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JOB COACH BASIC SKILLS CLINIC

University of North Texas

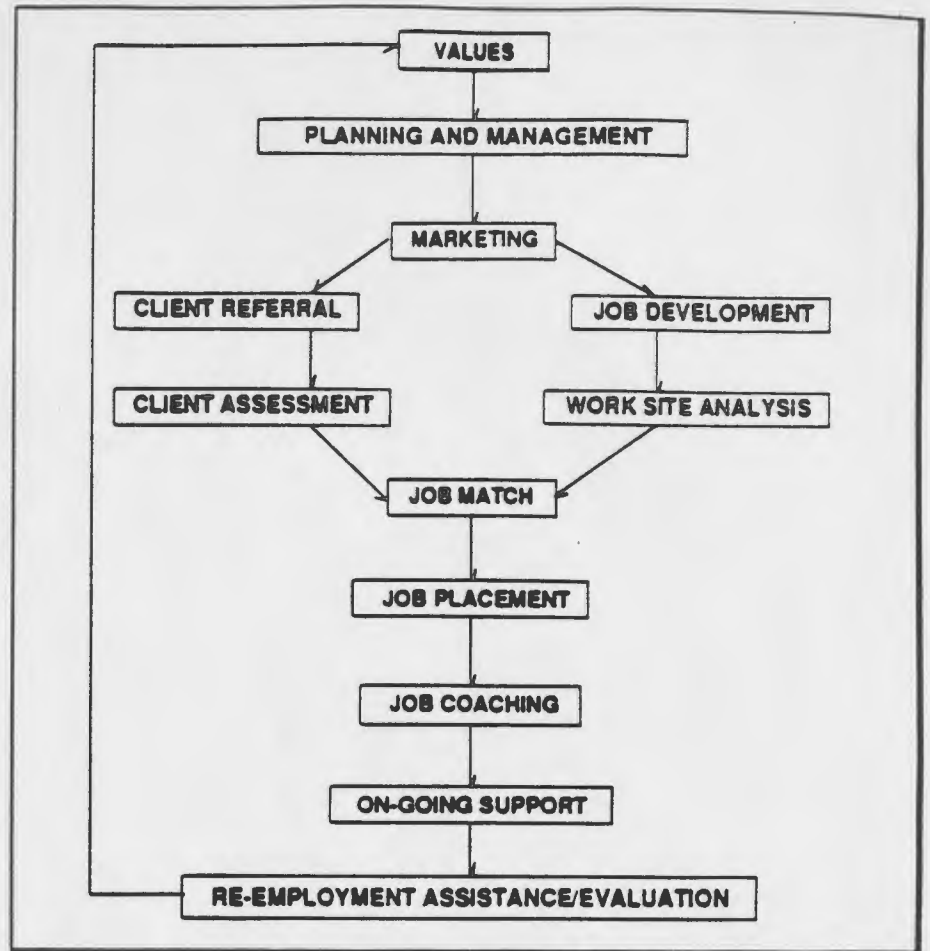


Center for Rehabilitation Studies

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Supported Employment Flow Chart

Adapted from RMRTI

**SUPPORTED
EMPLOYMENT:
An Outcome-oriented
Approach**

For many years the characteristics of people with developmental disabilities led financial supporters, service providers, and advocates to believe that competitive employment was not a viable vocational option and that all vocational planning should center on enhancing the individual's abilities for productivity and social appropriateness for sheltered environments only. More recently, however, research has demonstrated that many people with disabilities are capable of achieving substantial gainful employment which has led to significant funding strategy changes, policy development, and program restructuring.

The purpose of the supported employment model is to enhance the competitive vocational opportunities for people who have developmental disabilities.

The motivation to investigate other strategies developed as a result of:

- A significant concern regarding the high unemployment rates (50 to 75 percent, U.S. Commission on Civil Rights, 1983) and chronic underemployment.

- The cost of public income dependency through various forms of public assistance fostering an additional and unnecessary burden on the nation's economy.
- The role of work being perceived as beneficial in the development of a positive self-image.
- A basic belief in the rights established for all individuals to access all environments including work regardless of personal attributes (race, sex, religion, handicap, etc.)

The supported employment approach is seen as a mechanism to impact these concerns. Supported employment provides a variety of models to achieve integrated paid employment and thereby maximizes the ability of people with developmental disabilities to gain full independence.

Given the long-standing commitment of rehabilitation facilities to respond to the vocational service needs of people with disabilities, the availability of expertise in program management, the established relationships with community employers, and available support services within facilities, it is logical for facilities to assume leadership in developing and implementing supported employment programs in local communities.

Adapted from: Goodwill Industries of America, Community-based Rehabilitation Programs

FEATURES OF COMMUNITY INTEGRATED EMPLOYMENT

- *People First* - change from emphasis on skills to process of making decisions.
- Place/train/support rather than train/place/pray
- Performance in specific work situations rather than general work preparation
- Emphasis on outcomes and employer requirements rather than rehabilitation expertise
- Natural and integrated settings are used
- Interagency collaboration and worker/families participation is necessary
- There is commensurate pay, fringe benefits
- There are employment options
- Mechanisms are established that insure on-going support

PLACEMENT MODELS

Individual Placement Model

Characteristics: competitive job with job coach support; need at least 1 trainer for each worker

Support: 1:1 training on job duties and other work

Integration: daily interactions with non-disabled peers at worksite

Enclave

Characteristics: group of individuals with disabilities who are trained and supervised among workers without disabilities in industry or business; generally large host companies, often assembly work

Support: training on job duties and other work behaviors; continuous presence of 1 supervisor for 6 -8 workers (typically)

Integration: daily interactions on job site

Mobile Work Crews

Characteristics: a crew of individuals works from a van rather than a building performing service jobs in a community setting

Support: training on service jobs and non-work behaviors; continuous presence of supervisor for 5 - 8 workers (typically)

Integration: work in community settings

Small Enterprise (Entrepreneurial Model)

Characteristics: a small business is established, employing workers with disabilities; often for people with the most severe disabilities integration

Support: training on job duties and community integration; continuous supervision and behavioral intervention; continuous presence of more than one skilled supervisor

Integration: community skills training ; work in community setting

IMPORTANT TERMS TO REMEMBER

The following terms are very important to the employment specialist. They help the specialist understand different aspects of the job and are essential for job success.

Advocacy

any activity performed by a job trainer which promotes success for adults with disabilities in a competitive job. This includes fostering positive attitudes toward workers with disabilities in general while helping a particular employee adjust to his or her work environment.

Consumer assessment

evaluating an employee's potential for successful competitive employment based on interviews and informal observations. Interpretation of formal standardized evaluations and behavioral assessment of skills and abilities.

Consumer - centered job placement

an approach to job placement for persons who are disabled in which the employee is encouraged to assume primary responsibility for job development.

Community-based

normalized settings in the community in which the number of persons with disabilities approximates the normal occurrence of handicapping conditions in the total population.

Community job market screening

a general screening of the community in which potential employers and jobs appropriate for individuals with disabilities are identified.

Competitive employment

regular jobs in the community, full or part-time, which are typically filled by non-disabled persons and which pay federal minimum wage or above.

Competitive work training site

a training site for persons with disabilities located at a regular business in the community where training of competitive job tasks take place.

Developmental disabilities

severe, chronic mental and/or physical impairments which occur at an early age (before 18), and which are likely to continue indefinitely and have a pervasive effect on an individual's functional abilities and need for services.

Disability

the physical or mental condition(s) which materially limits an individual's activities or functioning.

Employability

the ability to engage in productive work, separate from the possibility of securing work.

Employer contact

contacting companies about specific job openings for workers with disabilities.

Employment specialist

a professional person who provides specialized job placement, job-site training, assessment and follow-along services to persons with disabilities who are difficult to place into competitive employment.

Employment related activities

activities that will increase the independence, integration, or productivity of a person with disabilities in work settings.

Enclave

supported employment for a group of no more than 8 people with disabilities working with people with disabilities as part of a regular operation in an industrial or business setting.

Environment analysis

systematic observation of a job site to determine primary job duties, critical skills required, major work areas, job tasks, and time spent in each work area.

Fading

the process in which the job trainer, over a period of time, slowly and systematically decreases his or her presence on the job site.

Follow-along/follow-up

on-going assessment of an employee's job performance which begins after the job trainer has faded from the job site. Methods of evaluating employee progress include written evaluations, periodic on-site visits and telephone contact. Follow-along must include on-site visits at least twice monthly except for individuals with chronic mental illness for whom the contact may occur off the job.

Full-time employment

employed 35 hours per week or more.

Initial training phase

the period of direct instruction provided by a job trainer to an employee with disabilities on a competitive job site which can vary from several weeks to several months, depending on the skill level of the employee and the complexity of the job.

Job analysis

a detailed, systematic recording of both specific job requirements and general work characteristics obtained from direct observation of the job site and from the employer.

Job matching

determining which employees are best suited for placement into existing job openings. Also called a compatibility analysis.

Job development

locating competitive jobs in the community that are appropriate for persons who are disabled. It consists of job market screening, employer contact, and job analysis.

Job placement

placing workers with disabilities into competitive jobs in the community.

Job-site orientation and assessment

the period of time immediately after an employee has been placed on a job during which a job trainer becomes familiar with the job and analyzes all job duties into sequential, teachable components.

Mobile work crew

providing paid work for a service performed in the community by supervised workers with disabilities who travel to the locations where the work is to be done (e.g. lawn maintenance).

On-going assessment

continuously monitoring and evaluating an employee's job performance through data collection, direct observation, and interaction with supervisors, co-workers, and family members.

On-going services

to provide training and employment for persons with disabilities and insure support on a lifelong basis if necessary.

Pre-employment training

teaching job skills and critical nonvocational skills that are marketable in competitive jobs.

Rehabilitation

training procedures designed to give people with disabilities the skills necessary for more normal social, vocational, and educational activities.

**WHAT IS AN
EMPLOYMENT
SPECIALIST?**

- A person who believes that individuals with severe disabilities can work in real setting for competitive wages.
- A person who is skilled at communicating with parents/guardians, employers, rehabilitation counselors, educators, case managers, social security representatives, and medical personnel.
- A person who provides a service for rehabilitation counselors to purchase which increases employment service options for persons with severe disabilities.
- A person who is skilled at matching consumer skills and interests to the job requirements and making the initial job placement arrangements.

RESPONSIBILITIES OF THE EMPLOYMENT SPECIALIST

- A person who is skilled at utilizing behavioral training strategies at the job site to teach the job skills and work related behaviors necessary for job proficiency.
- A person who is flexible, persistent, creative, patient, and motivated to work with difficult consumers, able to work unusual hours, and willing to get dirty; WALKS ON WATER.
- A skilled professional who is a critical part of a supported employment service.

Adapted from: Research and Rehabilitation Training Center Virginia Commonwealth University

- Review consumer assessment for job match including consumer adaptive behaviors, parent/caretaker attitudes, transportation possibilities, consumer's expressed willingness to work, and other relevant factors.
- Informs and works with social worker in communicating with family, care providers, case managers, and funding source representatives.
- Surveys the community labor market to identify the types of jobs that may have vacancies or high turnover rates which appear to be suitable for the consumer.
- Makes regular contacts with employers and potential employers to develop job opportunities appropriate for consumers.
- Selects and places consumers in part-time and full-time paid employment with local businesses, private, and governmental agencies.
- Prepares analysis of work environment/requirements and specific job analysis.
- Arranges transportation to and from work site for consumers when necessary.
- Develops and implements instructional plan for consumers on work site including specific skill training and adjustment to work environment.
- Evaluates instructional plan and consumer progress weekly, making revisions whenever necessary. Obtains information from employer on consumer performance.
- Develops and implements plan for fading from work site.

**KNOWLEDGE
NEEDS OF THE
EMPLOYMENT
SPECIALIST**

- Does follow-up on all workers placed.
- Participates in case reviews and goal planning for each worker.
- Keeps on-site program staff informed about job market trends and training needs; meets with other job trainers regularly to exchange information.
- Requirements and values of the local business community
- Personnel policies and procedures of employers
- Basic information regarding symptomology, treatment and management of symptoms of the disabilities represented by consumers
- Self-management techniques
- Basic behavioral analysis techniques
- Basic pharmacology
- Substance abuse symptomology, treatment and management
- Local community support system.
- Operation of Social Security system, requirements and impact on workers
- Rights guaranteed to disabled workers
- Data gathering, recording and reporting procedures

From: Danley, Karen and Mellen, Vera.(1987) Training and Personnel Issues for Supported Employment Programs Which Serve Persons Who are Severely Mentally Ill. Psychosocial Rehabilitation Journal. 11(2), 87 -102.

**RECOMMENDED
ATTITUDES OF THE
EMPLOYMENT
SPECIALIST**

- Individuals who are disabled should have the opportunity to interact with non-disabled workers in the work setting.
- Individuals who are disabled can learn the skills they need to do meaningful work.
- Individuals who are disabled should have the opportunity to work in settings that are compatible with their values and strengths.

**THE A-B-CS OF BEING
A SUPPORTED
EMPLOYMENT
SPECIALIST**

- Individuals who are disabled can be expected to be responsible for meeting the requirements of the job and the work setting.
- Individuals who are disabled should have the opportunity for support services when they need them even after normal working hours.
- Family members, peers, helping professionals, and other persons significant to the individual who is disabled can make a contribution to the success of supported employment programs.
- Employers appreciate and will accept assistance in learning how to help employees who are disabled to be maximally productive.
- Individuals who are disabled need respect for who they are as well as hope for who they are capable of becoming.

From: Danley and Mellen

Atmosphere

The climate of a work situation affects the relationships between the worker and coworkers, SE specialist, and members of the general public.

Breaking the Myths

There are subtle ways in which the SE specialist helps to break down the commonly held myths about the capacities of persons with severe disabilities.

Compatibility Analysis

A process is followed to compare the unique competencies, needs, and desired outcomes of a worker with corresponding factors that are observed in community employment. Based on these factors there is a determination of a goodness-of-fit between an individual and an employment situation.

Dynamic Assessment

There is a need to develop assessment strategies with attention to the natural cues in work settings. Baseline and training data collection procedures assist the SE specialist with making decisions about what to do next.

Empowerment

Increasingly, we must transfer decision making control to the worker, his or her advocates, and family members.

Families

Be sensitive to the dreams and desires of family members while providing supports which allow their loved ones access to a better quality of life through work.

Generalization

Verify the occurrence of targeted activities with different persons, different equipment, and in several different settings.

Heart:L

A caring attitude with concern for the advancement of a person's lifestyle entails an affection toward empathy with adults with severe disabilities.

Individualized Prompt Sequence

All workers require a sequence of assistance that is tailored to their unique learning needs. The systematic use of prompts provides for consistency of instructional support.

Jack Of All Trades

Each SE specialist wears many hats, but one statement, "The buck stops here", best exemplifies the multiple responsibilities and skills that are required for this challenging occupation.

Knowledge

The job of an SE specialist requires the attainment of critical competencies that must be mastered prior to involvement with workers with the most challenging behaviors.

Learning

Each agency needs to provide several avenues for increased learning of current state-of-the art practices in supported employment.

Mission Statement

The mission of the supporting agency needs to be clearly articulated and the guiding principles must be implemented by SE specialists.

Outcomes

What is being sought as a result of work? Quality of life outcomes become the yardstick from which to measure the successfulness of our interactions with a worker with a severe disability.

Problem Solving

Like a detective, an SE specialist looks for clues for how to proceed further. Decision making skills are developed from a menu of available options.

Quick on Your Feet

The unexpected happens and SE specialists need to react quickly and with decisiveness.

Recognition

There needs to be multiple ways to reinforce an SE specialist for a job well done.

Supports

The follow-along phase of employment support should involve an emphasis on establishing natural support from within the community employment setting.

Task Analysis

Dividing an activity into smaller, more manageable activities is a critical skill that enables the SE specialist to highlight difficult to learn sections of the work activity.

U the Employment Specialist

YOU are the vital link in the successful implementation of supported employment. Without you none of this could be possible.

Work Related Skills

Focus on those survival skills that enable the worker to participate fully in the work setting. This involves social, communication, hygiene, and general personal interaction skills.

Xtra

It is the subtle, extra effort by the SE specialist that often results in the difference that makes for a successful experience for the worker with a severe disability.

Yes I Can Attitude

Marc Gold once stated, 'What do you do next? and if that doesn't work, what do you do next? and next?...

Zzzzzzz

Dream of possibilities for the future. The vision for the future is formed by the daydreams of the present.

by Ernie Pancsofar, Institute for Human Resource Development, 78 Eastern Boulevard, Glastonbury, CT 06033

COMPONENTS**JOB DEVELOPMENT**

1. Community Job Market Screening
2. Employer Contact
3. Job Analysis

CLIENT ASSESSMENT

1. Interviews and Informal Observations
2. Interpretation of Formal Evaluations
 - a. performance based on task analysis of job duties
 - b. production rate recording

JOB PLACEMENT

1. Job Match - key factors
 - a. accessibility
 - b. motivation
 - c. family support
2. Family/ Residential Staff Contact - key concerns
 - a. transportation
 - b. benefits
3. Interagency Collaboration

JOB SITE TRAINING

1. Training Plan Development
2. Orientation - Skills Training - Stabilization
3. Fading

FOLLOW-ALONG

1. On-Site Visits and Phone Contact
2. Employee Input
3. Supervisor Evaluation
4. Parent - Guardian - Staff Input

From: Texas WorkNet; Job Coach Training Manual

CONSUMER ASSESSMENT

The major forms of consumer assessment that are useful to a job trainer include:

- Interviews and informal observations with consumers, primary caregivers, and current or past work or school supervisors;
- The interpretation of formal educational, vocational, social, psychological, and medical evaluations;
- Behavioral assessment in a real work setting of a observational and task analytic assessment of skills identified in the environmental analysis.

Consumer assessment information, both formal and informal, provides the job trainer with an overall view of the consumer in regard to placement in competitive employment.

ASSESSMENT AND SUCCESS ON THE JOB

- A poor predictor of future work performance is diagnostic category.
- A poor predictor of future work performance are tests of intelligence, aptitudes and personality.
- There is little or no correlation between a person's symptomatology and functional skills.
- There is little or no correlation between a person's ability to function in one particular environment such as a classroom and that same person's ability to function in a different environment such as a job.
- A good predictor of future work performance is a person's ability to "get along" with others.
- The best paper and pencil test predictor of future work performance are tests which measure self concept in the role of "worker."

Adapted from: *The Vocational Functioning of the Severely Psychiatrically Disabled: A Table of Research Results.* Williams A. Anthony, Ph.D., Boston University

OVERVIEW OF INFORMATION CONTAINED IN A VOCATIONAL PROFILE

A. VOCATIONAL PROFILE

1. Identification Information
 - a. Name
 - b. Date of birth
 - c. Social Security number
 - d. Address and phone number
 - e. Marital status
 - f. Current occupation/status

- 2. Residential/Domestic Information**
 - a. Family (parent/guardian, spouse, children, siblings)
 - b. Extended family
 - c. Names and ages of person living in same residence
 - d. Residential history
 - e. Family support available
 - f. Description of typical routines
 - g. Friends and social group(s)
 - h. Description of neighborhood
 - i. Location of neighborhood
 - j. Services near home
 - k. Employment near home
 - l. Transportation availability

- 3. Education Information**
 - a. History and general performance (from records, interview, observations)
 - b. Vocational programming/performance
 - c. Community functioning programming/performance
 - d. Recreation, leisure programming/performance

- 4. Work Experience Information**
 - a. Informal work performed at home
 - b. Formal chores at home
 - c. Informal jobs performed for others
 - d. Sheltered employment
 - e. Paid work (non-sheltered)

- 5. Summary of Present Level of Performance**
 - a. Domestic skills
 - b. Community functioning skills
 - c. Recreation/leisure skills
 - d. Academic skills (reading, math, time, money)
 - e. Motor/mobility skills
 - f. Sensory skills
 - g. Communication skills
 - h. Social interaction skills
 - i. Physical/health related skills and information
 - j. Vocational skills

- 6. Learning and Performance Characteristics**

- 7. Preferences**
 - a. Type of work the applicant wants to do
 - b. Type of work the parent/guardian feels is appropriate
 - c. What the applicant enjoys doing at home
 - d. What does the applicant find reinforcing?
 - e. Observations of the kinds of work applicant likes to do best
 - f. Observations of social situations applicant likes best

- 8. Connections**
 - a. Potential employers in family
 - b. Potential employers among friends
 - c. Potential employment sites in neighborhood
 - d. Business/employer contacts for leads

**GUIDELINES FOR
DEVELOPING A
PROFILE**

9. Flexibility/Accommodations Which May be Required in Workplace
 - a. Habits, idiosyncrasies, routines
 - b. Physical/health restrictions
 - c. Behavioral changes

B. DESCRIPTION OF "IDEAL" EMPLOYMENT SITUATION

(This is a composite, based on input from trainee, parents/guardian, service agency staff and data from profile.)

1. Arrange to meet with the person of concern and his/her family at the person's home. This meeting should serve as a basis for compiling information necessary to complete the profile. The meeting should last approximately 1 - 1 1/2 hours. Permission should be obtained to perform the following activities
2. Before or after the meeting, drive or walk throughout the immediate neighborhood for a radius of about 1/4 to 1/2 mile. Note appropriate dimensions outlined on profile.
3. Meet with selected direct service staff who have provided the person of concern with instruction, preferably in integrated settings.
4. Contact advocates or close friends of the person to gain information concerning the person's social life, preferences and connections.
5. Observe the person (with his/her permission) during the activities which comprise the majority of his/her day.
6. Accompany the person on a planned community-based activity. Note the amount of assistance required, the person's attention to natural cues, his/her reaction to the activity and any important behavior changes from those observed in Item #5. (Examples: going out to eat, going on a shopping trip, etc.)
7. Review files and records of current and past services provided to the individual, including IEP's.
8. Compile all information using the Vocational Profile form, using complete sentences and descriptive narrative as much as possible.
9. Distribute the completed Profile to all persons involved in the employment of the applicant: the applicant, parents, employment specialist, rehab counselor, etc.
10. Hold a planning meeting at which the information developed during the profile activity is used to target types of jobs felt to represent a good job match and specific employment sites for job development by the employment specialist. This meeting should be attended by the applicant, his/her parents or care givers, if appropriate, the employment specialist, a local rehab counselor and anyone else who might be able to offer assistance in matching and targeting potential employment opportunities.

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.Adapted from The Texas WorkNet.

SELECTED OVERHEADS

**SUPPORTED EMPLOYMENT IS BASED ON
FOUR MAJOR CONCEPTS:**

CONSUMER DRIVEN

VALUES BASED

OUTCOME ORIENTED

MULTI-AGENCY INVOLVEMENT

TEN CRITICAL VALUES NECESSARY FOR SUCCESSFUL EMPLOYMENT PROGRAMS

- 1. WORK OPPORTUNITIES SHOULD
TAKE PLACE IN INTEGRATED
SETTINGS**
- 2. DECENT PAY SHOULD BE
AVAILABLE FOR MEANINGFUL
WORK**
- 3. CLIENTS NEED TO HAVE CHOICES**

- 4. CLIENTS NEED TO SATISFACTORILY PERFORM THE JOB AND CANNOT BE CARRIED AS "CHARITY"**

- 5. BUSINESS AND INDUSTRY MUST BE SURVEYED FOR THE MOST APPROPRIATE JOBS**

- 6. TRAINING MUST REFLECT LOCAL LABOR MARKET NEEDS**

- 7. PARENTS MUST BE INVOLVED
AND PLAY A SIGNIFICANT ROLE**

- 8. PARENTS MUST BE KNOWLEDGEABLE
OF VOCATIONAL ALTERNATIVES
AVAILABLE AND SOCIAL SECURITY
LAWS**

- 9. TRAINING MUST REFLECT
COMMUNITY-BASED ORIENTATION**

- 10. GRADUATES OF SCHOOL PROGRAMS
NEED TO BE SYSTEMICALLY
TRANSITIONED INTO EMPLOYMENT
PROGRAMS**

Effective Employment Specialists

- Ongoing staff development

- Cross training and cross duties

- Job/consumer matching

- Team work

Assimilating/integrating into the company

Culture

Fading

Promoting Independence

Creativity

Communication

Energy

- Ability to work independently

- Flexible

- Committed/Values

Visionary

INDIVIDUAL SPECIFIC INTERVENTION DEFINITIONS

DIRECT SERVICE ACTIVITIES

Job Development

Time spent contacting various community employers regarding current and future job openings.

Job Placement

Time spent accompanying the individual for the job interview; getting details such as job/task analysis, schedule of work; completing Targeted Job Tax Credit form, other necessary information before the start of employment.

Job Site Training

Time spent on orientation and training the individual at the job site.

Active intervention - Time actually spent working with the individual

Fading - Time between periods of active intervention. Period of stabilization included here.

Off-Site Training

Time spent training the individual in other than directly related to job skills while he/she is not at work. Example: Transportation training

Direct Employment Advocacy

Time spent advocating for the individual with job site per personnel for purposes directly related to employment. Follow along services included here.

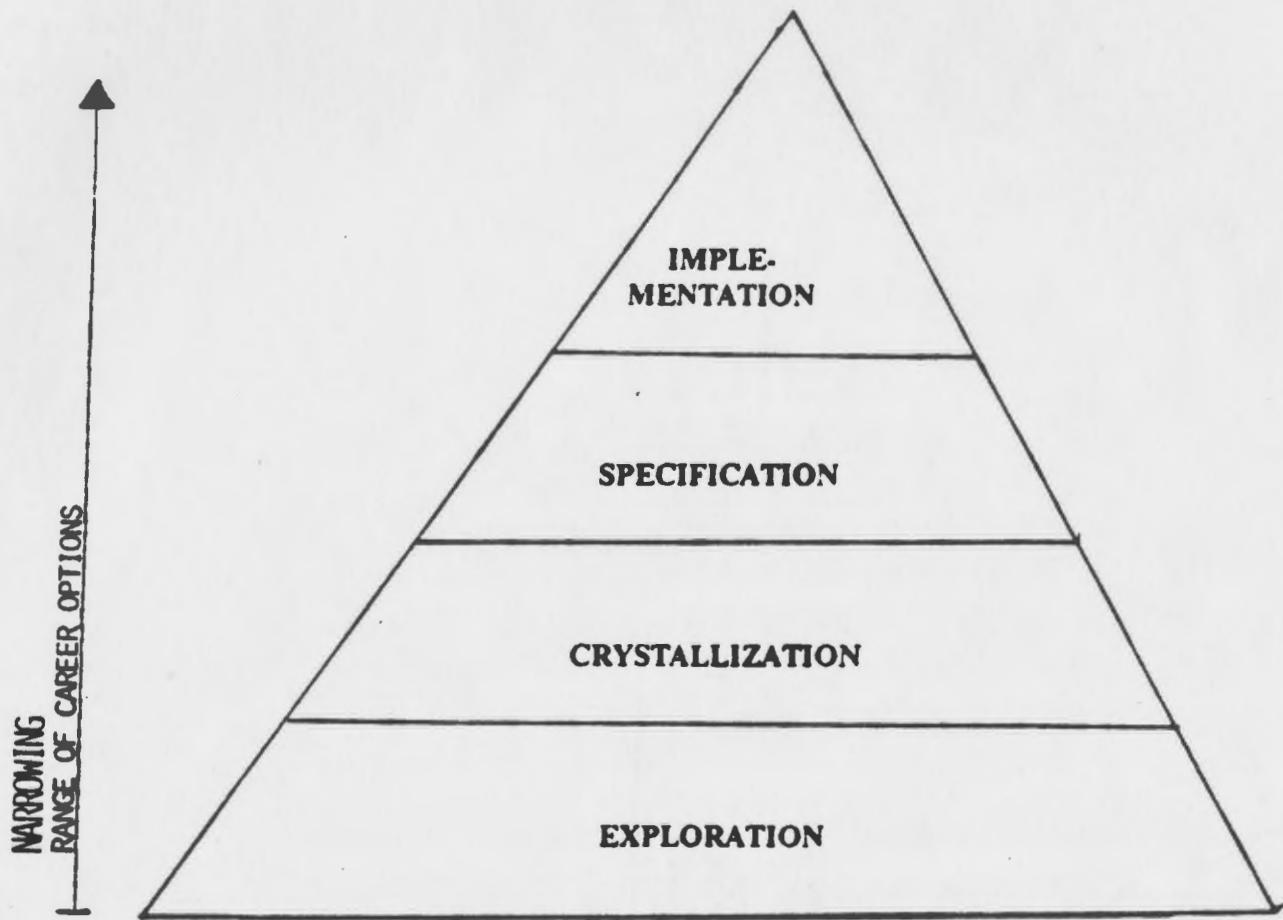
Individual & Family Orientation

Time spent explaining and gaining the support of the individual and family about supported employment.

**THREE IMPORTANT VARIABLES FOR
SUCCESSFUL TRANSITION OUTCOMES FOR
STUDENTS WITH DEVELOPMENTAL DISABILITIES**



TWP-02/89



COMPREHENSIVE CAREER EXPLORATION MODEL

Job Analysis

An initial job/job site analysis should include more than just the job. Information that should be gathered includes:

information about the application process

interview system

hiring/firing procedures

paperwork for new employees

environmental and physical structure

safety requirements

pay, benefits, and payment schedule

work schedule

uniform or equipment requirements

job description

channels of communication

company culture

Core Routines

The main reason the job exists

What are the major tasks of the job

How do you know when to do them

How do you do them

Can it be done differently

Can you get help

Who would help you

Episodic Routines

Things that you do on an infrequent basis

What are they

How do you know when to do them

Do you do them alone

Do you do them somewhere else

Job Related Routines

Items that are not part of the job but are necessary to being able to perform the job

Where are the restrooms

Where do you take your break

Who do you talk to if you need something

How do you get your paycheck

What do you do if your sick

Company Culture

What things are unique about this organization

How do people dress (clothes & footwear)

Do others bring their lunch

What secret language is used

How do others act

Do others listen to the radio while they work

Are outside activities sponsored or encouraged

What behaviors are not tolerated

Initial Job/Job Site Analysis

Surveyor: _____

Date: _____

Company: _____

Address: _____

Telephone: (____) _____

Contact Person: _____

Brief Description of Job: _____

=====

INSTRUCTIONS: Rate all items (+) or (-) in increments of 1 to 5 as they apply to the job you are surveying. Example: Transportation (+++++) Important Factor
 Math, Reading (-----) Not Critical to Job

| <u>JOB FACTOR</u> | <u>RATING</u> |
|---|---------------|
| 1. Availability..... | () |
| 2. Transportation..... | () |
| 3. Strength..... | () |
| 4. Endurance..... | () |
| 5. Physical Mobility..... | () |
| 6. Environment (Hot,Cold,Noise)..... | () |
| 7. Special Uniform, Equipment..... | () |
| 8. Public Visibility..... | () |
| 9. Health, Sanitation Requirements..... | () |
| 10. Employee Behavior..... | () |
| 11. Communication..... | () |
| 12. Work Rate/Quality..... | () |
| 13. Math, Reading..... | () |
| 14. Task Sequence..... | () |
| 15. Color, Size Discrimination..... | () |
| 16. Large Worker Group..... | () |
| 17. Small Worker Group..... | () |
| 18. Structured Work Environment..... | () |

Additional Comments: _____
 (RE: This Job) _____

19. Is This a Place You Would Like To Work?

VOCATIONAL PROFILE

- Eligibility assured/zero rejection
- Employability assumed for all
- Strategy for job matching attempts to balance the need to compile accurate and meaningful information with natural and individualized aspects of acquiring employment.
- Focuses on consumers demonstrated skills, experiences, preferences, connections and need for accommodation.
- Same considerations that all job seekers look for.
- Power (but not responsibility) given up by providers to consumer.
- Process is cooperative rather than evaluative.
- Employment Specialist compiles, coordinates information from all parties, i.e.

Psychologist, VR Counselor, family, friends, teachers, Adult Service Providers and especially the Consumer.
- Process is optimistic rather than pessimistic.
- Process is inclusive rather than exclusive
- Process is equal rather than hierarchical

Adapted from: UCPA New Way of Thinking
National Demonstration Project on Supported Employment an Update-July, 1989
Michael Callahan

AREAS TO ADDRESS

- o **Domestic Domain**
- o **Community Domain**
- o **Recreation/Leisure Domain**
- o **Work/School Domain**

Employment Profile

The employment profile combines accurate vocational information with the natural and individualized aspects of employment. The profile includes information that cannot be captured in a vocational evaluation. This information seeks to have ecological validity rather than predictive validity. It is important that in relation to assessing and matching for employment, that the person's accumulative experience, skills, preferences, needs and support system are considered.

PERSONAL INFORMATION

Name: _____

Date: _____

D.O.B.: _____

Phone #: _____

Address: _____

S.S.#: _____

RESIDENCE INFORMATION

A. Current residential status (Check One)

- At home with family
- Group home, (type) _____
- Independent
- Institutional care
- Other (explain) _____

B. List all members living in the household

| | <u>Name</u> | <u>Age</u> | <u>Relationship</u> | <u>Employed</u> | <u>School</u> |
|----|-------------|------------|---------------------|-----------------|---------------|
| 1. | _____ | _____ | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ | _____ | _____ |

C. Family/others employment demographics

| | <u>Employment</u> | <u>Address</u> | <u>Days/Hours</u> | <u>Transportation</u> |
|----|-------------------|----------------|-------------------|-----------------------|
| 1. | _____ | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ | _____ |

COMMUNITY INVOLVEMENT INFORMATION

| | <u>Activities</u> | <u>Frequency</u> |
|----------------------------|-------------------|------------------|
| A. Family - | _____ | _____ |
| B. Friends - | _____ | _____ |
| C. Groups (church, etc.) - | _____ | _____ |
| D. Individually - | _____ | _____ |
| E. Other - | _____ | _____ |

ACADEMIC INFORMATION

A. Math Skills - _____

B. Reading Skills - _____

C. Writing Skills - _____

D. Advanced Academic/Technical Skills - _____

WORK EXPERIENCE INFORMATION

A. Chores regularly performed at home

| | <u>Type</u> | <u>Frequency</u> | <u>Degree of Independence</u> |
|---|-------------|------------------|-------------------------------|
| 1 | _____ | _____ | _____ |
| 2 | _____ | _____ | _____ |
| 3 | _____ | _____ | _____ |
| 4 | _____ | _____ | _____ |

B. Jobs performed, either paid or training

| | <u>Type</u> | <u>Frequency</u> | <u>Degree of Independence</u> |
|---|-------------|------------------|-------------------------------|
| 1 | _____ | _____ | _____ |
| 2 | _____ | _____ | _____ |
| 3 | _____ | _____ | _____ |
| 4 | _____ | _____ | _____ |

JOB PREFERENCE INFORMATION

A. Family's view of acceptable employment outcome for the consumer.

| | <u>Projected # hours/week</u> | <u>Employment Choice/Opportunities</u> |
|---|-------------------------------|--|
| 1 | _____ | _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |

B. Consumer's Employment Choices

| | <u>Projected # hours/week</u> | <u>Employment Choice/Opportunities</u> |
|---|-------------------------------|--|
| 1 | _____ | _____ |
| 2 | _____ | _____ |
| 3 | _____ | _____ |
| 4 | _____ | _____ |

C. Consumer's likes and dislikes

What Works for the Consumer

What Doesn't Work for the Consumer
(Environmental Preferences)

- 1 _____
- 2 _____
- 3 _____
- 4 _____

D. Consumer and family concerns and solutions to the concerns.

Concerns

Solutions

- 1 _____
- 2 _____
- 3 _____
- 4 _____

EMPLOYMENT CONSIDERATION INFORMATION

Capacities

- Strength - _____
- Endurance - _____
- Physical Mobility - _____
- Communication - _____
- Social Interaction - _____
- Appearance - _____
- Time Awareness - _____
- Travel Skills - _____
- Habits, Routines - _____
- Behavior - _____
- Accessibility Assistance - _____
- Rehab. Technology _____

EMPLOYMENT POSSIBILITIES

A. Potential employers in the family

- 1 _____
- 2 _____
- 3 _____
- 4 _____

B. Potential employers among friends

- 1 _____
- 2 _____
- 3 _____
- 4 _____

C. Potential employment sites in neighborhood

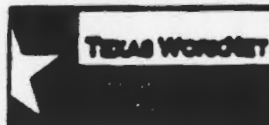
- 1 _____
- 2 _____
- 3 _____
- 4 _____

D. Business employer contacts for leads

1. _____
2. _____
3. _____
4. _____

E. Potential situational assessments

1. _____
2. _____
3. _____
4. _____



Texas WorkNet, University of North Texas, 1990.
Adapted from: Niebet and Callagan, "Vocational Profile",
Durham, New Hampshire; RRTC, Virginia
Commonwealth University; Mourt and Zwernik,
St. Paul, Minnesota.

Situational Assessment

Situational assessment is an employment exploration tool for both the consumer and the employment specialist. Situational assessment should vary in content and scope so that the individual can demonstrate potential in the areas critical to employment outcomes. The use of this tool will provide the employment specialist a comprehensive and functional assessment that enhances the total employment profile of the individual.

IT MUST BE PERFORMED IN THE NATURAL SETTING.

Date:

Date:

Date:

| Name: | Site #1 | Site #2 | Site #3 |
|---|--------------------------------------|--------------------------------------|--------------------------------------|
| Location and Brief Description of Duties and Tasks | | | |
| <i>Physical Areas</i> | <i>Describe Workers' Performance</i> | <i>Describe Workers' Performance</i> | <i>Describe Workers' Performance</i> |
| Strength | | | |
| Endurance | | | |

| | Site #1 | Site #2 | Site #3 |
|-------------------|---------|---------|---------|
| Physical Mobility | | | |
| Rate/Quality | | | |
| Task Sequence | | | |
| | | | |

| | Site #1 | Site #2 | Site #3 |
|-------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| <i>Functional Areas</i> | <i>Describe Workers' Performance</i> | <i>Describe Workers' Performance</i> | <i>Describe Workers' Performance</i> |
| Communication | | | |
| Time Awareness | | | |
| Functional Reading | | | |
| Functional Math | | | |

| | Site #1 | Site #2 | Site #3 |
|---------------------------|---------|---------|---------|
| Size/Color Discrimination | | | |
| Travel Skills | | | |
| | | | |

| | Site #1 | Site #2 | Site #3 |
|--------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| <i>Affect Area</i> | <i>Describe Workers' Performance</i> | <i>Describe Workers' Performance</i> | <i>Describe Workers' Performance</i> |
| Environmental Tolerance | | | |
| Handling Stress | | | |
| Social Interaction | | | |
| Motivation | | | |

Significant Impact

- **Environmental Stimuli—**
(sounds, light, heat, etc.)

- **Emotional Stimuli—**
(persistence, motivation, structure, etc.)

- **Sociological Stimuli—** (responses to
people, group work vs. individual, etc.)

- **Physical Stimuli—**(perceptual factors, mobility, etc.)

KEY FACTORS JOB MATCHING

Accessibility to Job

Client Motivation

Physical Ability

Family Support

Social Behavior

Daily Living Skills

A SYSTEMATIC ANALYSIS OF

PERSON

JOB

AVAILABILITY FOR WORK HOURS
TRANSPORTATION NEEDS TO JOB
FAMILY SUPPORT
PHYSICAL CAPABILITIES
AND
DEMANDS OF JOB
APPEARANCE REQUIRED FOR JOB
JOB INTERESTS

PROPOSED JOB MATCH

Choices

By Person

By Others

* Images and ideas about desirable future

* What offers the best opportunity?

Family Culture Supports

What Fits

What Doesn't Fit

| What Fits | What Doesn't Fit |
|------------------|-------------------------|
| | |

Tips For Working With Families

- **Resist Labeling**
- **Solicit and incorporate family opinions**
- **Learn about the family system**
 - Family Values**
 - Family Dynamics**
- **Be available**
- **Be accommodating to family schedule**
- **Stay informed and keep families informed**
 - Service Option**
 - "Working the System"**
- **Listen!**

QUESTIONS

INTEREST

SOLUTIONS

Security

Transportation

Benefits

Communication

Isolation

Termination

TRAINING GUIDELINES FOR JOB COACHES

- **Develop the Training Plan around the WORKER'S individual learning style and the EMPLOYER'S specific requirements.**

- **Encourage the worker's self-management.**

- **Insure that your intervention is:**

The lowest level necessary to accomplish the desired result.

Image enhancing, not stigmatizing

Fade-able

- **Keep your facial expression and tone of voice consistent with your intended message.**

WHERE DO WE GO FROM HERE?

1. **WHO ELSE** is needed to work on this besides us?
2. **WHERE** do we begin?
3. **HOW** do we begin?
(phone call, meeting, letter, etc.)
4. **WHO** will **DO** what?
5. **WHEN** do we start?
6. When and Where do we **NEXT MEET?**

FYI

DEPARTMENT OF LABOR MATERIALS

Handy Reference Guide to the Fair Labor Standards Act

WH Publication 1282

Revised April 1990

Employment Relationship under the Fair Labor Standards Act

WH Publication 1297

Revised May 1980

Reprinted August 1985

Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act

WH-1330

Revised August 1990

Child Labor Requirements in Agriculture Under the Fair Labor Standards Act

WH Publication 1295

Reprinted February 1984

Employment of Full-time Students at Subminimum Wages under the Fair Labor Standards Act

WH Publication 1250

Revised February 1980

U.S. Department of Labor Program Highlights

Fact Sheet No. ESA 86-4

Employment of Handicapped Workers in Supported Work Models Under the Fair Labor Standards Act

Fact Sheet No. ESA 87-19

Employment of Young Workers at Special Minimum Wages Under the Fair Labor Standards Act

Fact Sheet ESA 86-4

Hours Worked in Residential Care (Group Home) Establishments - Sleep Time and Related Issues - - Enforcement Policy



IMPORTANT Situational Assessment Info For APSE Members!!!

STATEMENT OF PRINCIPLE

The U.S. Department of Labor and community-based rehabilitation organizations are committed to the continued development and implementation of individual vocational rehabilitation programs that will facilitate the transition of persons with disabilities into employment within their communities. This transition must take place under conditions that will not jeopardize the protections afforded by the Fair Labor Standards Act to program participants, employees, employers or other programs providing rehabilitation services to individuals with disabilities.

GUIDELINES

Where ALL of the following criteria are met, the U.S. Department of Labor will NOT assert an employment relationship for purposes of the Fair Labor Standards Act.

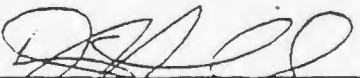
- Participants will be individuals with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive ongoing support to perform in a work setting.
- Participation will be for vocational exploration, assessment or training in a community-based placement work site under the general supervision of rehabilitation organization personnel.
- Community-based placements will be clearly defined components of individual rehabilitation programs developed and designed for the benefit of each individual. The statement of needed transition services established for the exploration, assessment or training components will be included in the person's Individualized Written Rehabilitation Plan (IWRP).
- Information contained in the IWRP will not have to be made available, however, documentation as to the individual's enrollment in the community-based placement program will be made available to the Department of Labor. The individual and, when appropriate, the parent or guardian of each individual must be fully informed of the IWRP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the participant to wages.
- The activities of the individuals at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors.

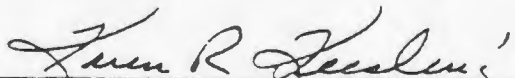
- 1) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the individuals are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.
 - 2) The individuals are under continued and direct supervision by either representatives of the rehabilitation facility or by employees of the business.
 - 3) Such placements are made according to the requirements of the individual's IWRP and not to meet the labor needs of the business.
 - 4) The periods of time spent by the individuals at any one site or in any clearly distinguishable job classification are specifically limited by the IWRP.
- While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitations:

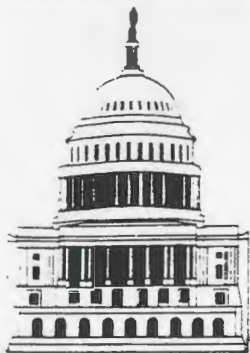
| | | |
|-------------------------|-----|---------------------------|
| Vocational explorations | 5 | hours per job experienced |
| Vocational assessment | 90 | hours per job experienced |
| Vocational training | 120 | hours per job experienced |
 - Individuals are not entitled to employment at the business at the conclusion of their IWRP, however, once an individual becomes an employee, the person cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

An employment relationship will exist unless all of the criteria described in the policy is met. If an employment relationship is found to exist, the business will be held responsible for full compliance with the applicable sections of the Fair Labor Standards Act, including those relating to child labor.

Businesses and rehabilitation organizations may, at any time, consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may make use of the special minimum wage provisions provided pursuant to section 14(c) of the Act.


 Donald J. Hinkel, Chair
 National Rehabilitation Facilities
 Coalition


 Karen R. Keesling, Acting Administrator
 Wage and Hour Division
 U.S. Department of Labor



PL 102-569: The Rehabilitation Act Amendments of 1992

.... We can be proud of this landmark piece of legislation that will ultimately facilitate employment outcomes for individuals with the most severe disabilities. This law will afford people with disabilities the opportunity to take advantage of the Americans with Disabilities Act. These Amendments pull together the best of what we know about how to assist people with disabilities and their families. The rest is up to us....

- Dr. Paul Wehman, Director RRTC

The Rehabilitation Act Amendments of 1992 were signed by the President on October 29, 1992 and became Public Law 102-569. These amendments are much more than a status-quo reauthorization or continuation of the Federal/State Rehabilitation Program. Substantial adjustments are made in the principles, purpose, process, and outcomes of the Rehabilitation Program to support persons across the full range of type and extent of disability to attain and maintain employment outcomes appropriate to their interests and abilities.

The Amendments are guided by the presumption of ability. A person with a disability, regardless of the severity of the disability, can achieve employment and other rehabilitation goals, if the appropriate services and supports are made available. Therefore, the primary responsibilities of the vocational rehabilitation system are to:

- Assist the individual with a disability to make informed choices about potential employment outcomes that result in integration and inclusion in the community.
- Develop an individualized rehabilitation program with the full participation of the person with a disability.
- Match the needs and interests reflected in the individualized programs with the appropriate services and supports including rehabilitation technology, supported employment, and others.
- Proactively foster cooperative working relationships with other agencies and programs, including local education authorities, to unify the service system.
- Emphasize the quality of services and the accountability that service representatives have to honor the dignity, participation, and growth of persons with disabilities as their employment interests develop over time.

There is now a consistent set of public legislation through the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), and the Rehabilitation Act Amendments of 1992 providing guidance to employers, education authorities, rehabilitation service managers and providers, and others in how to support persons with disabilities. The Rehabilitation Act Amendments of 1992 support the actual service systems through which employers can find assistance and expertise in identifying and completing the reasonable and appropriate job accommodations called for in the ADA. They establish a basis in the adult service system for accomplishing the transition preparation, planning, and implementation activities found in the IDEA. Finally, the Rehabilitation Act Amendments put the abilities and choices of persons with a disability first and challenge the services system and the greater community to support their efforts to work, live, and participate in the community. This newsletter will describe a number of the major components of the Rehabilitation Act Amendments in the Title I state grant program for vocational rehabilitation services and the Title VI, Part C supported employment services program.

- Grant Revell, Director
Virginia Commonwealth University's
Technical Assistance Center on Supported Employment

A Joint Publication by
The Rehabilitation Research and Training
Center on Supported Employment,
Virginia Commonwealth University's Supported
Employment Technical Assistance Center,
and
The United Cerebral Palsy Association, Inc.



Value-Based Framework

The statement of purpose and policy is a reaffirmation of the precepts of the Americans with Disabilities Act, which has been referred to as the 20th century emancipation proclamation for individuals with disabilities. It is the Committee's intent that these principles guide the policies, practices, and procedures developed under all titles of the act...The terms "INCLUSION and INTEGRATION" are included in this section of the bill, in the findings, purpose, and policy sections of Title 1, and in numerous other places throughout the Act. The Committee intends these references to reinforce the principle that individuals with disabilities, regardless of the nature, type, or severity of disability, should have the same opportunity as their nondisabled peers to experience and enjoy working, leisure time activities, and other life experiences in our society (Senate Report 102-357, p. 14-15.)

This language from the Senate Report creates a **value-based framework to focus all programs authorized through and funded under the Rehabilitation Act**. More than any other legislation since the enactment of the Americans with Disabilities Act in 1990, the Rehabilitation Act has taken the principles and policies of the ADA and translated them into statutory language. The law now recognizes that disability is a "natural part of the human experience" and "in no way diminishes the right" of individuals to live independently, enjoy self-determination, make choices, contribute to society, pursue meaningful careers, and enjoy full inclusion and integration in the economic, political, social, cultural, and educational mainstream of American society.

Presumption of Ability

It is important to realize that the reauthorization of the Rehabilitation Act **assumes that people with disabilities can work**. Previously, an individual had to have evaluations to determine his/her "rehab. potential" and the "feasibility" for "employability." Often these evaluations concluded that persons with the most severe disabilities were not eligible for services. However, since advances in technology and supported employment, disability can no longer be equated with an inability to work. In assuming that people with disabilities can work, several critical changes will occur.

- The notion of feasibility is removed.
- The rehabilitation counselor must demonstrate that **no employment outcome is possible** in order to determine a person ineligible.
- The burden of proof for accessing the system shifts from the individual to the rehabilitation system.

Eligibility: Accessing the System

A two part process essentially determines a person's eligibility for rehabilitation services. First, does the person have a disability? Second, does he/she require assistance

from the vocational rehabilitation system to achieve an employment outcome? **Presumption of ability** changes the "old way" of an "evaluation of rehabilitation potential", to an assessment of eligibility and rehabilitation needs.

Eligibility determinations must now focus **first** on the use of **existing data**, particularly on information provided by the individual with a disability, his/her family, or advocates. Other sources may include education agencies, social security agencies, the individual's personal physician, previous or current employer(s), community organizations such as UCP affiliates, and any organization or person referring the individual. If existing data is not available, insufficient, or outdated, a **preliminary assessment may be provided to include the provision of rehabilitation goods and services such as supported employment services, personal assistance services, and rehabilitation technology services**.

A comprehensive assessment may occur if additional information is needed. However, the statute **limits the extent of any comprehensive assessment** to specific information needed to develop a program of services. Finally, and most importantly, **a decision regarding eligibility must now be made within 60 days**. A short extension may be provided if mutually agreed upon between the individual with a disability and the vocational rehabilitation counselor.

In other words, people are presumed able to work, unless the counselor can UNEQUIVOCALLY demonstrate that no employment outcome is possible.

Choice



Supported employment service providers have been hearing for years from persons with severe and multiple disabilities that they **MUST** be able to choose their own service providers, their own jobs, their own supports, and their own funding source. Now, for the first time, there is legislation that begins to answer the issue of choice. The new Rehabilitation Act Amendments of 1992 clearly reflects values aimed at empowering persons with disabilities. The following regulations will ensure that individuals with severe and multiple disabilities have **CHOICE AND CONTROL** over their rehabilitation services.



Checklist of "Choice Regulations"

THE IWRP MUST....

- ✓ be jointly developed between the individual with the disability and the counselor.
- ✓ be designed to achieve the employment objectives of the individual with the disability.
- ✓ be consistent with the individual's strengths, priorities, abilities, and capabilities.
- ✓ be designed to include a statement, in the individual's words, describing how he or she was informed of and involved in choice related to:
 1. employment goals
 2. objectives
 3. services
 4. service providers
 5. methods used to procure or provide services.
- ✓ be designed to include information regarding related services and benefits.
- ✓ be provided in the language or mode of communication of the individual.
- ✓ be agreed upon by the individual with the disability and the counselor.
- ✓ be signed by the individual with the disability and the counselor.
- ✓ be copied to ensure that the individual has his/her own copy of the final document.



Supported Employment Programs

Supported Employment provides a means for individuals with severe disabilities to obtain and maintain community integrated competitive employment. P.L.102-569 includes many definitions related to Supported Employment Programs. The statute defines supported employment, supported employment services, ongoing support services, and extended services. The following table presents some of the key definitions in the Rehabilitation Act of 1992 related to supported employment programs.

P.L. 102-569: Supported Employment Definitions

SUPPORTED EMPLOYMENT is...

- competitive work in integrated work settings;
- for persons with the **MOST** severe disabilities;
- for whom competitive employment has not traditionally occurred;
- or for whom competitive employment has been interrupted or intermittent as a result of a severe disability; and
- who, because of the severity of their disability, need intensive support services; or
- extended services in order to perform such work.
- This term also includes transitional employment for persons with the most severe disabilities due to mental illness.

SUPPORTED EMPLOYMENT SERVICES are defined in this statute as ongoing support services and other appropriate services, for individuals with the **MOST** severe disabilities. They are...

- any service(s) that assist(s) an individual in entering or maintaining integrated, competitive employment;
- based on the needs of the eligible individual, as specified in an IWRP; and
- provided by the designated State unit for a period of time not to exceed 18 months; or
- under special circumstances, **may be extended beyond 18 months** if the eligible individual and the rehabilitation counselor jointly agree to extend the time in order to achieve the rehabilitation objectives in the IWRP.

ONGOING SUPPORT SERVICES are provided to individuals with the most severe disabilities and...

- occur at least twice monthly to assess the employment situation at the job site; or at the request of the client, **off site**;
- and based on the assessment, provide for the coordination or provision of intensive services, at or away from the job site, that are needed to maintain employment stability; and
- may include such things as a supplementary assessment; intensive job-site training; job development and placement; social skills training; observation or supervision of the individual; contact with the employers, individual, parents, family members, or advocates; facilitation of natural supports; any other service identified in Section 103; or a service similar to another service described in this subparagraph.






EXTENDED SERVICES include ongoing support services and other appropriate services needed to support and maintain an individual in supported employment. They are...

- any service(s) needed to support an individual in maintaining integrated, competitive employment;
- provided by any appropriate resource such as a State agency, a nonprofit private agency, or an employer **after** the individual has transitioned from support provided by the designated State vocational rehabilitation unit;
- based on the needs of an eligible individual as specified in an IWRP which must include a statement of the source of the extended services.
- If it is not possible to identify such a source, a statement may be included describing the basis "for concluding that there is a reasonable expectation that such sources will become available." **Extended services may include natural supports** [Sec. 635(b)(6)(C)(iii)].



Does Supported Employment Need "Fixing?"

In spite of supported employment's national success, there continues to exist a number of implementation issues. The revised supported employment regulations, as published in the Federal Register on June 24, 1992 [Vol. 57, no. 122; pp. 28432-28442], specifically addressed some of these concerns. Similarly, the 1992 Rehabilitation Act Amendments have made some significant changes in an attempt to "FIX" these implementation issues. The following table presents some of the major areas of concern and the reauthorized Act changes.

| PROBLEM | AMENDMENT CHANGES |
|---|---|
| <p>Programs continue to avoid selecting those individuals with the most severe disabilities.</p> | <p>The definition of Supported Employment now includes the following:</p> <p> Greater emphasis has been placed on terms that describe the individuals for whom supported employment was designed to serve. The new definition now uses the word "MOST" in front of the word severe.</p> <p> The word "intensive" has been added to the definition for emphasis and to describe the type of supported employment services or extended services that an individual needs to achieve employment. <i>NOTE: The Committee was very concerned that there be NO specific numerical requirements or other arbitrary requirements used in the regulations (Senate Report 102-357, p.22).</i></p> |
| <p>People with severe physical, dual sensory, or other multiple disabilities are having difficulty accessing local services across the country.</p> | <p>A statutory definition of 'ongoing support services' has been added to the Act.</p> <p> These services have been defined to include almost anything required by the individual receiving services such as <i>transportation, communication, personal assistance services, rehabilitation technology, job redesign, environmental adaption, social skills training, counseling or other emotional supports, and family support.</i> (Senate Report 102-357, p.24)</p> <p> The inclusion of natural supports has taken on a broad definition and is <i>meant to include having a supervisor, co-worker, or other employer(ee) provide supervision and support at the worksite; using college students, friends or volunteers/mentors from work or the community to provide needed services or supports; or using family members in a support role.</i> (Senate Report 102-357, p.24) [Emphasis added.]</p> |
| <p>Presently, there exists a lack of extended service providers that can be identified from the onset of employment.</p> | <p>Much of the statutory definition governing <i>extended services</i> remains the same with two important exceptions.</p> <p> If it is not possible to identify a provider of extended services when the IWRP is written, a statement may be included that states why there is reasonable expectation that such a source will be available. This provision also indicates that extended services may include natural supports. The combination of these amendments will assist individuals with the most severe disabilities who have frequently been denied access to supported employment.</p> |



Rehabilitation Technology

Rehabilitation Technology refers to a broad range of services and devices. The Rehabilitation Act Amendments uses the term to mean:

- all activities previously incorporated under the term "rehabilitation engineering",
- assistive technology devices, and
- assistive technology services.

Achieving the Rehabilitation Goal

The Rehabilitation Act mandates that the rehabilitation system provide rehabilitation technology to an individual if it is needed to achieve his/her rehabilitation goals. This makes technology exempt from the comparable services and benefits requirement. Most other services under Section 103 of the Act is subject to what is called a "search for similar benefits." A search for similar benefits means that the rehabilitation system does not have to provide a service until every other possible funding source has been exhausted. Therefore, a rehabilitation counselor must provide technology to an individual with a severe disability who needs it to achieve his/her employment and other rehabilitation goals. The consumer can not be forced to wait through a lengthy or significant delay before the provision of services while other funding sources are exhausted.

For example, Amy's employment goal was to become employed as a data entry specialist for an insurance company. She had severe cerebral palsy and was unable to communicate verbally with her co-workers. Amy asked her rehabilitation counselor to purchase a "Touch Talker" as a job accommodation. The device was needed for Amy to fully meet her rehabilitation goals, the counselor provided the technology.

Individualized Written Rehabilitation Program

The technology needs of an individual must be specified in the Individualized Written Rehabilitation Plan (IWRP). This includes "a statement of the specific rehabilitation technology

New State Plan Requirements for Rehabilitation Technology

1. Describe how a broad range of rehabilitation technology services will be provided at each stage of the rehabilitation process.
[Sec.101(a)(5)(C)(i)]
2. Describe how a broad range of such rehabilitation technology services will be provided on a statewide basis.
[Sec.101(a)(5)(C)(ii)]
3. Describe the training that will be provided to vocational rehabilitation counselors, client assistance personnel, and other related services personnel.
[Sec.101(a)(5)(C)(iii)]
4. Describe the manner in which devices and services will be provided or worksite assessments will be made as part of the assessment for determining eligibility and/or needs of an individual.

[Sec.101(a)(31)]

services to be provided to assist in the implementation of intermediate rehabilitation objectives and long-term rehabilitation goals."

Key report language states the following:

"...the IWRP should provide for regular and periodic assessments to ensure that a match exists between the supports, the technology, and the current and changing needs of the individual who will be using the technology, as well as other people involved in the provision of services who require the information..."

(Senate Report 102-357, p.39.)



Transition

The Rehabilitation Act Amendments of 1992 states that...

"The term 'transition services' means a coordinated set of activities for a student,

designed within an outcome-oriented process, that promotes movement from school to post school activities, including post secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

This definition of transition services duplicates the one included in the Individuals with Disabilities Education Act (IDEA). It is important to note, since numerous amendments were added to P.L. 102-569 related to transition. The amendments recognize that many students with disabilities will exit the school systems requiring rehabilitation services. Of critical importance, the new regulations mandate a state plan requirement for rehabilitation programs. The state agency must specifically address development of policies that will be implemented to assure that rehabilitation agencies coordinate with state education agencies, in order to assure that students exiting the schools who require rehabilitation services receive those services with no break in service. Thus an eligible individual's IWRP should be completed BEFORE the individual leaves the school system. The transition provisions added to the Act do not shift the burden for transition planning from education to rehabilitation. Instead, they will force coordination and collaboration between the two systems so there will be no gap in service for eligible students.

New State Plan Requirements for Transition

GOALS AND PUBLIC EDUCATION. Each state plan must:

...contain plans, policies, and procedures to be followed (including entering into a formal interagency cooperative agreement...with education officials responsible for the provision of a free appropriate public education to students who are individuals with disabilities) that are designed to:

- A.) facilitate the development and accomplishment of -
 - (i) long-term rehabilitation goals;
 - (ii) intermediate rehabilitation objectives; and
 - (iii) goals and objectives related to enabling a student to live independently before the student leaves a school setting, to the extent the goals and objectives described in clause (i) through (iii) are included in an individualized education program of the student, including the specification of plans for coordination with the educational agencies in the provision of transition services;
- B.) facilitate the transition from the provision of a free appropriate public education under the responsibility of an educational agency to the provision of vocational rehabilitation services under the responsibility of the designated State unit, including the specification of plans for coordination with educational agencies in the provision of transition services authorized under section 103(a)(14) to an individual, consistent with the individualized written rehabilitation program of the individual; and
- C.) provide that such plans, policies, and procedures will address -
 - (i) provisions for determining State lead agencies and qualified personnel responsible for transition services;
 - (ii) Procedures for outreach to and identification of youth in need of such services; and
 - (iii) a timeframe for evaluation and followup of youth who have received such services (Sec. 101(a)(24)).



Texas Association for Persons In Supported Employment

NEWSLETTER VOL. 1, NO. 1 FALL, 1993

THE TEXAS CHAPTER OF APSE

By Kris Cusack

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In 1990 a group of individuals representing thirty-five agencies organized Austin Community Coalition For Employment Support Services (A.C.C.E.S.S.). After many meetings and group discussions a need was realized that the entire state would benefit if we could come together as a profession and share ideas. In 1992 approximately thirty people came together to discuss the formation of a Texas chapter of APSE.

During this past year, we have applied as a chapter in development and have formally elected officers. Currently we are looking for people to serve on the legislative and fund raising committees, as well as consumer, employer, and parent representatives. We are also interested in dividing the state into four sections and having a T.A.P.S.E. representative from each section to serve on the executive board. Presently we are recruiting membership for T.A.P.S.E. from the professional, student, consumer, and employer realms in order to enhance the diversity within the organization.

The mission of T.A.P.S.E. is to promote supported employment opportunities for persons with disabilities and provide support for professionals working within the field. T.A.P.S.E. shall advocate for individuals with disabilities to have the opportunity for:

- A life with dignity and opportunity
- Vocational growth and development
- Increased independence
- The utilization of natural supports
- The chance to be recognized for their abilities
- Informed choices and decision making opportunities
- Supports that reflect the concerns, needs, and desires of the worker

We are all very excited about getting our state chapter off and running and also realize there will be many challenges facing us, therefore, we encourage all interested persons to give us their input and encouragement.

- ◆ Will credentials be used to keep people out?
- ◆ Does classroom training generalize to on-the-job performance?
- ◆ What about optional additional certification with salary/cash incentive?
- ◆ What will the 12 transition state be doing regarding credentialing
- ◆ Increase values
- ◆ Tap into the Employment Consultant/Head Hunter groups'
- ◆ Identities

Isolation:

- ◆ Local/state APSE chapters are helpful
- ◆ Local forums which bring in all SE personnel to discuss issues and provide education through speakers would be helpful

New Staff Member At TEA

Linda J. Walls has recently joined the Texas Education Agency staff as the Transition Consultant for Secondary Special Education Programs.

Linda has had experiences in several school districts at the secondary level with students in special education and their transition to work and from school to work, using supportive employment. She has, also, served on the board of directors of local non-profit agencies and acted as the liaison between these boards, the community and other agencies within the state.

If you have any questions concerning transition and how it relates to

programming for students with disabilities at the secondary level, please feel free to call her (512)463-9414.

Attention

Since T.A.S.P.E. is a new organization, we encourage people from around the state to send us articles and events for the calendar to share with people within the state.

Detach and Return

Detach and Return

Texas Association For Persons In Supported Employment

Membership Information

Name: _____

Address: _____

Phone: _____

Occupation: _____

| | | | |
|--------------------------|---------------------|----------------|------------------------|
| Membership: _____ | Regular | \$10.00 | Membership Year |
| _____ | Associate | \$10.00 | _____ |
| _____ | Student | \$10.00 | |
| _____ | Organization | \$25.00 | |

How can TAPSE serve you? _____

Send information and check to:

TAPSE
c/o Marilyn M. Moffett, Treasurer
1706 Sylvan
Austin, Texas 78741-2527

MISSION

The Association for Persons in Supported Employment is a membership organization formed to improve and expand integrated employment opportunities, services, and outcomes for persons with severe disabilities. APSE:

• Provides advocacy and education to customers of supported employment (SE), i.e. supported employment professionals, consumers and their family members, and supported employers.

• Addresses issues and barriers which impede the growth and implementation of integrated employment services.

• Improves SE practice so that individuals and communities experience SE as a quality service with meaningful outcomes.

• Promotes national, state, and local policy development which enhances the social and economic inclusion and empowerment of all persons with severe disabilities.

• Educates the public and the business community on the value of including people with severe disabilities as fully participating community members.

APSE Membership Application

Name _____

Organization _____

Address _____

City _____

State _____

Zip _____

Telephone _____

Fax _____

Please provide the following information.

I am a:

- Consumer
 Family Member
 Employer
 Professional (please give your job title)

Other (specify) _____

My organization is:

- Advocacy Organization SE Provider
 State Agency School
 Federal Agency University
 Local Agency Rehab Program
 Other (specify) _____

EIN:54-1470501. Dues are not tax deductible.

Individual Fees

One copy of the *Advance*/1 vote unless otherwise noted.

Use column **A** if your organization **IS NOT** a standard organizational or contributing member.

Use column **B** if your organization **IS** an organizational or contributing member.

| Individual Income: | A | B |
|---------------------|-------------------------------|-------------------------------|
| More than \$26,000 | <input type="radio"/> \$50 | <input type="radio"/> \$40 |
| \$15,000 – \$26,000 | <input type="radio"/> \$40 | <input type="radio"/> \$30 |
| \$12,000 – \$14,999 | <input type="radio"/> \$30 | <input type="radio"/> \$20 |
| Less than \$12,000 | <input type="radio"/> \$15 | <input type="radio"/> \$10 |
| Family Membership | | |
| 2 copies/2 votes | <input type="radio"/> \$60 | <input type="radio"/> \$50 |
| Lifetime Membership | <input type="radio"/> \$1,200 | <input type="radio"/> \$1,000 |

Organizational Fees

Number of copies of the *Advance*/number votes noted below.

Organizational Membership

5 copies/1 vote \$250

Contributing Membership (includes free conference registration for one consumer)

6 copies/1 vote \$350

Subscription to the *Advance* only (This is not a membership)

2 copies/0 votes \$85

Payment Instructions

Send check or credit card information with your application to: APSE, 5001 W. Broad Street, Suite 34, Richmond, VA 23230

Canadian members add \$8; other non-US members add \$15 to all rates above.

Amount Enclosed (US currency only) _____

or fax credit card information to 804 • 282 • 2513

card number _____

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