Adriano's Pet Co Hastings The Hardback Café RENEW My Junk Your Trunk Flea Market Rocky Mountain Sports American National Bank Campbell County Public Library	Gillette College Visionary

Laramie	Lander	
Safeway Maurices Albertsons Night Heron Books Big Dipper Ice Cream Little Caesars Pizza LoveJoy's Restaurant	Main Street Books Alcove	

Next Steps

The Wyoming State Integrated Employment Team has disbanded for the time being, but a core team from the Wyoming Behavioral Health Division, Department of Vocational Rehabilitation, Wyoming Department of Education, and WIND continues to meet quarterly. WIND will continue to support employment endeavors through job coach training and by providing support to People First of Wyoming as they continue with the marketing campaign throughout 2014.

Literature review

Wyoming Institute for Disabilities
Literature Review: Attitudes about individuals with intellectual disabilities in the workplace
Completed by Chris Holmes
June 3, 2012

There does not seem to be much literature that analyzes public opinions toward individuals with intellectual disabilities. Many articles have an incredibly narrow focus (e.g. attitudes of students in Tokai, Japan), so they are not terribly useful for our purposes. I included most of the better articles I found that could reasonably reflect American attitudes. Several articles, taken together, can paint a picture of what people probably think of individuals with ID in the workplace. In general, and not surprisingly, people's attitudes appear to be based on stereotypes and most attitudes are negative. Positive feelings toward inclusion and the importance of diversity are likely influenced by unwillingness to contradict societal norms.

Yazbeck, M., McVilly, K., & Parmenter, T. R. (2004). Attitudes toward people with intellectual disabilities. *Journal of Disability Policy Studies, 15*(2), 97-111.
<http://search.proquest.com/docview/211252994?accountid=14793>

This article, based on a survey conducted in Australia, discusses attitudes toward individuals with intellectual disabilities. While there are potential differences between Australian and American attitudes, I think there is sufficient cultural and historical similarity between the countries to safely generalize the results. The authors found that for a wide array of measures, students and disabilities services staff had more positive attitudes toward individuals with developmental disabilities than the general public. Similarly, younger people, college educated people, and people with a prior knowledge of disabilities had more positive attitudes. There were no differences in attitude between males and females.

The focus was not on the workplace specifically, but many of the measures apply to the workplace, at least indirectly. For example, one measure includes attitudes about integration into the community and rights of individuals with ID, and another looks at decision making, personal empowerment, and opinions on the degree of necessary social supports and protection. The sample is not fully representative of Australians, let alone Americans, but attitudes generally appeared to be rather negative: “Australians are generally reluctant to accept people with intellectual disabilities as competent parents” and they are “uncomfortable about the prospects of having a person with intellectual disabilities living next to them.”

Scior, K. (2011). Public awareness, attitudes and beliefs regarding intellectual disability: A systematic review. *Research in Developmental Disabilities*, 32(6), 2164-2182.
http://ac.els-cdn.com/S0891422211002617/1-s2.0-S0891422211002617-main.pdf?_tid=efbca7a60d9013d229907fb435b41fac&acdnat=1338054649_718f4b9b5ace0f94f682277fb07f04d7

This article reviews literature on attitudes toward individuals with ID. The author suggests that there is little research concerning the issue. The article is best summarized by the abstract (emphasis mine):

The present paper provides a review of general population based research into awareness, attitudes and beliefs regarding intellectual disability published in English between 1990 and mid-2011. An electronic search using PsycINFO and Web of Science plus a hand search of the literature was completed. Most of the 75 studies identified consisted of descriptive surveys of attitudes. *They tend to conclude that age, educational attainment and prior contact with someone with an intellectual disability predict attitudes, while the effect of gender is inconsistent.* Eight studies examined lay knowledge about intellectual disability and beliefs about its causation in a range of cultural contexts. The impact of interventions designed to improve attitudes or awareness was examined by 12 studies.

The evidence is limited by the fact that it is mostly based on relatively small unrepresentative samples and cross-sectional designs. It is concluded that overall, high quality research into general population attitudes to intellectual disability is limited. Public knowledge of intellectual disability and causal beliefs are particularly under-researched areas. There is a notable absence of well designed evaluations of efforts to reduce misconceptions about intellectual disability and tackle negative attitudes. Areas for future research are noted, including the need for well designed studies that consider awareness, attitudes and beliefs in relation to stigma theory.

There is also a list of all of the articles reviewed starting on page 2167. A lot of them are incredibly specific with regard to region, country, and sampled population (many only look at students).

Rimmerman, A. (1998). Factors relating to attitudes of Israeli corporate executives toward the employability of persons with intellectual disability. *Journal of Intellectual & Developmental Disability*, 23(3), 245-254.
<http://search.proquest.com.proxy.uwlib.uwyo.edu/docview/214937288/fulltextPDF?accountid=14793>

This article is obviously focused on Israeli attitudes, but again I think the results can be reasonably generalized to the U.S. The author surveyed employers at major Israeli companies in order to gauge their feelings toward hiring individuals with intellectual disabilities. In general they had positive feelings about individuals with disabilities, but those who represented larger companies, had hired individuals with ID in the past, or had more contact with individuals with mild ID were more likely to be open to hiring them. They were not as favorable toward individuals with moderate ID. The author found no significant differences among executives based on sex, age, education, or level of seniority.

Townsend, M., Wilton, K., & Vakilirad, T. (1993). Children's attitudes toward peers with intellectual disability. *Journal of Intellectual Disability Research*, 37(4), 405–411. <http://web.ebscohost.com.proxy.uwlib.uwyo.edu/ehost/pdfviewer/pdfviewer?sid=3bca8f74-f7e0-4233-bb92-de5ef99048e4%40sessionmgr113&vid=2&hid=110>

This study was also conducted in Australia. Children were found to have more positive attitudes toward peers with intellectual disabilities if they were in a school with greater integration of kids with ID and “regular” kids. In addition, girls were more accepting than boys, and older children were more accepting than younger children. There were no differences based on sex or age when looking at acceptable social proximity of students with ID. Children had generally positive attitudes toward peers with ID, especially in well integrated schools.

Siperstein, G.N., Parker, R.C., Bardon, J.N., & Widaman, K.F. (2007). A national study of youth attitudes toward the inclusion of students with intellectual disabilities. *Exceptional Children*, 73(4), 435-455. <http://search.proquest.com.proxy.uwlib.uwyo.edu/docview/201106629/fulltextPDF?accountid=14793>

This study contradicts the results of Townsend and Vakilirad's study. The authors surveyed a representative sample (by far the most generalizable sample of any of the articles I read) of middle school kids in the U.S. about their attitudes toward people with ID. Many students felt that kids with ID would be able to make friends, but much fewer believed that they were capable of succeeding in academic subjects. There was also a feeling that kids with ID would do well with sports or other team activities, but only with other kids with ID; they did not feel that they could succeed on a team or in a game with students without ID. (This result probably most relates to the inclusion of adults with ID in the workplace.) Students felt that including kids with ID in the classroom would have a mostly positive impact, that it would teach that “being different is OK,” but they also worried that those students would get more attention

and may be distracting. Finally, they were more supportive of including kids with ID in nonacademic classes than in academic classes.

Girls had slightly more positive attitudes toward peers with ID than did boys, rural students were slightly more positive than urban/suburban students, and there was little difference in attitudes based on contact. (Contact had positive and negative implications, depending on the degree to which stereotypes were supported.) In general, despite a concerted national effort to include students with ID in the classroom, students had rather negative views of ID: “youth see their peers with ID as competent, but not as competent as the average adolescent” (450). They are perceived as being able to perform basic tasks, but not more complex activities like using public transportation and handling money. (These attitudes likely relate to the workplace.) Finally, the respondents seem to react to a societal belief in the importance of accepting diversity, but their reported behavioral preferences do not correspond to this ideal. They are much more willing to engage in superficial interactions than more personal commitments. This is almost certainly the case with adults as well.

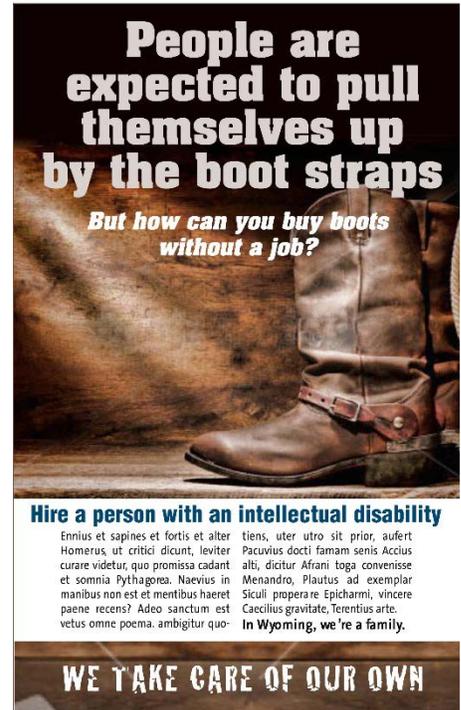
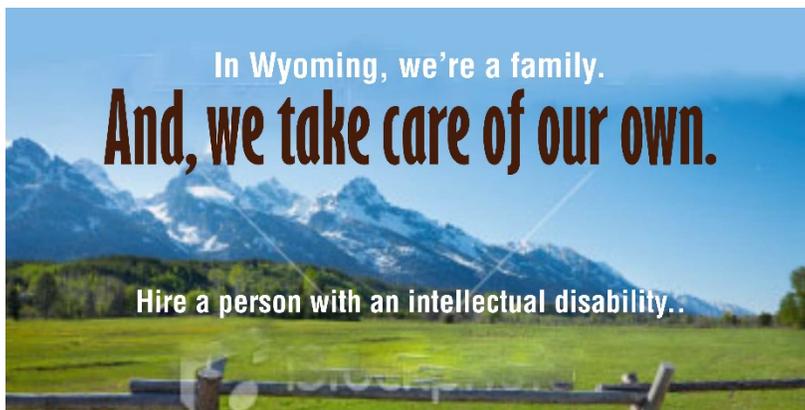
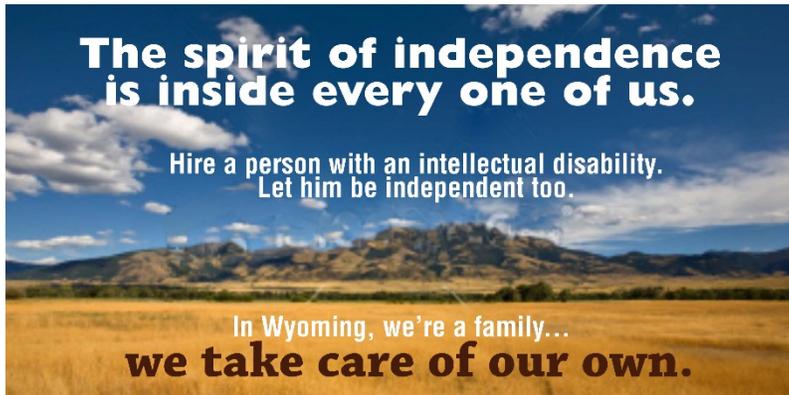
McCaughey, T.J., & Strohmer, D. C. (2005). Prototypes as an indirect measure of attitudes toward disability groups. *Rehabilitation Counseling Bulletin*, 48(2), 89-99.

<http://rcb.sagepub.com.proxy.uwlib.uwyo.edu/content/48/2/89.full.pdf+html>

This article most directly addresses the issue of individuals with ID in the workplace. A survey was given to a convenience sample of psychology students regarding their attitudes toward individuals with specific disabilities. The closest measured disability to ID is mental retardation. Mentally retarded people were viewed as being dependent and slow learners. Most significantly for workplace related issues, a tertiary attitude was that they “cannot function normally in society/work.” The authors found that respondents had “little understanding of mental retardation” and that “the sample’s prototypic view of individuals with mental retardation

is centered not on the person but on physical and cognitive characteristics and limitations” (96-97). They argue that their sample of relatively young, highly educated students likely underestimates the degree of negative attitudes toward individuals with disabilities in society at large. In short, attitudes generally seem to be based on primarily negative stereotypes.

Wyoming Family campaign selected elements



I've declared my independence.

Ennius et sapines et fortis et alter aufert Pacuvius docti famam senis
Homerus, ut critici dicunt, leviter curare Accius alti, dicitur Afrani toga con-
videtur, quo promissa cadant et somnia Pythagorea. Naevius in manibus non est et mentibus haeret paene recens? Adeo sanctum est vetus omne poema. ambigitur quotiens, uter utro sit prior, aufert Pacuvius docti famam senis Accius alti, dicitur Afrani toga convenisse Menandro, Plautus ad exemplar Siculi properare Epicharmi, vincere Caecilius gravitate, Terentius arte. Hos ediscit et hos arto stipata theatro spec
In Wyoming, we're a family .

THEMELINE

AROUND HERE, WE TAKE CARE OF OUR OWN.



Include Us campaign selected elements

There are 5000 people in Wyoming with Intellectual Disabilities

INVISIBLE

INCLUDE US: AT WORK, AT PLAY, IN LIFE.

I don't want to be invisible anymore...I want a job.

INCLUDE PEOPLE WITH INTELLECTUAL DISABILITIES: AT WORK, AT PLAY, IN LIFE.



THEMELINE

INCLUDE PEOPLE WITH INTELLECTUAL DISABILITIES: AT WORK, AT PLAY, IN LIFE.

I don't want to be invisible anymore.



- No one looks at me
- They pretend I'm not here
- They don't answer when I speak
- I'm not allowed in community groups
- I'm always kept in "special" places
- No one lets me work

There are 5,000 people in Wyoming with Intellectual Disabilities

Ennius et sapines et fortis et alter haeret paene recens? Adeo sanctum
Homerus, ut critici dicunt, leviter curare videtur, quo promissa cadant est vetus omne poema. ambigitur
et somnia Pythagorea. Naevius in Pacuvius docti famam senis Accius
manibus non est et mentibus alti, dicitur Afrani toga convenisse

INVISIBLE

INCLUDE US: AT WORK, AT PLAY, IN LIFE.

I'm not invisible any more.

Ennius et sapines et fortis et alter Pacuvius docti famam senis Accius alti,
Homerus, ut critici dicunt, leviter curare dicitur Afrani toga convenisse Menandro,
videtur, quo promissa cadant et somnia Plautus ad exemplar Siculi properare
Pythagorea. Naevius in manibus non est Epicharmi, vincere Caecilii gravitate,
et mentibus haeret paene recens? Adeo Terentius arte.
sanctum est vetus omne poema. ambigitur Hos ediscit et hos arto stipata theatro
tur quotiens, uter utro sit prior, aufert spectat Roma potens; habet hos numer-



Include us: at work, at play, in life

Final *Include Us* campaign

I don't want to be invisible anymore.



- No one looks at me
- They pretend I'm not here
- They don't answer when I speak
- I'm not allowed in community groups
- I'm always kept in "special" places
- No one lets me work

There are 5,000 people in Wyoming with Intellectual Disabilities

Most people with disabilities live out of public view and depend on others for many of their needs. But with a job they gain the visibility and independence they deserve. If you're an employer we urge you to hire someone with an intellectual disability. Learn more at peoplefirstofwyoming.com or call (307) 214 3521.

INCLUDE US: AT WORK, AT PLAY, IN LIFE.



I'm not invisible any more.

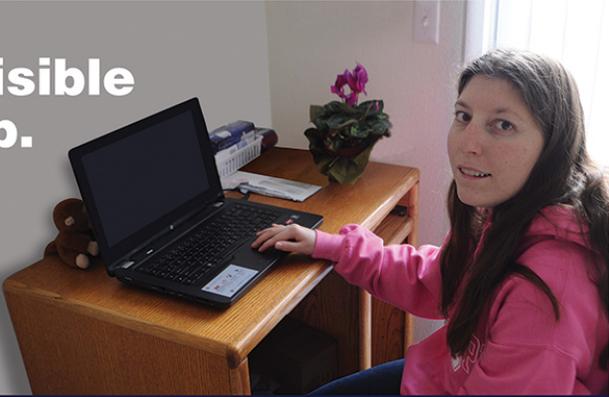
I have a job. And it's made all the difference in my life. For the first time I feel like I'm really part of the world. So many people with an intellectual disability, people like me, have spent most of their lives hidden away. But with a job everything changes. Thanks to Arby's, I have a kind of independence I've never had before. I have a job. To learn more visit peoplefirstofwyoming.com or call (307) 214 3521.



INCLUDE US: AT WORK, AT PLAY, IN LIFE.

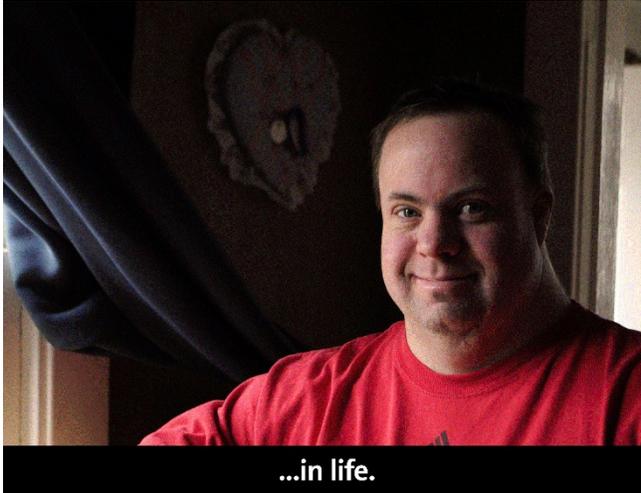


I don't want to be invisible anymore...I want a job.



INCLUDE PEOPLE WITH INTELLECTUAL DISABILITIES: AT WORK, AT PLAY, IN LIFE.





View commercial at:

http://www.youtube.com/watch?v=TG_Pow6JAPA

Radio scripts:

"Invisible People"

MAN: There are 5,000 people in Wyoming who are invisible. But that doesn't mean they aren't there. These are people with intellectual disabilities and the reason you can't see them is because most of them live in the shadows. Many depend on others for a lot of their needs. So how can people with disabilities become visible? Simple. By including them. For instance, 5,000 people make up a pretty powerful workforce. Let's help get them to work...let's hire them. People with disabilities have excellent attributes. They're hard working and extremely loyal. We'll help with job coaching and training. But now we need you. With a job, they can come out of the shadows and into real life. It's time to include people with disabilities...at work...at play...in life. People First of Wyoming. Learn more at PeopleFirstofWyoming.com

"Can't see me"

SETH: You can't see me, because I'm invisible. But you can hear me. And I speak for all the 5,000 invisible people in Wyoming. We are people who have an intellectual disability. And we're being left out, out of sight, out of society, out of the work force. What we need most is a job. Each of us can bring abilities that will contribute to a company's end product. We're trustworthy, dedicated and we'll be grateful for an opportunity. We want to win your confidence. If you're an employer, we need your help in getting us a job. We'll come armed with training and job coaching. But we need you to make it happen. It's time to include people with disabilities...at work...at play...in life. People First of Wyoming. Learn more at PeopleFirstofWyoming.com

“My Invisible Son”

WOMAN: My son is invisible. And he has been for most of his life. It's partly my fault. Even though I want him to be out there in the world, it's hard to let him go. He has an intellectual disability and I worry that he'll be teased, or bullied, or worse. He's an adult now and he probably should have a job. But I don't know what's out there for him. I do know that he's very loyal...very hard working...and he learns pretty quickly. He really needs to be more independent. And I could live with that as long as he had a good employer.

ANNCR: If you're an employer, consider hiring someone with an intellectual disability. We'll help with coaching and training. And you'll get a loyal and grateful employee. It's time to include people with disabilities...at work...at play...in life. People First of Wyoming. Learn more at PeopleFirstofWyoming.com