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## Beyond Severe Disabilities: National Approaches and Networking Guide

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**BEYOND SEVERE DISABILITY:  
NATIONAL APPROACHES AND NETWORKING GUIDE**

by

**Floyd T. Waterman  
Carole M. Davis  
Lois S. Rood**

November 1985



**Center for Applied Urban Research  
College of Public Affairs and Community Service  
The University of Nebraska at Omaha**



MODELS AND STRATEGIES FOR FINDING THE LEAST RESTRICTIVE WORK  
ENVIRONMENT FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES

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Center for Applied Urban Research  
College of Public Affairs and Community Service  
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## Foreword

This monograph is one of five reports produced for a research project conducted by the Center for Applied Urban Research, University of Nebraska at Omaha, and under a grant from the Nebraska Governor's Planning Council on Developmental Disabilities and the Nebraska State Department of Health titled, "Models and Strategies for Finding the Least Restrictive Work Environment for Developmentally Disabled Persons."

The research was conducted between October 1, 1984, and November 30, 1985. Surveys of national employment and training programs for individuals with developmental disabilities were conducted. Many sites were visited by project staff. Many program officials wrote the descriptions of programs included in this report. The monographs included in this report are as follows:

- BEYOND SEVERE DISABILITY: Models and Strategies for Change
- BEYOND SEVERE DISABILITY: National Approaches and Networking Guide
- BEYOND SEVERE DISABILITY: Nebraska Services Guide
- BEYOND SEVERE DISABILITY: The Challenge of Private Enterprise
- BEYOND SEVERE DISABILITY: A Functional Bibliography

While preparing Models and Strategies for Change the researchers were guided by the philosophy that individuals with severe physical and mental disabilities can take their place alongside workers who do not have disabilities, and that individuals with disabilities can contribute to the economies of their communities when they are allowed to participate in competitive employment. Some individuals with developmental disabilities may require supports in a natural work setting. But, employers often become unduly concerned about the individual's disabilities rather than the individual's abilities, work attitude, and work ethic.

Developmental disabilities are so diverse that it is impossible to provide one general description of the supports required by individuals in natural work settings. The major supports are environmental adaptations, job structuring, and on-the-job training. These types of supports must be individualized. They are often very inexpensive and they frequently provide many benefits to the employer.

Business and community leaders are creators of employment opportunities. Rehabilitation professionals enable individuals with disabilities to enter competitive employment. If individuals with physical and mental disabilities are to take their rightful place alongside nondisabled workers and become integrated into society as valued, contributing citizens, then rehabilitation professionals must broaden their philosophical and vocational horizons. They must examine new vocational opportunities as alternatives to traditional occupations. Thus, agency personnel can work more effectively with business and community leaders who are the sources of employment.

Traditionally, many rehabilitation professionals have held the dichotomous view that individuals were either totally independent or totally dependent, competitively employable or not employable, and completely work-ready or not placeable.

Such dichotomous thinking has led to the conclusion that an individual's vocational future will be in either a competitive job or a segregated workshop. This perception is based upon the erroneous assumptions that: (1) there will be employment opportunities in the community for all individuals who leave special education programs and for all adults with disabilities; (2) individuals with disabilities can only learn work skills in segregated workshops; and (3) when individuals are placed in segregated workshops they learn skills and advance to other types of competitive employment in the community. In fact, none of these assumptions is true.

Researchers have shown that few individuals ever graduate from segregated workshops, they are often engaged in make-believe or simulated work, isolated socially, and segregated from the workers whom they could emulate.

Individuals with severe and multiple disabilities have been segregated in work activity centers and workshops, their wages have been pitifully low, their social lives have been artificial, and their work benefits are nonexistent. Their careers have been dead-ended. Therefore, new vistas in employment, public attitudes, and vocational planning are required. The research reported in these monographs addresses all phases of the problem of finding the least restrictive employment for individuals with disabilities.

## ACKNOWLEDGMENTS

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The Human Resource Press, Lake Forest, IL, 1981.

President's Committee on the Employment of the Handicapped  
Avenues to Employment: A Guide-1984 and  
Making the Disabled a Part of Your Team-1985  
Washington, DC.

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## Chapter I

### FACTORS INVOLVED IN PROGRAM SELECTION

As we studied these programs, it became clear to us that most of these programs have some intrinsic values and that it would not be practical or advisable for us to evaluate the programs. Instead of rating programs, we selected programs that met at least one of our ten critical factors for program selection, and many of them met several. Our decisions were also based on a desire to present a variety of programs, especially those that seemed to be appropriate for program planners in Nebraska.

We thought that it would be best to have program personnel describe their programs. Thus, a principal staff member wrote the description of each program. Some program personnel did not respond in time to meet our publication deadlines. Therefore, some programs which may be known to many rehabilitation professionals may be missing from our listing. Our listing is not intended to be exhaustive nor is it intended to include only those programs that are considered noteworthy.

#### Ten Critical Factors in Program Selection

The purpose of this study was to collect and to disseminate information about programs, other than segregated workshops, for training and placing individuals who have severe disabilities and to find ways of expanding employment opportunities for these individuals. Each program may have only one or two features that are practical or useful for program designers who are establishing programs, but we included as many programs as possible. We did not evaluate or validate programs.

Staff from rehabilitative agencies usually recommended programs that possessed one or more of the following characteristics. We did not order the listing; for example, while item 1 is very important, it is not necessarily more important than item 2. Each program may not include all of the characteristics we describe.

1. **Increase the physical and social integration of individuals who are disabled.** The programs enable individuals with severe disabilities to increase their associations with nondisabled workers and customers, and, thus, promote physical and social integration of individuals with disabilities.
2. **Enhance the competence and status of individuals who are disabled.** The programs prepare individuals to develop marketable competencies so that they can contribute to the economic needs of the community.
3. **Increase wages, benefits, and job security.** The programs expand employment opportunities, improve financial security, and increase self-sufficiency for individuals with severe disabilities.
4. **Expand options and increase autonomy.** The programs expand the vocational options and enhance the overall quality of living for individuals with severe disabilities.

5. **Use advanced technologies and training techniques.** The programs use advanced technology and training techniques to reduce functional limitations in the workplace for individuals with severe disabilities.
6. **Develop partnerships with business and industry.** The labor needs of local businesses and industries are used to plan programs. Local business, labor, and industry leaders often serve on the advisory boards for these programs.
7. **Coordinate planning with other agencies.** Program leaders coordinate efforts with other community agencies (for example, schools, training facilities, and vocational rehabilitation groups) to maximize services and to avoid duplication.
8. **Reduce public subsidies.** The programs' goals are to decrease public funding for operations and to increase the independence and to decrease the need for public subsidies for individuals with disabilities.
9. **Maintain flexibility.** The programs have the ability to respond to the needs of local businesses and industries. They can design services to meet the needs of individuals with severe disabilities. In other words, the system can fit the needs of the clients rather than the reverse.
10. **Allow replication.** The programs have some component(s) which can be replicated. Because the economic conditions and needs vary among communities, some programs may be inappropriate for replication in some areas. However, some processes or program components may be adapted or adopted to meet the needs of various communities, programs, and individuals.

#### Types of Models Represented

We wanted to select and describe a variety of programs: for example, supported employment, work stations, mobile crews, and business models. Lois Rood, our consultant, developed a very useful matrix which we used to classify our programs (see Chapter III, figure 1 in Beyond Severe Disability: Models and Strategies for Change).

## Chapter II

### PROGRAM DESCRIPTIONS

This listing of programs is not intended to be comprehensive. Space prohibited us from listing programs from all fifty states, yet we are fairly confident that there are good programs available in each state. Nebraska, for example, has six mental retardation service districts and each offers a variety of programs. National programs are also represented in Nebraska, but space did not allow us to describe each of them.

We classified programs by model type. One of the difficulties in classification is that a program may fit into more than one category. For example, a project with industry which is affiliated with the national network is certainly a job placement model, but it may also be a transitional employment program or an enclave in industry. Recognizing the problems associated with classification systems, we have assigned programs to categories that represent our perception of the program's principal model.

We classified programs into six very broad categories: job placement, supported employment, affirmative industries, work apprenticeship, enclaves in industry, and an array of vocational options. We recognize that there may be differing perceptions about the nature of these categories, so we have defined the terms.

Job Placement programs emphasize placing job-ready applicants. Obviously, job placement is a function of most programs, but this category is used for programs that focus on job placement.

Supported Employment models are those which provide on-the-job training to employees. Usually, employers receive incentives, such as, federal targeted-job tax credits or on-the-job training funds from state governments. Supervision may be provided by the agency or the program, or it may come from the company, with agency personnel consulting with industry supervisors.

Work Apprenticeship is a rather unique system, represented by the Community Options, Inc., in Belchertown, Massachusetts. This program employs a small staff and the agency purchases services to support the employees, for example, counseling or job coaching. This program has a strong commitment to training and providing the necessary work supports to help individuals with disabilities become employed competitively in the community.

Enclaves in Industry are sometimes called work stations or projects with industry. We characterize these enclaves as groups of workers trained within business, industry, or state or local government agencies. The supervision, training, and wages are generally provided by the agency. The business or industry provides the office space and pays the agency for services performed. The details of these arrangements are usually spelled out in a contract between the agency and the company.

Affirmative Industry models are really entrepreneurial models. These models provide meaningful work, higher salaries, and greater employment

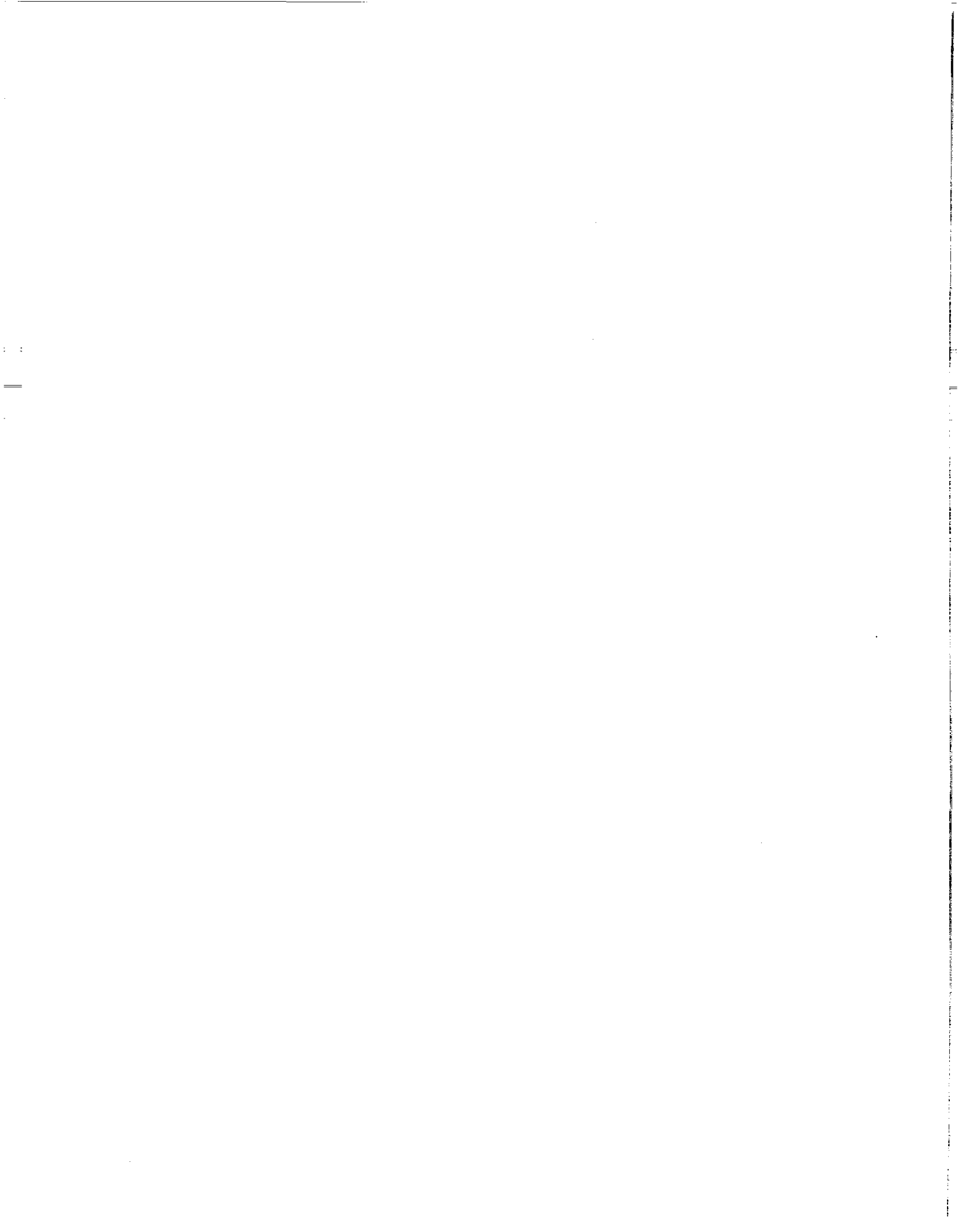
opportunities for individuals with disabilities. These operations are usually businesses established on behalf of individuals with disabilities; they are not segregated workshops that are subcontracted to perform a function. The individuals with disabilities are not working for an agency; they are employees of the business.

An Array of Vocational Options, as the name implies, includes programs that have several models operating at once, and no one method of training or placement is featured over the others.

Unfortunately, some nationally known programs are not included in this report. We regret that our listing of programs is not comprehensive. We tried to include a variety of models that depart from traditional segregated workshops and to feature programs that go beyond the workshop. We also selected programs that met one or more of our critical factors and programs that we thought would be instructive to managers and operators of agencies within the state of Nebraska.

# **JOB PLACEMENT**





**JOB PATH**  
**VERA INSTITUTE OF JUSTICE, NEW YORK**

by Fredda Rosen  
Project Director

PROGRAM CLASSIFICATION

Transitional employment, competitive employment, and on-the-job training.

PROGRAM DESCRIPTION

Job Path was established by the Vera Institute of Justice to enable individuals with developmental disabilities to make the transition to competitive employment.

Purpose

Job Path provides training for individuals with mild retardation, learning disabilities, and hearing impairments. Some individuals have come from special education classes and sheltered workshops, others are underemployed or unemployed. Job Path provides participants who have no work experience or those who have been unsuccessful in the labor market an opportunity to acquire the skills, work habits, and social skills needed to become competitively employed.

Job Path staff have developed training materials, and they can provide technical assistance to organizations interested in learning more about transitional employment strategies, while continuing to operate as a demonstration program.

Philosophy

Job Path is based on a set of transitional employment strategies combining actual work experience and a support system. It is designed to assist individuals with disabilities make the transition to competitive employment and retain their jobs.

SERVICES PROVIDED

Job Path provides the following services:

- Job placement,
- Follow-along and follow-up care,
- On-the-job training,
- Vocational assessment,
- Job-readiness training, and
- Vocational counseling and ancillary service referral.

## CLIENT PROFILE

All Job Path clients are severely disabled. The U.S. Office of Special Education and Rehabilitation defines individuals as being severely disabled when they require multiple services over an extended period of time.

Disability groups served from October 1, 1983, to September 30, 1984, include:

<u>Disability</u>	<u>No. served*</u>	<u>Disability</u>	<u>No. served*</u>
Epilepsy	5	Deaf and blind	1
Hearing impaired or deaf	31	Cerebral palsy	1
Orthopedic impairment	4	Visual impairment or blind	4
Speech disorder	2	Learning disability	18
Multiple disabilities	27	Neurological disorder	1
Emotional difficulty	5	Asthma	3
Sickle cell	1	Lupus	<u>1</u>
Mental retardation	70		
		Total	174

\*Participants may have more than one disability; 119 participants were served.

Participants range in age from 18 to 51 years. About 47 percent are black, 27 percent are white, and 26 percent are Hispanic, and about 30 percent are female. About 65 percent of the participants are mentally retarded, 24 percent are hearing-impaired, 6 percent are learning disabled, 3 percent have epilepsy, 2 percent are autistic, and 1 percent have other disabilities. In addition, 22 percent of the participants have a secondary disability. The average reading and mathematics levels for participants are fourth grade.

## MODEL DESCRIPTION

Participants are accepted into the program on a staggered basis. Once accepted, they are assigned immediately to a training site, usually in a public sector or nonprofit organization, based on their skills and abilities. Most jobs are in the service sector and include positions such as food service worker, clerk, mailroom worker, porter/maintenance worker, messenger, and housekeeper.

### Guidelines for Selecting Participants

Job Path serves individuals who are next to job ready. Individuals who are job ready do not need the support system or the work experience that Job Path provides. If individuals need more than 1 year of transitional employment and accompanying supports before they become employed competitively, they are not yet ready for Job Path. Job Path clients can be prepared for competitive employment within 6-12 months. There are five critical areas to evaluate when selecting clients for the supported work program: motivation, flexibility, emotional stability, medical history, and work history.

## Principles of Supported Work

The Job Path program is based on six concepts.

1. Real work assignments are given to participants who are placed at low stress training sites where they learn some of the skills needed in food service, clerical, mailroom, porter/maintenance, housekeeping, messenger service, and other entry-level positions. The training sites, such as Bellevue Hospital, U.S. Internal Revenue Service, Columbia Broadcasting System, and J. C. Penney, are secured by Job Path's staff of marketing representatives (job developers). During an intensive assessment period, the trainee's skills, personality, and potential are matched carefully to the needs of the agency or firm. Participants also learn good work habits and social skills while earning the minimum wage.
2. Graduated expectations are used so that new workers are not overwhelmed by initial demands. Usually, within 2-4 months participants are moved from low-stress training sites to more demanding ones. Typically, this entails moving the individual from the public sector to the private sector, where almost 90 percent of Job Path's participants are placed.
3. Understanding but firm supervision is assured so that inexperienced workers can learn from their mistakes. A training consultant from Job Path visits each training site at least twice a week to assist supervisors and participants.
4. Regular evaluation and feedback are given so that inexperienced workers, who may lack standards of comparison, will know how they are performing. Job Path training consultants meet weekly with supervisors to discuss the progress and problems of participants.
5. Opportunities for peer support enable individuals to gain strength from one another. Job Path provides weekly group meetings for participants so that they can share their experiences and offer advice to one another. As trainees progress, the group sessions focus on the skills individuals need to find jobs in the competitive labor market, for example, learning interviewing techniques, preparing a resume, and completing job applications. As trainees become job ready, the marketing staff arranges job interviews.
6. Follow-up support services help participants to make the transition from trainees to new employees and to retain their jobs. A training consultant maintains regular contact with the participants and gradually decreases the amount of support during the following year.

## Job Placement

Although training can last up to 1 year, participants usually stay in the program for about 6 months. Participants become eligible for permanent job placement toward the end of the training period or when they are deemed job ready. Participants are matched carefully with prospective jobs according to their interests and skills. A Job Path training consultant or marketing representative accompanies a participant on job interviews.

## COORDINATION WITH OTHER AGENICES

The state vocational rehabilitation agency, special education teachers, and other professionals refer participants to the program. No self-referrals are accepted. The vocational rehabilitation agency must certify that participants are disabled. Participants must be able to travel to and from work independently. They must also be able to take their medications, be willing to work, and have no recent history of acting out behavior.

## PROGRAM SETTING

Job Path's offices are based in midtown Manhattan. Job training and job placement occur at public agencies, nonprofit organizations, and private-sector companies throughout New York City.

### Funding

Agencies that want to adopt or adapt the Job Path model will need funding for staff salaries and trainee wages. Because training occurs at work sites in the community, there are no expenses for equipment or a physical plant. Job Path's funding mix has undergone a process of evolution. Initially, philanthropic and pilot funding enabled the program to demonstrate the utility of its strategies and to justify the investment of public tax money to stabilize the long-term effort.

During fiscal year 1984-85 (July 1, 1984 to June 30, 1985) funding was as follows:

<u>Source of Funds</u>	<u>Amount</u>
Job Training Partnership Act, Title IIA	\$155,500
New York City, Department of Mental Health, Mental Retardation and Alcoholism Service (anticipated amount)	\$470,000
New York State, Purchase of service system contract (anticipated amount)	\$250,213
Rehabilitation special project funds	\$11,565
Rehabilitation Service Administration, Projects With Industry funding	\$119,800
Grants for adapting work sites	\$23,905
Miscellaneous foundation support	\$32,000
Total	\$1,062,983

## Organizational Structure, Management, and Staffing

Job Path was established in 1978, to determine if a supported work model could assist mildly and moderately retarded youths and adults enter the labor market. Previously, the Vera Institute used the supported work model to assist former offenders, addicts, and recovering alcoholics. Job Path has broadened the scope of the supported work model to include individuals who are learning disabled, hard of hearing, deaf, and epileptic.

The Project Director for Job Path has the overall responsibility for program operations and administration. Five senior-level staff members, under the supervision of the Project Director, operate major program departments. The Project Director reports to an Associate Director of the Vera Institute, the corporate officer with responsibility for Job Path, who, in turn, reports to the Institute's Executive Directors and Board of Trustees. The Board is responsible for establishing the Institute's goals, missions, and policies and for managing the agency. The Board of Trustees meets quarterly, and committees meet as needed.

### Business Involvement

An active Business Labor Advisory Committee (BLAC), consisting of about 35 individuals from the community, meets quarterly to ensure that Job Path training is appropriate for current business needs. BLAC members are divided into three subcommittees: employer networking, training and placement and labor. BLAC members practice job interview situations with trainees to enhance participants' interviewing skills. This frequently results in trainees being hired by BLAC members. BLAC members advise Job Path's staff about ways to design and refine the program. For example, BLAC members suggested that counselors be renamed training consultants and job developers be renamed marketing representatives. These changes appeal more to the business community and help Job Path's staff focus on employers' needs.

When training consultants visit job sites, they are responsible for observing trainees perform specific tasks. The training consultant assesses the trainee's adjustment and ability to perform tasks, determines the accuracy with which tasks are completed, determines the trainee's mastery of a particular skill and the willingness to take on new assignments, and determines and assesses the skills that the trainee is learning.

Training consultants observe trainees' relationships with supervisors; interactions with coworkers; and personal appearance, attendance, and punctuality. During site visits, training consultants can help supervisors teach trainees tasks, when it is acceptable to supervisors.

Training consultants discuss trainees' progress with supervisors and help supervisors understand the special nature of working with individuals with disabilities in order to determine when trainees are job-ready, to assess trainees' strengths and weaknesses, and to evaluate trainees' suitability for a particular job.

Training consultants also develop program plans for trainees, based on trainees' skills and interests and feedback and input from trainees and supervisors.

## Results

About 70 percent of the 676 trainees who have completed the Job Path program since 1978, have become employed by banks, law firms, department stores, hotels, businesses, and nonprofit organizations.

In fiscal year 1984, 119 participants were trained. Of the 69 trained in service occupations, 47 were placed as food preparers, hospital housekeepers, or porters. Fifty participants were trained in clerical occupations; 22 were placed in light clerical, messenger, mailroom, or stockroom jobs; 8 other trainees were placed in miscellaneous jobs.

The average salary for employees placed through this program is \$146.65 per week. About 80 percent of the participants who are hired receive full or partial employee benefits. Job Path or the hiring company may provide training for participants, but the hiring company provides on-the-job supervision.

Job Path's marketing representatives meet regularly with potential employers to keep informed of local needs for labor and to identify appropriate areas for training. The Business Labor Advisory Council has been instrumental in keeping the marketing staff apprised of labor market trends and in introducing marketing representatives to a variety of New York City's employers. Labor representatives on the council have assisted the program by developing good working relationships in many industries.

## Replication Potential

Job Path's staff provided technical assistance to two agencies that added supported work components to their programs. One of these agencies is located in a suburb of New York City, and the other is situated in a medium-sized city, thereby demonstrating that supported work can be adapted to fit the needs of a variety of participants in many locations. The most important feature of a transitional employment program such as Job Path is a low participant/staff ratio. One counselor is needed for every 10-15 participants to provide adequate support and biweekly, on-site visits. One job developer is needed for every 20-25 participants to obtain training sites and appropriate jobs.

## Critical Factors for Success

The essential factors in a successful transitional employment program include:

- Work experience which provides training in marketable skills.
- A support system which enables the participants to cope with the demands of competitive employment.
- The best job match between the skills of the participant and the needs of the employer.

- An awareness of the employer's needs; focus on serving the employer's and the participant's needs.
- A staff of enthusiastic and dedicated employees.

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## PERSONNEL TRAINING AND CONSULTING

by John W. Breen  
Managing Director

### PROGRAM CLASSIFICATION

Job-placement agency.

### PROGRAM DESCRIPTION

Personnel Training and Consulting (PTC) is designed to facilitate the employment of individuals with disabilities.

#### Purpose

PTC links the labor needs of industry with the employment needs and capabilities of qualified workers with disabilities.

#### Goals

The goals of PTC include:

- To place and to employ individuals with disabilities,
- To assist and to train individuals with disabilities for employment,
- To promote public awareness and to provide information to employers and the public,
- To expand services and to become less dependent on public funding, and
- To collect data and to evaluate the program's progress.

#### Philosophy

PTC is based on the belief that there are many individuals with disabilities who have not been employed or who have been underemployed despite their abilities to learn and perform normal job skills. These individuals represent a vast, untapped source of labor. The demand for willing, capable workers will continue to grow.

The most viable opportunity for individuals with disabilities to escape a debilitating cycle of social, economic, and physical dependence is through employment. The needs of employers, individuals with disabilities, and society can all be met. This may be accomplished best through communication, education, training, and the application of marketing principles which are accepted and used commonly in business and industry.

### SERVICES PROVIDED

Personnel Training and Consulting provides the following services: job placement, follow-along and follow-up care, on-the-job training, job readiness training, and support services.

## CLIENT PROFILE

PTC serves individuals with mild to moderate disabilities--who require medium to moderate training in order to succeed. The age range of individuals served is 17-50 years. Individuals with the following disabilities were served from September 1, 1984 to August 31, 1985.

<u>Disability</u>	<u>Number served*</u>	<u>Disability</u>	<u>Number served*</u>
Epilepsy	3	Learning disorder or mental retardation	55
Orthopedic impairment	2	Autism	1
Multiple disabilities	10	Mental illness	<u>3</u>
Cerebral palsy	7		
Speech disorder	6		
		Total	87

\*Totals may not add because some individuals have multiple disabilities.

PTC currently serves an integrated pool of approximately 250 individuals. Eighty-seven individuals are developmentally disabled; of these, 55 are learning disabled or mentally retarded.

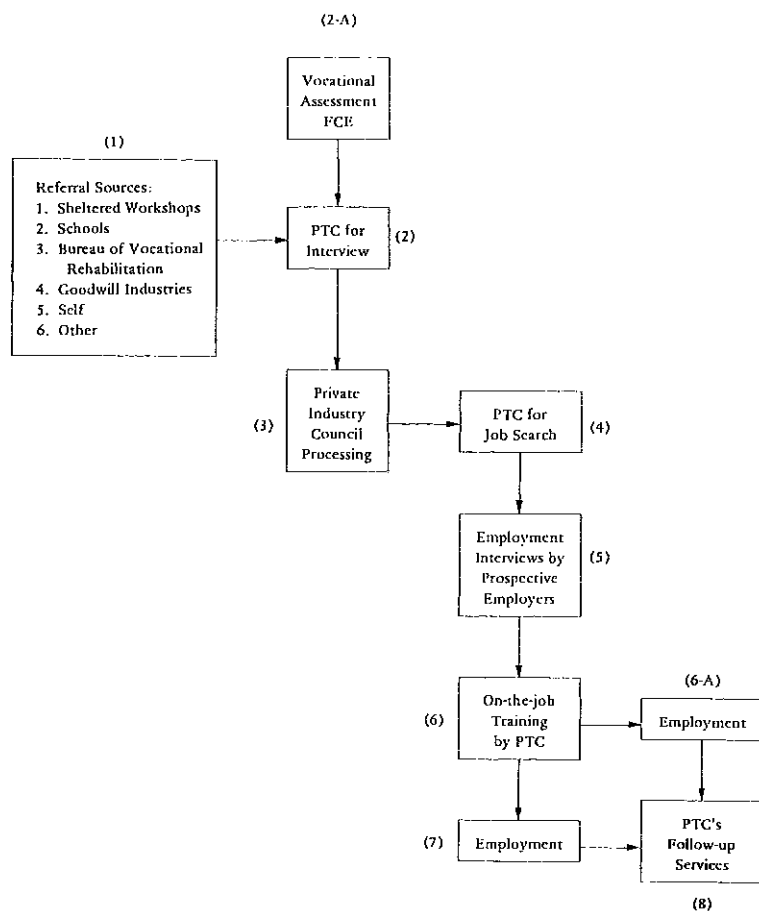
## MODEL DESCRIPTION

PTC is an employment agency that focuses on producing employment opportunities for individuals who are mentally retarded or developmentally disabled by assessing the needs of the business community.

Figure 1 shows the steps that individuals follow through the program.

Figure 1

Diagram of Training Process at PTC



## COORDINATION WITH OTHER AGENCIES

Clients are referred to PTC by agencies and individuals. PTC uses generally accepted marketing techniques and practices to place clients.

### PROGRAM SETTING

PTC is located in downtown Chillicothe, Ohio, and places clients throughout Chillicothe and the surrounding area.

### Funding

PTC's operating budget for fiscal year 1984-85 was \$160,000. Foundations, grants, and contracts provided \$150,000 (94 percent), and contributions and fundraising projects provided \$10,000 (6 percent).

### Organizational Structure, Management, and Staffing

PTC is an independent subsidiary of First Capital Enterprises (FCE). FCE is an independent nonprofit corporation which provides a variety of services to individuals with disabilities. PTC intends to incorporate, appoint a separate Board of Directors, and then operate as a corporation owned by FCE. PTC staff include a managing director, an employment specialist, two occupational training specialists, and a field service coordinator.

### Results

During January-August 1985, 24 individuals with developmental disabilities were trained and 23 were placed in competitive employment. Thirteen workers obtained jobs in the service industry as cooks, custodians, or laundry workers. They earned wages ranging from \$3.35 to \$5.50 per hour and received health insurance benefits.

Two trainees accepted clerical positions, and they are earning from \$3.25 to \$5.00 per hour. They also received health insurance benefits. Two individuals secured jobs as construction workers. One individual works in factory production, earns \$10.52 per hour, and receives dental and health insurance and retirement benefits. Six individuals are employed in a variety of jobs earning from \$3.35 to \$4.50 per hour, and they receive health insurance benefits.

Seventeen of the 23 individuals were placed in full-time positions (30 or more hours per week). As of August 15, 1985, PTC had 40 job orders and 9 were reserved for individuals who are mentally retarded or developmentally disabled. PTC's staff trainers and, in some cases, company personnel provide training to employees; employers provide supervision on the job.

PTC was established in October 1984. Full-scale marketing operations began on January 1, 1985. Between October 1984-August 1985, PTC's results include:

- The placement of 49 individuals in full-time positions--23 individuals with developmental disabilities and 26 without developmental disabilities. Earnings range from \$2.50 to \$10.52 per hour.

- The recruitment of 264 clients; 87 individuals with mental retardation or developmental disabilities and 177 without developmental disabilities.
- The establishment of working relationships with 49 employers.
- Job orders for 155 positions, ranging from entry-level manufacturing and retailing jobs to plant and retail management positions.
- The creation of a profitable software business on behalf of an individual with developmental disabilities.
- Acceptance as a member of the business community.
- A willingness by employers to pay for our services. (We are considering charging our customers a fee for placing individuals without developmental disabilities.)

#### Replication Potential

The systems, techniques, and approaches used by PTC may be duplicated easily, given certain key factors, including:

- Sufficient human and financial resources,
- A straightforward business approach,
- Faith that the private sector will employ individuals with disabilities,
- A firm, long-term commitment from the sponsoring organizations, and
- Placing responsibility and authority with individuals who possess successful private sector sales, marketing, and management experience.

#### Critical Factors for Success

1. Not wasting time. Quality employment occurs by concentrating on securing employment for one individual at a time. By asking "What would it take to provide quality employment for John Smith?" rather than "What would it take to find quality employment for 10, 30, 50, or 100 individuals with disabilities?"
2. Resource allocation and focus. A disproportionate amount of human and financial resources are used to maintain segregated, restrictive settings for individuals with disabilities. If society's goal is to facilitate employment, it does not make sense to spend an average of \$29,000 (President's Committee on Mental Retardation, U.S. Dept. Health and Human Services publication OHDS 83-21031) to habilitate individuals in public institutions. If just 10 percent of current resources were mandated for nonsubsidized, private sector employment and if current economic disincentives were abated, then employment opportunities would occur! Starting at birth, the focus should be to produce employment opportunities for individuals with disabilities. Assessments should be based on what individuals can do, not what they cannot do. Functional, individualized training for vocations needed by the business sector should replace the current academic approach.
3. Funding and flexibility. Adequate, long-term funding should be tied to measurable, quality performance and results! The flexibility to remain unencumbered by needless bureaucracy and the ability to respond to employer's and client's needs in a timely manner is also important.

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**PROJECTS WITH INDUSTRY, KANSAS**  
Will Menninger Center for Applied Behavioral Sciences  
Division of Rehabilitation Programs, The Menninger Foundation

by Michael Dreiling  
Director

PROGRAM CLASSIFICATION

Projects with industry and industrial evaluations.

PROGRAM DESCRIPTION

Purpose

Projects With Industry, Kansas, (PWI) provides job-readiness training, industrial evaluations, transitional employment training, and job-placement services to individuals with physical or mental disabilities in eastern Kansas. PWI assesses and places individuals with disabilities in their first work settings or they help individuals return to work after they develop a disabling condition.

Philosophy

Projects With Industry, Kansas, establishes a partnership with employers to provide job-readiness and placement services to individuals with physical or mental disabilities. PWI assists employers in placing qualified individuals with disabilities and in returning occupationally injured or ill employees to competitive employment.

SERVICES PROVIDED

- Job placement
- On-the-job training
- Vocational assessment
- Transitional employment training
- Follow-along and follow-up care
- Personal counseling
- Job-readiness training

CLIENT PROFILE

About 80 percent of our clients have severe disabilities, as defined by the Rehabilitation Services Administration guidelines. Our clients range in age from 16 to 60 years. From May 1, 1983, to March 31, 1984, we served 352 individuals with the following disabilities:

<u>Disability</u>	<u>Number served*</u>
Amputation	3
Epilepsy	4
Hearing impaired	33
Orthopedic impairment	20

Speech disorder	2
Cerebral palsy	5
Visual impairment	10
Learning disorder	4
Spinal cord injury	2
Mental illness	178
Mental retardation	39
Neurological disorder	3

\*Totals may not add because some individuals have multiple disabilities.

#### MODEL DESCRIPTION

PWI, Kansas, was started in 1977 with funding from the Kansas Rehabilitation Services Administration. This program has been instrumental in linking the business and rehabilitation communities by placing individuals with disabilities into competitive employment. Thus, PWI, Kansas, was founded on a model of early intervention for individuals who are occupationally or developmentally disabled.

The Menninger Foundation's Division of Rehabilitation Programs has five major components: (1) Evaluation Center; (2) National Demonstration Projects With Industry; (3) Rehabilitation Research and Training Center; (4) Occupational Assessment and Counseling Program, and (5) Projects With Industry, Kansas.

Because PWI, Kansas, is an organizational component of the Division of Rehabilitation Programs, we have access to the expertise and services of the other components, thus, making us somewhat different from other PWIs. An overview of each of the components will illustrate this interaction.

Evaluation Center. The center is designed to meet the needs of individuals with disabilities who have never worked and the needs of those who want to return to work after suffering a disabling accident, disease, or psychiatric disability. Prescribed evaluations usually include work-sample administration, psychometric testing, psychological evaluation, and referral to medical services when necessary.

In addition to assessing workers' capabilities, the center provides consultation in disability management programs that are designed to meet the specific needs of employers.

National Demonstration Projects With Industry. The primary function of this component is to replicate the successful Transitional Employment Programs (TEPs) established in Kansas and other states throughout the nation. TEPs, part-time training programs with the hospitality industry, train individuals in a variety of occupations.

National Demonstration PWI sites have been established in Texas, Louisiana, Iowa, Colorado, California, Kentucky, Illinois, Connecticut, and

Minnesota. Feasibility studies and training at these sites have been conducted, thus, providing occupational training, job placement, and follow-up care for the individuals employed by the hospitality industry. These demonstration sites provide a partnership among industry, state rehabilitation agencies, and regional rehabilitation services.

Rehabilitation Research and Training Center. This center is funded by the National Institute of Handicapped Research, U.S. Department of Education. This center's goals are to explore, to develop, and to disseminate a unified body of knowledge to prevent or eliminate the dependence of individuals with disabilities who have prior work experience or who are capable of employment.

Occupational Assessment and Counseling Program. This program provides medical and vocational assessments of the Menninger Foundation's mentally ill patients. The coordinator of vocational services works with the patient treatment teams to prepare individuals to return to competitive employment. This program also provides training in job-seeking skills to enhance an individuals' vocational skills. Evaluations are used to identify vocational skills and aptitudes to select occupations for patients. A national network of facilities and PWIs is available to assist out-of-state patients plan their vocations.

Projects With Industry, Kansas. This project's goals are to assist employers in hiring qualified individuals with disabilities and to help employers retain their occupationally injured or ill employees through resources such as job modification, removal of architectural barriers, applicant screening, job-placement, and follow-along care. Employer benefits derived from the program include targeted-job tax credits, direct placement of individuals with disabilities, applicant screening, consultation, and return to work of injured or ill employees.

The flow of clients at PWI is the result of close coordination and cooperation among all components of the Division of Rehabilitation Programs. After referral from an agency, parents, or clinic, the client is assessed quickly and a counselor begins the intake process. A vocational evaluation may be a 2-hour or a 5-day assessment. Vocational evaluations use simulated work tasks to identify occupational aptitudes, skills, endurance, and physical tolerance. The Valpar Work Sample series, along with other established work samples and assessment techniques, are used to assess an individual's work aptitudes, endurance, and tolerance.

Vocational evaluations identify direct job-placement or on-the-job training possibilities for individuals with disabilities. They also identify actual sitting and standing tolerances and transferable skills. Training and educational potential can also be identified.

After vocational evaluation and referral back to the treatment team, individuals may be referred to the job-seeking skills classes. These classes range from full sessions to eight, half-day sessions. Job-seeking training teaches individuals with disabilities to approach job interviews positively. Participants complete a detailed resume, secure at least two work-related references, and learn correct job-application procedures. Videotaped job interviews are also used as teaching aids in the classroom.



The topics covered in the job-seeking skills classes include: (1) An introduction of programs and participants, general vocational exploration; (2) Recognizing self-esteem for a successful job search, completing applications, writing cover letters; (3) Resume writing, personal grooming skills, work habits, and attitudes; (4) Resume reviews, telephone contacts, overcoming employment barriers; (5) Interview preparation, employment panel; (6) Interview practices, discussion of difficult interview questions, speakers from the business community and job service; (7) Interview critiques, videotaping, role playing, discussion of job-keeping skills; and (8) Summary of job-seeking classes, review of individual job-search plan, program evaluation.

Some clients may be placed in the Transitional Employment Program. TEP is a training and work adjustment program designed to prepare clients for competitive employment. It offers individuals with disabilities an opportunity to work alongside employees who do not have disabilities; to earn a regular rate of pay; and to develop confidence, appropriate work behavior, and skills for future permanent employment.

TEP supervisors are placed in businesses and the employers teach them the responsibilities of the jobs secured for program participants. The TEP supervisors provide on-the-job training to carefully selected trainees, who become company employees and receive competitive salaries while they are being trained. The trainees remain in TEP for an average of 3-4 months. After one trainee completes the program, another moves into the position. The employer has the opportunity to interview each applicant before selecting anyone for the program. Graduates of TEP are available for full-time employment, creating a labor force of qualified, trained applicants. There is no charge to either the employers or the trainees. Currently, TEP is located in the State Office Building in Topeka, and it has been in operation for 4 years.

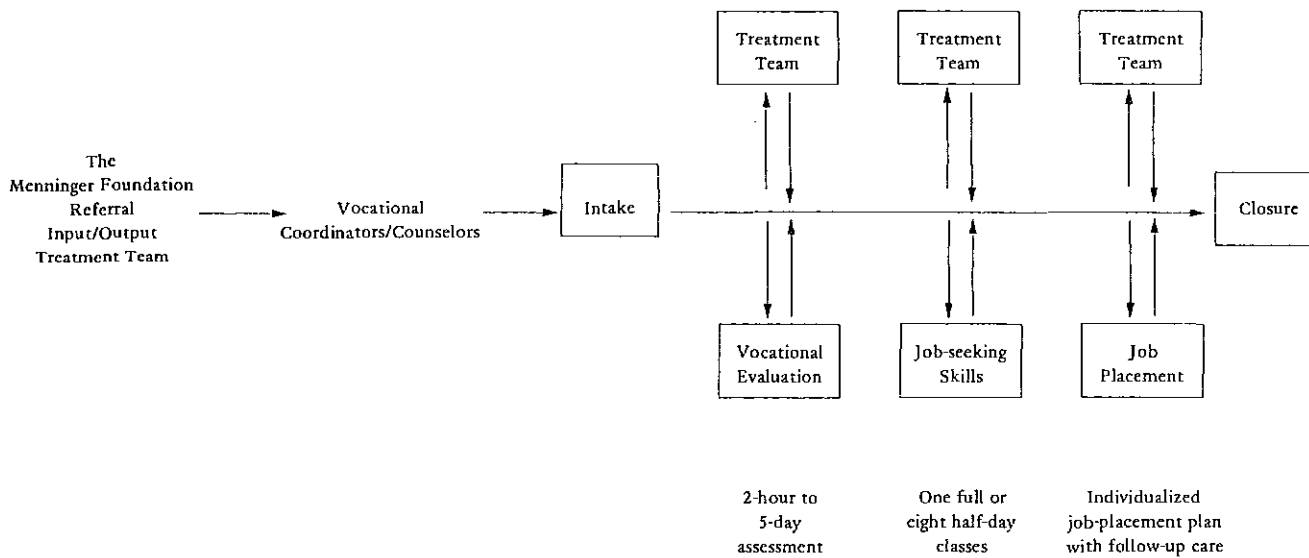
The treatment team might refer clients to the industrial evaluation component of PWI, Kansas. This service allows individuals with disabilities to undergo vocational evaluation at an employer's work site rather than at the traditional evaluation center. Individuals with disabilities are placed in employment settings for up to 80 hours; during this time the employer evaluates their ability to perform selected jobs. The individuals receive close supervision and feedback from employers and job placement specialists. Employers are not expected or required to retain individuals as regular employees at the end of the 80-hour industrial evaluation. However, many industrial evaluations have resulted in full-time, competitive placements with the host employers.

Individuals with disabilities are paid competitive wages for their work. Payment comes through PWI, Kansas, from the state's Division of Rehabilitation Programs. There is no cost to the host employer.

Job development and placement services are designed to assist job-ready individuals with disabilities secure competitive employment. This service is more typical of Projects With Industry around the country; the other services of PWI, Kansas, are atypical of other programs. The job placement specialist incorporates the client's post-vocational and educational achievements, transferable skills, occupational interests, and physical capacities in determining realistic job categories. Placement specialists keep informed of

market trends so that they can place individuals who are actively seeking employment. Follow-up services are also provided to ensure that employees and employers are satisfied after placement. Placement specialists are also experienced in providing job modification, job analysis, and on-the-job training. This component of PWI, Kansas, is located in Topeka and Kansas City, Kansas, and in Kansas City, Missouri. It is funded by a grant from the Office of Special Education and Rehabilitation Services Administration, U.S. Department of Education. There is no charge to employers or clients, but third-party payees are assessed a fee for the service. Figure 1 shows the training program at PWI, Kansas.

FIGURE 1. Training Program at Projects With Industry, Kansas



## COORDINATION WITH OTHER AGENCIES

There is close coordination between the Will Menninger Center for Applied Behavioral Sciences and the Division of Rehabilitation Programs of which PWI, Kansas, is a component. Because of this coordination, clients enjoy services that are not available typically. There is also close coordination with state developmental disabilities councils, vocational rehabilitation services, workers' compensation offices, probation offices, state job services, mental health centers, and advocacy groups. As with all projects with industry, a business advisory council provides continuous input from business and industry.

## PROGRAM SETTING

The administrative offices of PWI, Kansas, are with the Division of Rehabilitation Programs in an office building in downtown Topeka. The building is within two blocks of the State Office Building, a Transitional Employment Program site. Many on-site industrial evaluations are conducted in businesses in eastern Kansas. Job development and placement service specialists are located in Topeka and Kansas City, Kansas. The job-seeking skills classes are conducted in the PWI, Kansas, office in downtown Topeka.

### Funding

The budget for the PWI, Kansas, program from May 1983 to April 1984 was \$348,000. Seventeen percent (\$60,000) of this money came from state funds and the remaining 83 percent (\$288,000) came from federal funds. State funds came from the Kansas Division of Rehabilitation Programs and federal funds came from the Office of Special Education and Rehabilitation Services Administration, U.S. Department of Education.

### Organizational Structure, Management, and Staffing

The staff consists of the director, three job placement specialists, a vocational evaluator, one job-seeking skills instructor, a transitional employment program instructor, and three support staff.

These individuals report to the Director of PWI, Kansas, who reports to the Director, Division of Rehabilitation Programs. A business advisory council, comprised of local business leaders and employers, advises the Director, PWI, Kansas. The Director, Division of Rehabilitation Programs, and the Director, PWI, Kansas, make most of the decisions regarding program operations.

### Results

During 1983-84, 352 individuals with disabilities were placed in jobs, primarily in service industries (such as, fast food and custodial) and entry-level positions. These individuals received an average annual salary of \$7,881. Wages ran from \$3.33 to \$11.00 per hour.

### Replication Potential

We feel this model can be replicated, although the organizational setting and the tie with a mental health organization, such as the Menninger Foundation, certainly have their advantages. Coordination with other components of the Will Menninger Center for Applied Behavioral Sciences also adds attractive features to the PWI, Kansas, model.

### Critical Factors for Success

The three most important factors for helping individuals with severe disabilities move into quality employment are good assessment, good staff to advise and counsel them, and a good employment market. The start-up costs for a program such as PWI, Kansas, would include computers, office equipment, and equipment to administer vocational evaluations. These evaluations are more than paper and pencil tests and they require more than the traditional, vocational, inventory-type tests. Careful monitoring of labor market conditions and close cooperation with the business community are also essential.

### Contact Person

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## VOCATIONAL EDUCATION ALTERNATIVES OF MILWAUKEE, INC.

by Alice Kothbauer  
Program Director

### PROGRAM CLASSIFICATION

Competitive employment, on-the-job training, and job-placement agency.

### PROGRAM DESCRIPTION

Vocational Education Alternatives of Milwaukee, Inc. (VEA), helps individuals with disabilities find competitive employment. VEA depends upon coordination with other local agencies for success.

#### Purpose

VEA identifies agencies and resources that provide job training, placement, and support services, and encourages clients to use and participate in these services. VEA generally assists clients by providing paid employment, volunteer work, and classroom training. VEA provides only work-related services.

#### Philosophy

VEA's assumptions about work options for individuals with developmental disabilities best describe its philosophy. They include:

- The individual's preferences and aspirations are more important and as valid as the results of personal assessment procedures.
- An individual has the capacity to perform competitively when the barriers to employment are destroyed.
- It is impossible for an individual to make a career choice without exposure to a variety of career options.
- It is unnecessary to label, group, or categorize individuals in order to provide them with vocational programs.
- If the service system does not meet the individual's needs, the system should change, not the individual.
- Individuals need not be sheltered to prepare for competitive employment.
- It is unnecessary and counterproductive to inject nonwork activities into work programs.
- If the appropriate strategies are used, an individual benefits greatly from generic systems and supports, that is, supports that are available to all members of society.

## SERVICES PROVIDED

- Job placement,
- Follow-along and follow-up care,
- On-the-job training and job coaching,
- Job-readiness training,
- Employment counseling, and
- Follow-up counseling.

## CLIENT PROFILE

Fifty percent of the clients served are severely disabled. Given opportunity and support, these individuals have the potential to succeed. The age range of clients is 18-50 years. Our clients disabilities include epilepsy, autism, multiple disabilities, cerebral palsy, learning disorders, and neurological disorders. Any individual who is interested in career awareness and exploration, job training, or competitive placement is eligible to participate in the program.

Individuals must meet the following criteria to be included in VEA's program:

- Possess a developmental disability,
- Reside in Milwaukee County, and
- Desire vocational training or employment.

## MODEL DESCRIPTION

Currently, VEA's services include the following:

- Teach self-advocacy, career awareness and exploration, and job-seeking skills classes;
- Help individuals enroll and attend the Milwaukee Area Technical College and the University of Wisconsin-Milwaukee;
- Provide inservice information on various topics;
- Work with parents;
- Help individuals obtain services from the state's Division of Vocational Rehabilitation;
- Help individuals obtain services through the Job Training Partnership Act;
- Provide counseling on the effects of epilepsy, cerebral palsy, autism, and mental retardation;
- Provide an outreach program to employers;
- Help individuals who are the victims of discrimination;

- Provide individuals with transportation assistance;
- Provide job development and job placement services;
- Provide job experience, development, and placement; and
- Provide job retention and job coaching services for individuals who are employed competitively.

#### COORDINATION WITH OTHER AGENCIES

VEA works with the Milwaukee job service, a technical college, the public schools, the Association for Retarded Citizens of Milwaukee, and many other agencies.

#### PROGRAM SETTING

The program is located in Milwaukee, Wisconsin.

#### Funding

The annual operating budget for VEA is \$144,430. The county government provides \$119,430 or 83 percent of the budget and grants contribute \$25,000 or 17 percent of the budget.

#### Organizational Structure, Management, and Staffing

Vocational Education Alternatives (VEA) is a private, nonprofit organization funded by the Milwaukee County Combined Community Services Board and the Job Training Partnership Act. The program was started in Madison, Wisconsin, in January 1979. It has been operating in Milwaukee since June 1982.

VEA staff include a program director, an office manager, four employment coordinators, an education coordinator, and two part-time tutors.

#### Results

From June 1983 to January 1985, 45 individuals were trained and placed in competitive employment. Thirty-five workers obtained jobs in the service industry in food preparation, dishwashing, and bussing. They earned from minimum wage to \$5.00 per hour. Ten workers received full-benefits.

The remaining trainees obtained employment as a laboratory assistant, insurance clerk, secretary, dispatcher, day-care worker, salesperson, electronic telephone assembler, and postal worker. They earned from \$3.55 to \$9.50 per hour.

Nine individuals were trained through technical schools. VEA staff provided on-the-job training. On-the-job supervision was provided by the company with some agency follow-up. Trainees were paid by the company.

### Replication Potential

We believe that our program can work well in other settings. Initially, agency personnel should work with a few trainees to become familiar with them and to learn exactly what the employers expect.

Our program recently implemented a team approach to finding jobs for clients. One staff member provides pre-employment (job-seeking skills, resume preparation), two staff members contact employers for jobs (interviews), and another staff member provides all of the job coaching and follow-up services (after employment classes).

### Critical Factors for Success

1. To acquire access to support services, that is, job coaching and tutoring.
2. To allow clients to choose from a variety of employment alternatives.
3. To give clients the opportunity to learn from their mistakes and to provide them with the support they need to continue trying.

### Contact Person

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**WORKNET**  
Career Design, Inc.

by Leonard J. Zurek  
Administrator

PROGRAM CLASSIFICATION

Job-placement agency.

PROGRAM DESCRIPTION

Career Design, Inc., was founded in 1980, to provide individualized, cost-effective rehabilitation services to adults who have employment handicaps. In 1983, Career Design, Inc. received a project-with-industry grant and has administered it since that time as the WORKNET PWI program.

Purpose

The purpose of WORKNET is to obtain employment for individuals with disabilities and to help employers find qualified employees for their businesses.

Philosophy

In the past, many individuals with disabilities have been unemployed or underemployed despite their abilities to perform jobs. We believe that we can provide employers with qualified employees. We believe that we can meet the needs of employers and employees by implementing the marketing procedures commonly used in businesses and industries.

SERVICES PROVIDED

- Job placement and
- Job-seeking skills training.

## CLIENT PROFILE

From January 1, 1985, to June 30, 1985, individuals with the following disabilities were served.

<u>Disability</u>	<u>Number served*</u>
Amputation	7
Epilepsy	47
Hearing impairment	22
Orthopedic impairment	123
Speech disorder	3
Cardiovascular disorder	16
Multiple disabilities	20
Cerebral palsy	12
Visual impairment or blind	10
Learning disorder	13
Neurological disorder	9
Spinal cord injury	3
Mental illness	44
Muscular dystrophy	2
Multiple sclerosis	5
Mental retardation	25
Stroke	3
Respiratory disorder	5
Renal failure	<u>2</u>
Total	351

\*Totals may not add because of multiple disabilities.

## MODEL DESCRIPTION

Worknet is a business and industry initiated program to assist qualified and skilled individuals with disabilities gain competitive employment. It is a no-fee program that is available to anyone who has a vocational handicap and meets the participation criteria.

### Participation Criteria

All clients are screened during an initial interview to ensure that they are eligible and able to benefit from the program.

All individuals who are referred must meet the following criteria:

- Have a vocational handicap due to a physical or psychiatric disability, an intellectual impairment, or a behavioral impairment.
- Be 16 years of age or older.
- Be unemployed or underemployed.

- Have a realistic job objective and know what kind of job they want.
- Have a job goal that is attainable.
- Be available for services and the WORKNET staff on short notice.
- Be responsible for contacting our staff regularly.
- Be able to provide transportation for placement activities.
- Be reasonably certain that applicants will become employed.

#### COORDINATION WITH OTHER AGENCIES

All participants must be certified eligible by the Nebraska Department of Rehabilitation Services, the Iowa Rehabilitation Education and Services Branch, the Nebraska Services for the Visually Impaired, or the Iowa Commission for the Blind.

#### PROGRAM SETTING

WORKNET's administrative offices are located in Omaha, Nebraska, at Career Design, Inc. Other components of WORKNET are located within the Nebraska Division of Rehabilitation Services offices in Omaha and Lincoln, Nebraska.

#### Funding

Initial funding was provided by the U.S. Department of Education. Currently, the annual operating budget is \$150,000. Area businesses' in-kind contributions total about \$75,000 annually. The Nebraska Division of Rehabilitation Services has provided staff, office space, and supplies in Omaha and Lincoln.

#### Organizational Structure, Management, and Staffing

WORKNET is managed by an executive advisory board whose members are drawn from participating companies and community rehabilitation agencies. WORKNET is administered by a professional staff of career specialists who are experienced in rehabilitative services and job placements. Additional guidance is provided by an employment committee, an awareness committee, and an awards committee. Each of these committees is chaired by a member of a participating company.

WORKNET is a pilot program of the Center for Corporate Public Involvement of the American Council of Life Insurance and the Health Insurance Association of America. The center plans to establish similar programs in other parts of the country.

Results

WORKNET has placed individuals with disabilities in the following jobs.

<u>Category</u>	<u>Number placed</u>	<u>Position</u>	<u>Salary</u>		
Professional	12	Counselor	\$25,000		
		Field instructor	11,200		
		Construction supervisor			
		Engineer			
		Rehabilitation nurse			
		Computer programmer			
		Nurse, part-time	5,200		
		Accountant			
		Licensed practical nurse			
Technical	5	Laboratory technician	17,800		
		Dental assistant			
		Electronic technician	9,000		
		Drafter			
		Medical technician			
Managerial	5	Office manager	14,580		
		Manager trainee			
		Office coordinator	9,200		
		Account director			
Clerical	18	Data-entry clerk	11,400		
		Receptionist			
		Clerk	8,736		
		Messenger			
		Secretary			
		Word processor			
Sales	15	Retail sales	16,000		
		Sales representative			
		Merchandise attendant	7,500		
		Clerk			
		Cashier			
Part-time employee			3,473		
		Communications	4	Reservationist	8,800
		Reservationist		7,488	
Crafts	7	Small-engine mechanic	20,800		
		Mechanic			
		Sign painter	8,320		
		Maintenance worker	8,320		
Custodial	27	Housekeeper	10,400		
		Janitor			
		Supervisor (leader)	6,968		
		Part-time employee	3,484		

<u>Category</u>	<u>Number placed</u>	<u>Position</u>	<u>Salary</u>
Food service	18	Baker	10,400
		Dishwasher	
		Cook	6,968
		Bus Part-time employee	3,484
Construction	5	Skilled worker	8,320
		Helper	6,968
Factory	5	Machine operator	8,400
		Machine operator	6,968
Factory	14	Assembly worker	15,950
		Assembly worker	8,320
		Part-time employee	6,968
Security	6	Guard	8,320
		Guard	6,968
Transportation	3	Driver	9,000
		Part-time employee	5,200
Parking	1	Attendant, part-time	5,200
Child care	5	Attendant	9,360
		Attendant	6,968
Support	5	Aide	9,131
		Aide	6,968
Industrial	5	Worker	14,000
		Worker	6,968
Human services	<u>1</u>	Worker	12,600
Total	161		

#### Replication Potential

The original model program has been replicated, with minor modifications, in seven locations. It is essential that the program be identified as a business and industry initiated program and not as a rehabilitation program thrust upon the business community.

#### Critical Factors for Success

1. Participants should be prepared properly for the field in which they are seeking employment.

2. Employers should be informed of the capabilities of qualified individuals with disabilities.
3. The individual's qualifications should match the job's requirements.

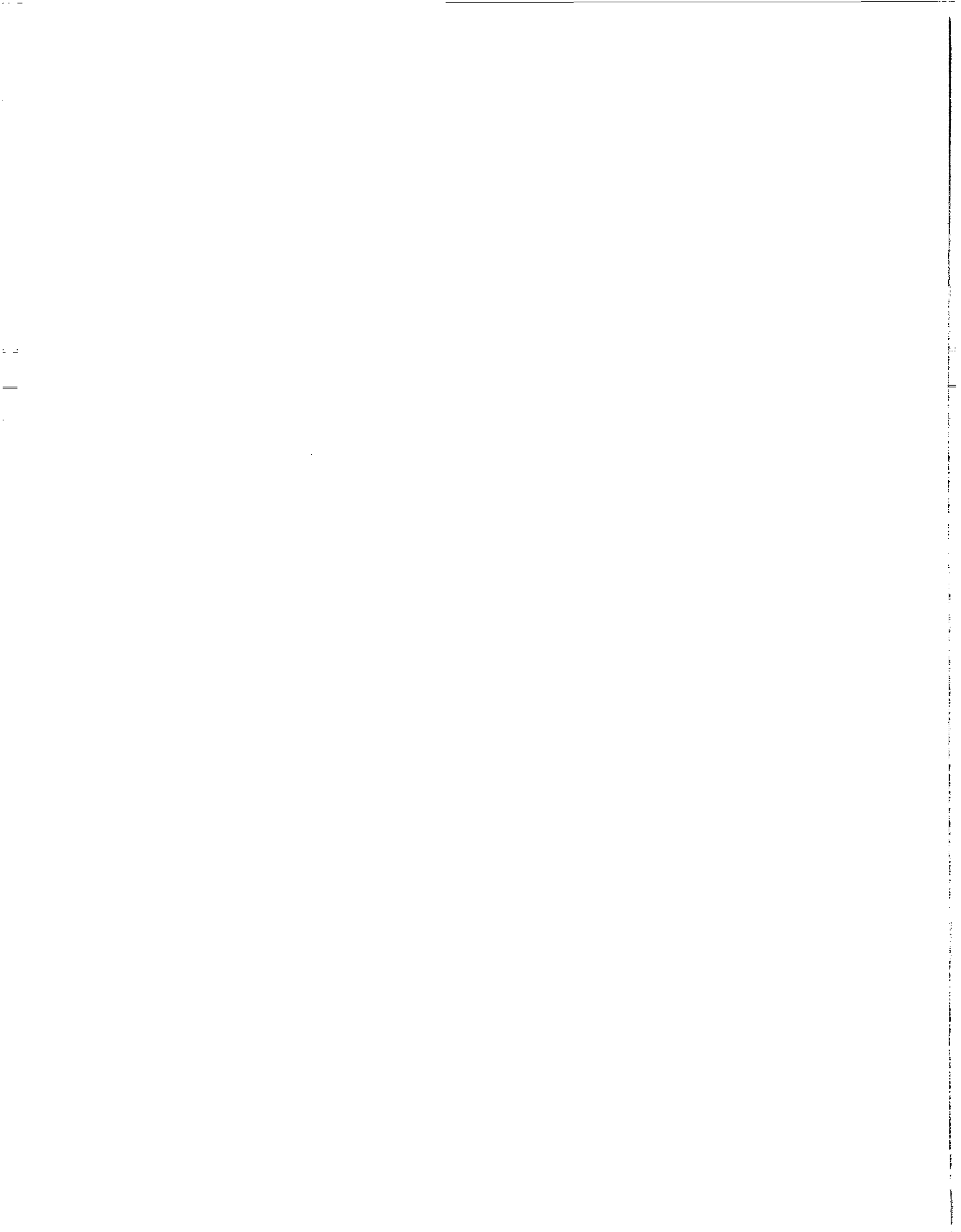
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# **SUPPORTED EMPLOYMENT**





## FOUNTAIN HOUSE

by Bonnie Shoultz

and

Rudyard Propst  
Director of Education

### PROGRAM CLASSIFICATION

Fountain House is a vocational center that provides vocational training, transitional employment, short-term enclaves in industry, on-the-job training, job placement, and competitive employment.

### PROGRAM DESCRIPTION

Fountain House provides all of its members with opportunities to perform real work, and helps them achieve their vocational and educational goals.

#### Purpose

Fountain House is an intentional community, a clubhouse, designed to create a restorative environment within which its members, all of whom have been socially and vocationally disabled by mental illness, can regain the confidence and skills they need to lead vocationally productive and socially satisfying lives.

#### Philosophy

Fountain House is based on the following beliefs:

- All individuals with psychiatric disabilities, no matter how severe, are potentially productive.
- Work, especially the opportunity to aspire to and achieve gainful employment, is important to each individual, and work must be the basis for all activities at Fountain House.
- Fountain House members are profoundly important; they are members of a society, a clubhouse, that belongs to them and to which they belong.
- Fountain House must attend to other aspects of its members' lives, especially their needs for social interchange, support services, and adequate living arrangements.

## SERVICES PROVIDED

Fountain House provides the following services:

- Prevocational day program;
- Transitional employment program;
- Job-placement and support program;
- Evening and weekend program;
- Residential program;
- Outreach program;
- Thrift shop program;
- Medication, psychiatric consultation, and health services;
- A bank;
- Evaluation and clubhouse accountability; and
- High Point farm program.

High Point is a 500-acre farm in New Jersey that is maintained and operated by members and staff. It also serves as a retreat and conference center for members, staff, colleagues in training, and visitors.

## CLIENT PROFILE

Fountain House has 1,000 members, all of whom have severe psychiatric disabilities. At least 80 percent of the members have been diagnosed as schizophrenic. Fountain House does not serve individuals with mental retardation, histories of extreme violence, or active chemical dependency. Most members, upon entering the program, are unable to work, live independently, or interact successfully with others. Fountain House members range in age from 18 to 85 years.

## MODEL DESCRIPTION

Fountain House was founded in 1948, by a group of hospitalized psychiatric patients who wanted to form a social club. The club's original name was We Are Not Alone, (WANA). After a few years, the club purchased a house that happened to have a fountain and the members changed the name to Fountain House and hired a director. In 1954, John Beard joined the staff of Fountain House and developed and implemented the prevocational day program. The transitional employment program and the apartment program followed.

Approximately 350 members come to Fountain House each weekday. Some members stay all day, while those who are in transitional or independent employment positions or educational programs in community colleges or universities are there part-time. Fountain House has about 115 transitional employment positions in 40 businesses and industries. Some of these positions are in enclaves, while others are individual positions.

Fountain House also operates a residential program that includes two group-living facilities; two supervised apartment buildings, one for elderly members; and a scattered-site apartment program. It also operates a thrift store that provides income for the program and clothing and furniture for the members.

Fountain House, as an intentional community, has arranged a world that cannot function unless its members are present and active. Members perform all activities at the clubhouse. These activities include food preparation; food service; clerical work; recordkeeping; building maintenance; newsletter editing, writing, and publishing; training staff for other clubhouses; and supporting transitional employment positions. Members work alongside staff to perform all of the tasks that are needed to operate the clubhouse. Members gain work skills and confidence as they take on more responsibility.

Members are referred to Fountain House by psychiatric hospitals, community agencies, mental health centers, the Office of Vocational Rehabilitation, other state agencies, psychiatrists and therapists, members, and parents. New members attend a 1-3 week orientation. Then they select a work program, with the understanding that transitional and competitive employment opportunities will be available to them. Many members come to Fountain House while they are patients at state hospitals. They may attend Fountain House daily until they are discharged. At that time, they can continue or discontinue their membership. Members can exit the program at any time, they can retain membership as long as they wish, and they can return to the program after a long absence.

Ideally, members progress as follows:

- Referral,
- Intake,
- Orientation,
- Program involvement,
- Transitional employment, and
- Independent employment.

#### COORDINATION WITH OTHER AGENCIES

Fountain House complies with the standards and regulations of the New York Office of Mental Health, the state Office of Vocational Rehabilitation, and other state agencies. The agency also works with other neighborhood organizations.

#### PROGRAM SETTING

Fountain House is located in Manhattan, in an ethnic area near Broadway and Times Square. Fountain House is a five-story, Georgian, colonial brick building that is designed specifically for the clubhouse program.

#### Funding

Fountain House is funded by a variety of sources, including private contributions, foundation grants, legacies, United Fund of New York, sales income, and public funds. Public funding comes from the New York State Office of Vocational Rehabilitation; the New York State Office of Mental Health

Residence Programs; the New York State Department of Social Services; the New York city and state Offices of Mental Health, Mental Retardation, and Alcoholism Services; the U.S. Department of Housing and Urban Development; the U.S. Department of Education; and the National Institute of Mental Health.

The annual operating budget of Fountain House is \$4.3 million--\$1.6 million is for the housing program and \$2.7 million is for rehabilitation services, education, and training. The program cost per day is about \$18.00 per member.

### Organizational Structure, Management, and Staffing

Fountain House is a freestanding organization that has a board of directors, an executive director, a director of education, a director of research, and other administrative and program staff. The board is responsible for fundraising, establishing policy, and initiating major programs.

### Results

Researchers are studying members adjustment to the community, rates and duration of rehospitalization, living arrangements, and medication compliance. These studies are being conducted at Fountain House and in 22 other clubhouses throughout the United States. In previous studies, researchers showed that although rates of readmission were similar, members of Fountain House spent significantly less time in hospitals than did members of a control group.

Fountain House staff recently completed their first longitudinal study. As part of a contract with the National Institute of Handicapped Research, we evaluated members who were involved in transitional employment between July 1, 1980, and December 31, 1983. During this 42-month period, 527 individuals had at least 1 day of transitional employment. Of these, 146 individuals received follow-up services monthly for the entire period of the study. The researchers major finding was that 40 percent of the original 146 individuals had at least one independent employment experience during the study period. The average length of independent employment was 13 months. Recent studies indicate that individuals who have experienced psychiatric hospitalization show a 10-20 percent rate of employment. This finding is encouraging because it shows that many individuals with disabilities can attain and maintain employment if they are given time and opportunity.

### Replication Potential

The Fountain House model has been replicated in at least 12 countries. Successful replication requires the following elements:

- Space that is not shared with other programs;
- Staff and members who understand the model;
- An administrator or a board of directors who provide financial support;  
and
- Training at a national training site, usually for 3 weeks.

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**TRANSITION II POSTSECONDARY PROGRAM  
TRINITY COLLEGE**

by Timm Vogelsberg  
Project Director

and

Deborah Patterson  
Program Coordinator

**PROGRAM CLASSIFICATION**

Competitive employment and on-the-job training.

**PROGRAM DESCRIPTION**

Transition II was established to provide a postsecondary training and employment program for individuals who are mentally retarded.

Purpose

The program provides training and employment services.

Philosophy

The program is based on the belief that individuals with mild, moderate, or severe mental retardation can become employed competitively and that they can maintain their employment if they receive training and support services.

**SERVICES PROVIDED**

- Vocational assessment,
- Job placement,
- On-the-job training (to be developed),
- Follow-up services, and
- Social and recreational opportunities.

**CLIENT PROFILE**

All of the participants are severely disabled, that is, they are moderately or severely retarded or they are mildly retarded and receive Supplemental Security Income or Supplemental Security Disability Income benefits. The age range of clients is 18-65 years.

Disabilities

Multiple disabilities  
Mental retardation

Number served

6-8 per year  
12-14 per year

## MODEL DESCRIPTION

The objectives of Transition II are as follows:

- To place 12-14 individuals who are mentally retarded into community employment each year.
- To train an additional 12-14 individuals each year.
- To offer educational, social, and recreational services to approximately 10 individuals each year.

Placing individuals in competitive employment was identified as the most important and the least evident element of our services. Therefore, the transition program was developed to meet this need.

### Trainee Services

Transition II provides the following services to assist trainees, their families, and their employers: intake, support, case management, financial incentives, evaluations, on-the-job training, and follow-up services. The program has four major stages: referral, evaluation and job development, on-the-job training and placement, and follow-up care. Each trainee passes through these stages in preparation for job placement.

#### Referral

Referrals are accepted from many agencies. The program trains individuals for competitive employment.

#### Evaluation and Job Development

After a job is identified and analyzed, we begin a complex process to identify the best trainee for the job. The job-skill inventory and the individual-skill summary are used. These evaluations identify areas in which individuals require training, identify valuable skills for trainees who do not get the job, and identify potential areas for job restructuring.

This process was developed to ensure that jobs are filled with the best candidate. But, frequently trainees are selected because of the support they receive from parents, agencies, or employers and because they are able to obtain transportation to and from work.

#### On-the-job Training and Placement

Training begins when an individual accepts a position. Usually, the program trainer has 3-4 days to fill the job. Generally, employers agree to pay trainees full wages, and trainers guarantee the employers that jobs will be completed to their satisfaction. Frequently, the trainers complete jobs. The program trainers offer to remove trainees if the employers are dissatisfied after 2 weeks. Since 1980, no employer has asked that a trainee be removed or replaced.



### Follow-up Care

Many of the trainees who work in the community still receive follow-up care. They will continue to receive this care for as long as they need it because long-term follow-up care is important to ensure the success of trainees.

### COORDINATION WITH OTHER AGENCIES

A multi-agency advisory board was developed to ensure the maximum involvement of all appropriate agencies. Members of this board included individuals from the state Department of Transportation, Department of Mental Health, and Division of Vocational Rehabilitation; employment security offices; job services; adult basic education offices; public schools; and residential programs.

### PROGRAM SETTING

The program is located on the campus of Trinity College in Burlington, Vermont.

### Funding

The annual operating budget for this program is \$144,000. All funding comes from federal sources. Eventually, the program will be supported completely by tuition. Tuition will be paid by foundation grants, scholarship funds, vocational rehabilitation agencies, student loans, and the trainees.

### Organizational Structure, Management, and Staffing

Transition II is a federally funded project administered through Trinity College. All full-time staff are employees of the college. The program is governed by an advisory board composed of project staff; Trinity College faculty, staff, administrators, and students; and concerned parents. The board establishes policies and procedures for operating the program.

Program activities are coordinated by a project director and a consultant. The staff also includes a program coordinator, a cooperative education coordinator, a training supervisor, three job trainers, and a job developer.

### Results

Transition II trained and placed 30 individuals in competitive employment from October 1981 to September 1984. Most workers obtained jobs in the service industries and earned \$3.35 to \$9.50 per hour. Their fringe benefits included medical insurance, vacation pay, sick pay, and participation in a credit union.

Six workers secured employment in factory benchwork, for example, electronics assembly. These workers earned from \$3.35 to \$6.00 per hour and received fringe benefits.

Five workers obtained jobs as stock clerks or bottle sorters earning minimum wage. They received some fringe benefits, usually medical insurance.

### Replication Potential

The Transition II program has been replicated at several locations in Vermont. Unique features of our program include:

- Consistent training;
- Long-term, consistent support and follow-up services;
- Careful management of cases and coordination of services;
- Appropriate job/trainee matches; and
- Flexible training staff.

### Critical Factors for Success

1. Good matches between jobs and trainees.
2. Intensive, one-on-one job training.
3. Long-term maintenance and follow-up care.

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VIRGINIA COMMONWEALTH UNIVERSITY  
REHABILITATION RESEARCH AND TRAINING CENTER  
EMPLOYMENT SERVICES DIVISION

by Paul Wehman, Ph.D.  
Director

and

Patricia A. Goodall, M.Ed.  
Training Associate

PROGRAM CLASSIFICATION

Supported employment, on-the-job training, and job placement agency.

PROGRAM DESCRIPTION

The Virginia Commonwealth University Rehabilitation Research and Training Center (RRTC) provides assistance to individuals with developmental disabilities.

Purpose

The Virginia Commonwealth University Rehabilitation Research and Training Center provides research and training to help individuals who are mentally retarded become employed competitively. The Employment Services Division provides support services, such as job placement, on-the-job training, and long-term, follow-along care, to individuals who are employed competitively.

Philosophy

Individuals with developmental disabilities have the right to become employed competitively in integrated settings throughout the community.

SERVICES PROVIDED

- Job placement,
- On-the-job training, and
- Follow-along and follow-up care.

CLIENT PROFILE

Ninety-five percent of the individuals served by the center are severely disabled. The center follows the guidelines of the Virginia Department of

Rehabilitative Services and defines individuals with severe disabilities as those who:

- Have certain disabling conditions, for example, blindness, deafness, cerebral palsy, or mental retardation;
- Have a single disability or a combination of disabilities that substantially reduce functional capacity and restrict activity and employment; and
- Receive social security disability income or supplemental security income benefits.

The agency serves 35-40 individuals per year. The age of clients is 15-60 years.

#### MODEL DESCRIPTION

The supported work approach used at the RRTC is based on the following five-step process that job trainers use to obtain competitive employment for individuals who are mentally retarded.

##### Job Development

Job development involves screening the community job market, contacting employers, and visiting job sites to determine job requirements. First, job trainers screen the community for jobs that are appropriate for individuals who are mentally retarded. Next, they contact employers about specific job openings, interview employers, observe the jobs being performed, and summarize the job requirements and the general work characteristics in a job analysis. Job trainers use job analysis and client assessment information to determine which clients are best for current job openings.

##### Client Assessment

Job trainers evaluate clients' suitability for competitive employment by interpreting various vocational and educational assessments. Although it is not essential for clients to have specific skills to be placed in competitive jobs, they should possess minimal social, personal care, and community survival skills. Job trainers use various methods to determine a client's ability to develop specific skills, including:

- Interviews and informal observations,
- Formal educational, vocational, social, psychological, and medical evaluations; and
- Assessments of the client's behavior in real work settings.

## Job Placement

Individuals who are mentally retarded are often placed in jobs in which they are unable to perform satisfactorily. Job trainers can reduce the number of inappropriate placements by carefully matching the job's requirements to the client's abilities. Job analysis and client assessment information can help the job trainer determine which client is most suitable for a particular job.

After a client has been selected as most appropriate for the job, the job trainer arranges a job interview with the employer. If all goes well and the client is hired, job training should begin. Most clients who are moderately or severely retarded will probably never be considered job ready using traditional rehabilitation standards. However, these individuals do not have to be job ready in the traditional sense if onsite job training and follow-along services are provided.

## Job-site Training

A full-time job trainer is available for on-the-job support for as long as necessary. The job trainer is responsible for teaching the client job skills and related skills, such as, how to use public transportation and how to operate automatic banking machines. The period of instruction can vary from several weeks to several months, depending on the skills of the client and the complexity of the job. The phases of instruction can be categorized as job orientation/assessment, initial training/skill acquisition, skill generalization and maintenance/fading.

## Ongoing Assessment and Follow-along Care

Assessment of a client's job performance begins the day the client is placed on the job. Daily feedback, such as behavioral training data, observations, and interactions with employers, family members, and coworkers, lets the trainer know whether or not the client is adapting to the demands of the job.

It is important for the job trainer to monitor the client's progress. During follow-along, the trainer monitors the client without being at the job site daily. This care can last indefinitely. This follow-along period assures the employer and the client that help is available if a problem arises. New management, new coworkers, changes in the daily work schedule, and problems within a client's family can influence the client's job performance. The job trainer should know when such changes occur and be prepared to intervene if the client needs assistance.

## COORDINATION WITH OTHER AGENCIES

The RRTC accepts client referrals from various agencies. The center works closely with the Virginia Department of Rehabilitative Services and requests that all referrals come through that agency.

## PROGRAM SETTING

The Employment Services Division is one of two field programs operated by the Rehabilitation Research and Training Center of Virginia Commonwealth University in Richmond, Virginia.

### Funding

The Rehabilitation Research and Training Center is funded by a grant from the National Institute of Handicapped Research, U.S. Department of Education. The center's annual operating budget is \$480,000.

### Organizational Structure, Management, and Staffing

RRTC focuses on improving the employability of citizens who are mentally retarded. The center continues the work of Project Employability, which began in 1978. The Employment Services Division provides supported employment services to individuals who are mentally retarded. The division currently employs a director, 3 rehabilitation counselors, and 3 graduate assistants.

### Results

Job development reveals the types of positions that are available in the community. In the Richmond area, jobs in the service industries are most abundant and accessible.

From October 1978, to July 1985, 185 individuals were trained and placed in competitive employment in the service industries. Clients obtained jobs as dishwashers, pot scrubbers, and custodians. Workers earned wages ranging from minimum wage to \$5.45 per hour. Fringe benefits for some jobs included medical and dental coverage, paid vacations, and sick leave.

### Replication Potential

This program model has been replicated successfully in similar locations. The key element of this model is providing support throughout the individual's employment.

### Critical Factors for Success

We believe that the following are the three most important factors for moving individuals with severe disabilities into quality jobs.

1. The proper job selection for the individual or a good job match.
2. A well-trained staff and a support system that promotes long-term employment.
3. A family that supports the individual's employment.

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# **WORK APPRENTICESHIP**





## COMMUNITY OPTIONS, INCORPORATED

by Carol Shelton  
Executive Director

### PROGRAM CLASSIFICATION

Short-term, agency-operated business and work-sharing apprenticeship.

### PROGRAM DESCRIPTION

Community Options, Inc., provides or obtains demanding, interesting, and meaningful work for our clients, regardless of the severity of their disabilities. We also provide on-the-job support to our clients who work in the community.

#### Purpose

Our goals are to provide job placement, on-the-job training, and job support to our clients, regardless of their disabilities; and to provide stable and reliable services to the community.

#### Philosophy

Individuals who have disabilities, regardless of the severity, should be working with individuals who do not have disabilities. It is not sufficient that individuals with disabilities work in places that look like places where individuals without disabilities work. Individuals with disabilities should share in the real work available in a community, and they should be paid fairly for the work they perform. Individuals with disabilities should work in training facilities with nondisabled individuals, that is, individuals with disabilities should be trained by workers in the community and not by human service professionals. Individuals with disabilities should be represented at work sites in proportions that equal their participation in the general work force.

### SERVICES PROVIDED

Clients of Community Options, Inc., receive the following services:

- Informal counseling,
- Job placement,
- Follow-along and follow-up care, and
- On-the-job training.

### CLIENT PROFILE

We define individuals with severe disabilities as those who will need supervision for the foreseeable future to ensure their safety, health, and productivity. The age range of our clients is 22-55 years. We had 28 clients from July 1, 1984, to June 30, 1985. Individuals must be diagnosed as

mentally retarded to participate in our program. Our clients also have the following disabilities:

<u>Disability</u>	<u>Number served*</u>
Epilepsy	2
Hearing impairment	2
Orthopedic impairment	3
Speech disorder	6
Cardiovascular disorder	2
Multiple disabilities	14
Visual impairment or blind	4
Mental retardation	28
Spinal cord injury	1
Mental illness	2

\*Totals may not add because some individuals have multiple disabilities.

#### MODEL DESCRIPTION

In 1974, Community Options Incorporated (COI) was founded to provide meaningful activities for a few individuals with disabilities who moved out of a large residential institution. COI was incorporated as a nonprofit organization by Jacqueline Dupre, and myself. COI began as a small, sheltered workshop, and, by 1980, we were serving 27 individuals with varying degrees and types of disabilities at two locations.

The sheltered workshops were evaluated in 1980. This evaluation caused us to reexamine the role of the agency and its influence on our clients. By July 1981, we dispersed the sheltered workshops and began looking for jobs in the community for our clients.

In 1984, we formed a governing board from our citizen advisory board of parents, consumers, and other local citizens. At that time, we decided to limit the number of program participants to 30. Clients were dispersed, and the agency staff was reduced to a full-time executive director, a work co-op manager, a bookkeeper, and a part-time program coordinator and job developer.

Currently, our 28 clients are employed in the community. Some of our clients are employed by small businesses that are owned and operated by former staff members. Other clients work as apprentices for self-employed members of the community. Some clients are employed competitively in other local businesses. Currently, COI is experimenting with a client-owned business for two of our clients who have severe disabilities.

After an intake interview to assess the client's interests and abilities, we look for a job that is suitable for the individual. During this initial assessment and intake period, we evaluate the individual's and the employer's job-support requirements and make arrangements to provide them. We try to use an individual who is on the job, instead of COI staff, to provide the skill training, counseling, and other support that our clients need. COI pays the employer or a coworker to train the apprentice with disabilities. We provide

follow-up services to clients from apprenticeship through full-performance level employment. Our job developer searches for jobs that provide one-to-one training or jobs that require small work crews.

COI's objectives are to find work in the community; to determine ways in which individuals with disabilities can share that work; and to provide support to the community and the client, usually by paying a coworker or an employer, to make the work-sharing possible.

Clients follow these steps to progress through COI:

- Referral--A state agency must refer the client who must have a primary diagnosis of mental retardation.
- Interview---The client is interviewed by the executive director, the program coordinator, or the job developer.
- Intake--Participation in the program is limited to 30 individuals at any time. Acceptance is based on interviews and other information COI obtains.
- Job search--The job search is based on the individual's needs and interests.
- Placement--Placing individuals in jobs, preferably in the community, includes assessing the individual's needs and providing the necessary supports.
- Follow-along care and on-going support--These services are provided by COI, but supervision and training are provided by industry. Monitoring is provided by the job developer or other COI staff. If the placement does not work, we begin another job search. Support is provided for life or as long as the client needs it. Some of the on-the-job training may be phased out, but other support may continue throughout the individual's life.
- Exit--It is possible that the program may not meet the needs of some individuals. In these cases, clients are referred back to the state agency. Some individuals with disabilities may move into competitive employment, but exit from the program is infrequent.

#### COORDINATION WITH OTHER AGENCIES

Our funding and referrals come from the State Department of Mental Health. The small businesses and self-employed individuals who employ our clients provide on-the-job training and supervision.

## PROGRAM SETTING

Community Options, Inc., is located in Belchertown, a small community in central Massachusetts. All of our clients work in this area. This community is also the site of the state institution for the mentally retarded where most of our clients were institutionalized before they joined our program.

### Funding

All of our funding comes from the State Department of Mental Health. In 1984, our budget was \$157,000.

### Organizational Structure, Management, and Staffing

The executive director reports to a governing board composed of 2 parents of clients, 2 clients, and 3 community members. Decisionmaking is shared by everyone. Legally, the board makes decisions but the staff provides most of the input. The executive director is responsible for all fiscal, administrative, and general management functions of the agency.

The executive director, the work co-op manager, and the bookkeeper are full-time employees. The program coordinator and the job developer are part-time employees. The program coordinator develops individual service plans for each of our clients. The job developer locates jobs in the community and monitors placements. The work co-op manager organizes work teams (one member of the team has disabilities and the other does not) to perform temporary jobs in the community. The co-op provides work for clients who are new to the program or who are between jobs.

### Results

Our 28 clients are placed as follows:

- Six individuals work in small businesses in the community and perform many duties. Their salaries range from \$0.60 to \$2.00 per hour. Some employers participate in the targeted jobs tax credit program.
- Eight individuals are employed as skilled laborers, for example, woodworkers and furniture refinishers. Their salaries range from \$0.60 to \$1.00 per hour.
- Five individuals work in service industries as janitors, launderers, dishwashers, and chambermaids. Their salaries range from \$1.75 to \$4.00 per hour.
- Five individuals are construction workers and they are serving apprenticeships in carpentry, painting, heating, and plumbing. Their salaries range from \$0.60 to \$4.00 per hour.
- Four individuals are employed as farm laborers and they work in a greenhouse or a riding stable. Their salaries range from \$0.60 to \$1.75 per hour.

### Replication Potential

This model is now being replicated in rural and urban areas. The key to making this model successful is to maintain a small program or to operate the program in small, manageable components and provide individual placements within the community.

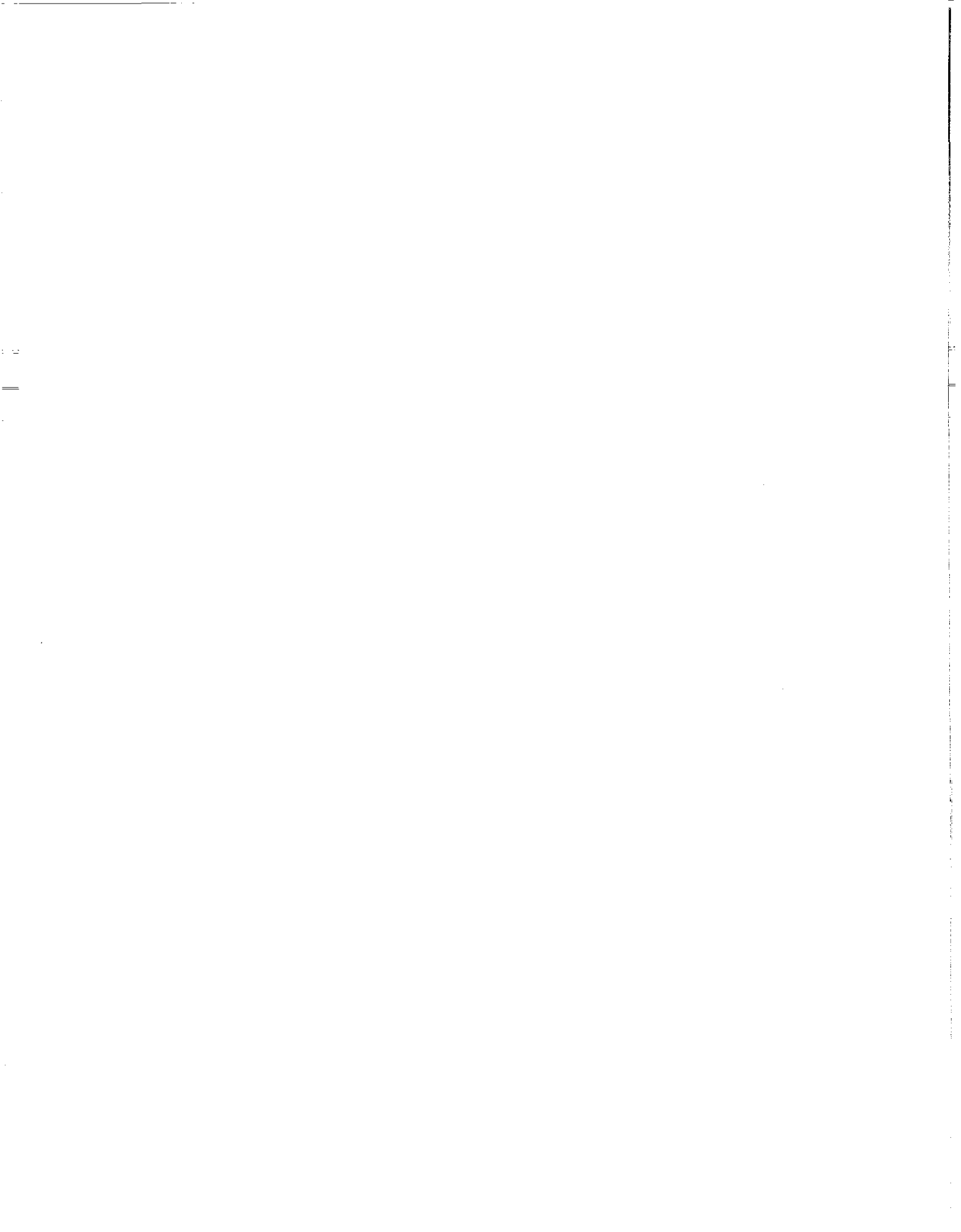
### Critical Factors for Success

We think the following are the most important factors to help individuals with severe disabilities move into quality employment:

1. Social integration and salary are important measures of the effectiveness of vocational service. The inability to work competitively should not relegate individuals to sheltered workshops.
2. Part of quality employment is being respected as an individual. This respect is not achieved when individuals with disabilities are congregated. Placements in businesses in the community are preferred.
3. Members of the community and coworkers can teach individuals with severe disabilities jobs and skills. But, on-the-job support is vital to individuals with disabilities and to the success of any program that is designed to assist them.

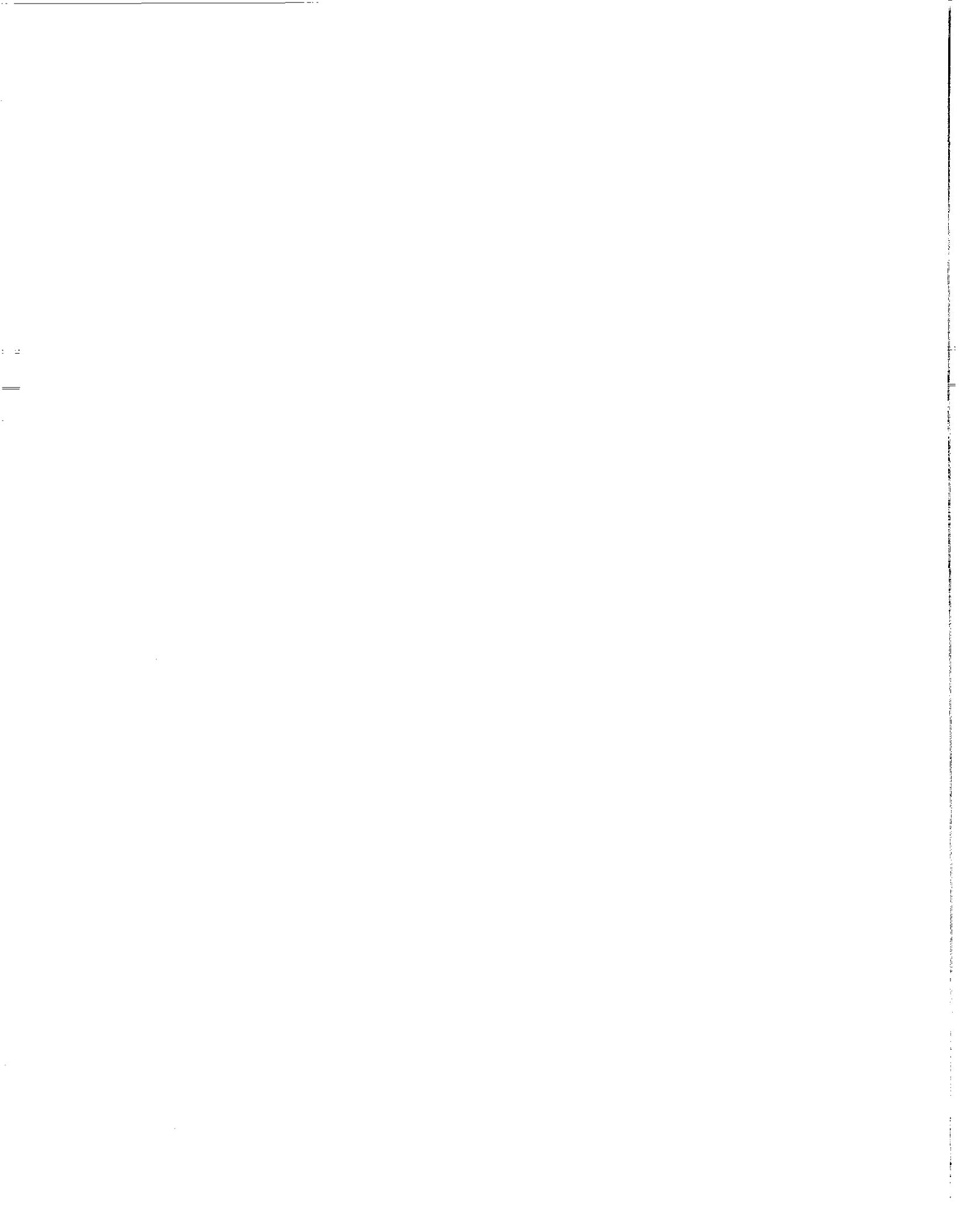
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# **ENCLAVES**





**DEVELOPMENTAL EVALUATION CLINIC  
CHILDREN'S HOSPITAL OF BOSTON**  
Work Experience Program and Supported Work Program

by William E. Kiernan, Ph. D.  
Director of Rehabilitation

PROGRAM CLASSIFICATION

Competitive employment and work stations in industry, short-term (enclaves).

PROGRAM DESCRIPTION

The Work Experience Program provides training and work experience for adults with developmental disabilities. The Supported Work Program provides training opportunities for individuals who are mentally retarded.

Purpose

The Work Experience Program grants individuals a greater understanding of their role in the world of work. The Supported Work Program provides specific skills and work-adjustment training to individuals, preparing them for competitive placement.

Goals

The major goals of the Work Experience Program are to help trainees gain entry into competitive or sheltered employment and to further evaluation, training, and education. The major goal of the Supported Work Program is to help trainees enter competitive employment in food services and environmental services.

Philosophy

- Individuals have the right and the responsibility of choice,
- Individuals have the right to risk,
- Individuals need the opportunity to learn through experience, and
- Program participants are the purchasers of the service.

SERVICES PROVIDED

Work Experience Program

- Follow-along and follow-up care,
- On-the-job training,
- Training for jobs (not OJT),
- Vocational assessment,
- Job-readiness training,
- Psychological services,
- Personal counseling, and
- Social and recreational opportunities.

Supported Work Project

- Job placement,
- Follow-along and follow-up care,
- On-the-job training,
- Training for jobs (not OJT),
- Personal counseling, and
- Social and recreational opportunities.

## CLIENT PROFILE

Eighty percent of the individuals served are severely disabled. A severely disabled individual is defined as someone who has a negative or a nonexistent work history or experience, mild to moderate behavioral and adjustment problems, a poor social adjustment history (that is, a resident of an institution), limited cognitive abilities (mild to moderate mental retardation), and/or a significant secondary or tertiary disability.

The age range of individuals served is 18-63 years. The Work Experience Program and the Supported Work Project serve individuals with the following disabilities:

<u>Disability</u>	<u>Work Experience Program</u>	<u>Supported Work Project</u>
	<u>Number served*</u>	
Epilepsy	85	8
Hearing impairment	60	7
Head injury	15	0
Orthopedic impairment	110	9
Speech disorder	75	0
Autism	15	5
Cardiovascular disorder	40	7
Cerebral palsy	95	2
Visual impairment	62	5
Learning disorder	30	0
Spinal cord injury	5	0
Mental illness	80	5
Mental retardation	217	72
Dual diagnosis	65	5
Multiple disabilities	265	72

\*Totals may not add because some individuals have multiple disabilities.

## MODEL DESCRIPTION

The Work Experience Program, established in 1976, has served 310 individuals. The Supported Work Project, established in 1981, has enrolled 54 individuals with 44 completing training.

### Work Experience Program

This program began in 1976, with a grant from the Administration on Developmental Disabilities, with the author acting as principal investigator. The program was designed to provide visual, auditory, and tactile training and work experience for adults with developmental disabilities. Good working relationships among the program and work-area staff and close liaisons with family and community residential staff are essential to the program's success.

The Work Experience Program provides an opportunity for individuals with disabilities to experience work. By using the real work environment throughout the hospital, trainees can begin to experience the demands of a job, share in decisionmaking, and develop the personal and vocational skills they need to obtain greater independence.

### Referral

Trainees may be referred to the program by the Massachusetts Rehabilitation Commission, the Department of Mental Health, local public schools, advocacy groups, and families. The fee for participation, \$21.65 per day, may be paid by a local public school, the Massachusetts Rehabilitation Commission, or a private source. The program is approved by the Massachusetts Department of Special Education and the Massachusetts Rehabilitation Commission and is licensed by the state Department of Mental Health.

An admissions committee reviews each application to determine whether the individual will benefit from the program. If staff members think that the application is appropriate, if the applicant is interested, and if the sponsoring agency agrees, the applicant is assigned a starting date. No specific time limits are established for participation in the program. After the interdisciplinary evaluation, specific goals are reviewed on a monthly basis. Most trainees are in the program for about 6 months, but some require longer or shorter terms.

### Eligibility

Trainees should be at least 16 years old and have a significant disability. The program is designed for those who are at the beginning stages of vocational development and for those who have had difficulty succeeding in other training programs or work settings.

A trainee progresses through the program as follows:

Intake: 2-4 weeks

An admissions committee determines whether an applicant can benefit from the program. A starting date is assigned if the applicant is considered appropriate and if the applicant is interested.

Comprehensive Evaluation: 1-8 weeks

The trainee's social, vocational, emotional, and educational activities are evaluated. Based on this evaluation, a team (consisting of a rehabilitation counselor, a psychologist, a psychiatrist, a social worker, and a vocational evaluator) works with the trainee to develop a rehabilitation plan.

Counseling and group support: 1-24 weeks

Each trainee meets individually with a counselor at least once a week; some trainees participate in additional group counseling. Counseling services help promote the trainee's ability to make decisions, interact in social

situations, and explore feelings about the future. Trainees and their families also meet with program staff members.

Work Adjustment Training: 8-24 weeks

Although trainees are assigned specific tasks, more emphasis is placed on learning appropriate work behavior, accepting supervision and criticism, interacting with fellow workers on and off the job, and developing skills of independence.

Trainees may work in various parts of the hospital, depending on their interests and abilities; some trainees work in two locations daily. The trainee thereby experiences a variety of environments and tasks.

Transition: 20-24 weeks

Whenever possible, trainees move directly from the program into competitive employment. The program staff works closely with the referral agency to ensure that trainees achieve further independence and social growth. Some participants need additional training at other rehabilitation facilities and some enter vocational or academic programs at schools.

Follow-up care: One-three months, varies with individual's needs.

Follow-up services for trainees, parents, and the referral agency is maintained after the trainee progresses to the next step in the rehabilitation process. A staff meeting is held every 8 weeks for personnel from the referral agency and the program.

#### Supported Work Program

This program began in 1981, with a contract from Bay State Skills Corporation, with the author acting as principal investigator. The Supported Work Program provides training opportunities in food services and environmental services for individuals who are mentally retarded and 18 years of age or older. The program is designed to help workers develop skills that will prepare them for competitive employment.

A trainee progresses through the program as follows:

Intake: 1-4 weeks

Applicants are referred to the program by the Massachusetts Rehabilitation Commission, the Department of Mental Health, local educational associations, advocacy groups, families, and individuals. Program costs are shared by the Bay State Skills Corporation, the Social Security Administration, and Children's Hospital.

Referral information should include a completed application, medical history, verification of disability, educational and social history, work history, and vocational assessment, when available. In some instances, applicants may be referred to the Work Experience Program at Children's Hospital for an evaluation of their readiness to enter the program.

Skill training: 1-10 weeks

Work areas are provided through the Nutrition and Food Service Department of Children's Hospital. The program provides on-site supervision, graduated expectations on the job, and support to help individuals adjust to the world of work.

Rate building: 10-28 weeks

All workers begin on a part-time basis. Hours are increased as work tolerance and performance improve. Workers are paid minimum wage to start, and they are eligible for two wage increases as they develop work skills and more appropriate work behaviors. All workers receive employee benefits from Children's Hospital. The average training program lasts approximately 26 weeks.

Peer group support: 1-28 weeks

Peer groups or crews create a supportive atmosphere for workers. Graduated expectations on the job help workers develop greater work tolerance. Crew meetings, which include the work area supervisor, the program coordinator, and all workers, are held weekly. Each individual's work is evaluated weekly by the supervisor and program staff.

Job seeking activities: 20-28 weeks

All workers receive specific training in job-seeking skills and career awareness in small groups. Weekly counseling is also an essential component of the program.

Placement: 24-32 weeks

Placement specialists help workers who successfully complete the training program find permanent competitive jobs in the food service industry in the Boston area. Placement specialists, in cooperation with referral agencies, monitor the workers' progress on their new jobs. Services initially include weekly contact with employers and workers; as workers adjust to their jobs, contact is less frequent. A staff meeting is held every 8 weeks and personnel from all cooperating agencies are invited to attend.

#### COORDINATION WITH OTHER AGENCIES

Project personnel work with the Massachusetts Rehabilitation Commission, the Massachusetts Department of Mental Health, the Massachusetts Department of Special Education, the Bay State Skills Corporation, local public schools and education associations, and advocacy groups.

#### PROGRAM SETTING

The Work Experience Program operates throughout Children's Hospital of Boston. Participants work in 26 areas in food services and environmental services.

### Funding

The annual operating budget for the Work Experience Program is \$115,000, and for the Supported Work Project it is \$175,000. The city government provides 2 percent (\$5,000), the state government finances 90 percent (\$260,000), and Children's Hospital contributes 8 percent (\$25,000).

### Organizational Structure, Management, and Staffing

Both programs are part of a University Affiliated Facility (UAF) at Children's Hospital. The Supported Work Program is also part of a transitional employment demonstration project funded by the U.S. Department of Health and Human Services through the Social Security Administration and the Bay State Skills Corporation.

The UAF administers and oversees the programs and provides an advisory board. Each program has its own advisory committee, made up of former participants, a vocational rehabilitation counselor, a mental retardation professional, a parent, and the executive director of the state mental retardation association. The principal investigator and the staff members make all major decisions concerning the programs.

### Results

During 1981-85, 44 individuals have been trained and 34 have been placed in competitive employment in the food service industry. Workers earn wages of \$3.75-\$4.50 per hour, and most receive fringe benefits.

The Work Experience Program does not focus on placing trainees in competitive employment. Data show that 70 percent of program participants have been placed in competitive employment. Agencies provide training, while agencies and employers provide supervision. Employers provide training and supervision in the Supported Work Program.

### Replication Potential

This program has been replicated successfully in Rhode Island. Currently, plans are being made to replicate the program at other sites.

### Critical Factors for Success

1. Support from sources outside the work place, that is, family, residential staff, and friends.
2. Support to workers at points of transition.
3. On-site assistance with skill acquisition, rate building, and social integration.

Contact Persons

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**EASTERN NEBRASKA COMMUNITY OFFICE OF RETARDATION  
REGION VI, NEBRASKA MENTAL RETARDATION SERVICES**

by Gregory M. Jacobson  
Director, Work Stations in Industry

and

Billie Dawson  
Communications Coordinator

**PROGRAM CLASSIFICATION**

Comprehensive, community-based residential and vocational services and work stations in industry.

**PROGRAM DESCRIPTION**

Region VI of the Nebraska Mental Retardation Services is also known as the Eastern Nebraska Community Office of Retardation (ENCOR). It provides services in Dodge, Washington, Cass, Sarpy, and Douglas Counties in eastern Nebraska. ENCOR is the smallest region in area but has the largest population. Region VI includes 3 percent of the state's area and 35 percent of the state's population.

Purpose

ENCOR provides a work station in industry program to train individuals with disabilities to move into competitive employment.

Philosophy

Training in a work station in industry prepares individuals to work in the competitive labor force. This program enables trainees to become integrated within businesses or industries.

**SERVICES PROVIDED**

- On-the-job training,
- Vocational assessment,
- Rehabilitation engineering, and
- Job placement.

**CLIENT PROFILE**

Currently, 68 individuals are participating in ENCOR's work station in industry program. Participants' levels of retardation range from severe to borderline. The age range of participants is 21-65 years.

## MODEL DESCRIPTION

ENCOR was the first community-based service region. It was established in 1968 by elected county officials, mental health professionals, and parents of individuals with developmental disabilities as a cost-effective alternative to institutionalization. ENCOR programs and services are regarded highly both nationally and internationally by leaders of community-based services for individuals who are mentally retarded. ENCOR provides an array of community residential, vocational, and social service programs to children and adults.

As of May 1985, ENCOR provided the following services:

<u>Service</u>	<u>Number served*</u>
Residential and vocational	553
Follow-along support (residential and vocational)	138
Family support:	
Home-based	22
Medical	5
Respite-care	139
Transportation	304
Vocational:	
Industrial training centers**	356
Work stations in industry***	69
Residential services	286

\* Totals may not add because some individuals receive multiple services.

\*\* Includes Valmont, Bonanza, and Vikingship.

\*\*\* Includes Loziers, Holiday Inn, and Methodist Hospital.

Although ENCOR offers a comprehensive system of services, including five industrial training centers (workshops) and job-placement services, only one vocational program is featured, the work station in industry program. A work station in industry provides specific skill training to a supervised group of trainees on the job.

Work station in industry agreements stipulate that ENCOR will provide a stable work force, supervision, training, payroll administration, insurance, workers' compensation, and subminimum wage certification for trainees; and that businesses and industries provide equipment, space, and work.

ENCOR obtains work for trainees through competitive bids. The employer pays overhead and ENCOR pays for specialized supervision and training. Trainees are paid at least half of the amount of the prevailing federal minimum wage. They are paid higher wages for greater productivity. Currently, ENCOR has work stations in industry with the following businesses: Bonanza, Sirloin Pit, Holiday Inn, Loziers, Nebraska Methodist Hospital, Valmont Industries, and the Vikingship Community Center.

## COORDINATION WITH OTHER AGENCIES

ENCOR works with federal, state, and local agencies, mental health professionals, and representatives of business and industry.

## PROGRAM SETTING

The Eastern Nebraska Community Office of Retardation is located in Omaha, and provides services to residents of Dodge, Washington, Cass, Sarpy, and Douglas Counties.

### Funding

The Eastern Nebraska Community Office of Retardation is supported by federal Title XX funds (18 percent), state general funds (59 percent), county funds (10 percent), billing income (5.5 percent), contract income (6 percent), interest income (0.3 percent), and grants (0.2 percent).

Most of the expenses for the work station in industry program are recovered through reimbursements for goods and services from businesses and industries. Thus, it is a very cost-effective program.

### Organizational Structure, Management, and Staffing

A regional governing board composed of one county commissioner from each of the participating counties oversees ENCOR's activities. The executive director of the Eastern Nebraska Human Services Agency (ENHSA) reports to the regional governing board; supervises ENCOR, the offices of Mental Health and Aging; and the ENHSA support services. The regional director administers all ENCOR programs, and the deputy director administers all area services, including the work station in industry program.

### Results

ENCOR has established work stations in industry with the following businesses:

- Bonanza Sirlain Pit,
- Holiday Inn,
- Loziers Corporation,
- Nebraska Methodist Hospital,
- Valmont Industries, and
- Vikingship Community Center.

Our clients work in food service, housekeeping, and manufacturing.

### Replication Potential

The key to a successful work station in industry is a director who can build a strong professional relationship with community business leaders. The potential for establishing a work station in industry is contingent on the reputation of the program.

Critical Factors for Success

1. Develop strong relationships with businesses and industries.
2. Establish strict entrance criteria for trainees.
3. Balance the needs of human service agencies and private enterprises.
4. Allow trainees to work in natural environments.
5. Develop personal enhancement by job enhancement.

Contact Person

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**STATEHOUSE CAFETERIA  
FOOD SERVICE TRAINING PROGRAM**

by Mel Bargas  
Area Administrator  
Division of Rehabilitation Services

PROGRAM CLASSIFICATION

Work station in industry.

PROGRAM DESCRIPTION

The Statehouse Cafeteria Food Service Training Program is a client training program operated by the Nebraska Division of Rehabilitation Services.

Purpose

The Statehouse Cafeteria Food Service Training Program provides vocational training to individuals who have physical, emotional, and mental disabilities. These individuals are also clients of the Nebraska Division of Rehabilitation Services.

Philosophy

Individuals with disabilities can be trained for competitive employment in food service industries if they possess the aptitude, interest, and ability to perform these jobs.

SERVICES PROVIDED

- Job assesment and evaluation,
- Job-skills training,
- Supervision and guidance, and
- Resume preparation.

CLIENT PROFILE

Participants in the Statehouse Cafeteria Food Service Training Program must be eligible clients of the Nebraska Division of Rehabilitation Services. This means that clients must have physical or mental disabilities that constitute a substantial handicap to employment, and there must be reasonable expectation that rehabilitation services will help these individuals obtain employment.

Although clients do not have to be residents of Nebraska, residents do have priority. Clients range in age from 18-55 years, but there is no age limit. There is no fee for the training provided by the Statehouse Cafeteria or for any other service provided by the Nebraska Division of Rehabilitation Services.

## MODEL DESCRIPTION

The predecessor to the Statehouse Cafeteria was the 10th Street Cafeteria which was located in the State Department of Education Building in Lincoln, Nebraska. This program began in August 1972, and served employees of the building and the public. In 1977, the Department of Education moved into the new State Office Building and the cafeteria was relocated to the State Capitol Building, where it is located currently. Space for the cafeteria more than doubled, which resulted in a corresponding increase in the number of individuals who could be trained at any time.

Most clients who are referred to the food service training program have been evaluated at one of the state agency's vocational evaluation facilities, and rehabilitation professionals have identified food service occupations as appropriate and realistic for the client's interests, aptitude, and abilities. Clients are trained in many food service areas so they will have a variety of skills and knowledge to enhance their employability. Hence, training may last from 2 months to 1 year, depending upon the individual's circumstances and needs.

Training programs are individualized, and trainees progress at their own rate of speed. The program includes an individual training plan, a service needs identification form, and an area training plan. The individual training plan lists the trainee's long-range goal and estimates the date the goal will be reached. The service needs identification form identifies areas in which the trainee needs additional training, such as independent living skills, personal adjustment counseling, personal grooming, money management, mental health counseling, and community awareness. The area training plan is the primary document for monitoring and documenting the trainee's skill acquisition. For example, each section of the form identifies basic skills that the trainee needs to progress to the next area of training. The items are checked off and dated when the criteria have been met.

Trainees are monitored in areas such as work attitude, attendance and punctuality, supervisor and coworker relations, safety practices, personal grooming, sanitary procedures, and decisionmaking and problem-solving abilities. Trainees are paid from \$0.50 to \$1.75 per hour. The trainees' pay rates are determined by their biweekly progress ratings. Normally, a trainee's rate of pay progresses as the trainee progresses through a training area. The ratings are not based totally on productivity, therefore, the fluctuations are not so great once the trainee has established good work behavior, adjustment, and attitude.

Trainees are ineligible for unemployment insurance benefits. They are considered temporary employees of the state, and, as such, they are entitled to receive workers' compensation benefits if they become disabled because of a work-related accident, injury, or illness.

Just prior to completing the program, trainees are referred to the agency's placement office. Approximately 80 percent of the trainees who complete the training program satisfactorily are placed, usually in the food service industry.

## COORDINATION WITH OTHER AGENCIES

The Statehouse Cafeteria Food Service Training Program works with the Nebraska Department of Education, the state Division of Rehabilitation Services, and other state agencies.

## PROGRAM SETTING

The Statehouse Cafeteria Food Service Training Program is administered by the state Division of Rehabilitation Services. The cafeteria is located in the Capitol Building in Lincoln, Nebraska.

### Funding

The Statehouse Cafeteria Food Service Training Program is funded through the state Division of Rehabilitation Services. The annual operating budget for fiscal year 1983-84 was about \$240,000. State funds comprised about \$48,000 and federal funds accounted for the balance. The cafeteria's total income was about \$200,000. Expenditures amounted to about \$240,000 and can be itemized as follows: operating expenses (excluding salaries), \$107,000; staff wages, \$100,000; and trainee stipends, \$35,000.

### Organizational Structure, Management, and Staffing

The Nebraska State Department of Education is the parent agency of the Division of Rehabilitation Services. The manager of the Statehouse Cafeteria Food Service Training Program reports to the Southeast Area Administrator, who, reports to the Director of the Division of Rehabilitation Services. The program manager supervises four professional vocational instructors and one food service worker. The program manager is responsible for the food service operation and the training program. The vocational instructors are responsible for supervising and training individuals. Instructors supervise 3-5 trainees simultaneously. The average number of trainees in the program at any one time is 17.

### Results

We received 64 referrals during fiscal year 1983-84. Thirty-four clients entered the program, 47 clients were trained, and 57 clients were evaluated. Seventeen clients were evaluated but did not enter training. Twenty-seven trainees graduated from the program.

### Replication Potential

Replication of our program depends upon cooperation between the state vocational rehabilitation agency and the government agency that provides space for the food service training program. In addition, the labor market must be able to absorb graduates of the program.

### Critical Factors for Success

- A cooperative relationship between the state division of rehabilitation services and the state department of administrative services.
- Qualified, professional managers and instructors who are knowledgeable about food service and capable of teaching individuals with disabilities.
- Excellent vocational evaluation and situational assessment programs and staff to screen potential trainees.
- A follow-along support system to help trainees with any problems that may interfere with their ability to participate effectively in an extended training program.
- Businesses that are willing to work with individuals with disabilities.

### Contact Person

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## TRILLIUM EMPLOYMENT SERVICES

by Lee Valenta  
Vocational Consultant

### PROGRAM CLASSIFICATION

Supported work.

### PROGRAM DESCRIPTION

Trillium Employment Services is a not-for-profit corporation that provides employment support through an enclave approach to individuals who are considered moderately or severely retarded.

#### Purpose

An enclave provides ongoing employment support to a small group (6-8) of individuals who require the intensity and continuity of the support. Trillium Employment Services' major goals are to provide individuals with disabilities access to paid employment, participation in the typical routines of the host companies, and opportunities to work with nondisabled individuals.

#### Philosophy

Many individuals with developmental disabilities can earn a living if they are provided with the necessary supports in the work place. Prerequisites to work vary with the skills and attitudes of individuals of the support organization and the host company.

### SERVICES PROVIDED

- Training and supervision to individuals with disabilities, and
- Ongoing support to employers.

### CLIENT PROFILE

All of the employees at Trillium Employment Services have scored below 45 on major intelligence quotient tests, and they live in supported residential environments or with their families. Evaluations and previous performance indicate that they need ongoing training and supervision to maintain acceptable levels of employment. The age range of individuals served is 21-39 years.

### MODEL DESCRIPTION

Trillium Employment Services is a not-for-profit corporation initiated by Larry Rhodes and the author. We spent several months identifying incentives that would attract industries to support enclaves. Taking work to individuals with disabilities in traditional workshops creates many barriers; taking individuals with disabilities to the work offers an alternative. Enclaves require that all entities do that which they do best, that is, employees with

disabilities work, industries provide the work, and support organizations provide training and ongoing support.

An enclave is a small group (6-8) of individuals with developmental disabilities working among nondisabled individuals. Typically, these workers need more ongoing supervision than individuals who are targeted for competitive employment. Trillium Employment Services is the initial employer that negotiates worker hours with host companies for individuals with disabilities. Negotiated hourly rates are determined by measuring the individual's performance against industry norms.

Trillium Employment Services provides host companies with employees and determines an acceptable level of productivity with the host company for consideration of direct hire. At that time, employees with disabilities are paid at least the minimum wage, and they receive full company benefits.

Trillium Employment Services' program objectives include the following:

- Sustaining individuals within the enclave at acceptable levels of productivity and work quality;
- Helping individuals move from the enclave to other production lines, if feasible; and
- Encouraging host companies to hire individuals at entry-level wage, at minimum wage, or below minimum wage, depending on sustained performance.

Trillium Employment Services provides the following services:

- Screening of potential employees for entry-level criteria;
- Arranging for supervisors to visit potential employees at their home, current work place, or school;
- Arranging for two trial work days to determine stamina, ability to work with others, and interest in work;
- Offering jobs to acceptable candidates; and
- Continuing support and follow-up, even after employees are hired by host companies.

#### COORDINATION WITH OTHER AGENCIES

Trillium Employment Services works with a variety of public agencies, including the state Division of Vocational Rehabilitation, the state Division of Developmental Disabilities, King County Human Services, and the University of Oregon.

#### PROGRAM SETTING

Trillium Employment Services currently supports an enclave in Physio-Control, an electronics firm in Redmond, Washington. The company manufactures biomedical equipment, primarily heart defibrillators and monitors. Our employees work among 250 nondisabled electronics assemblers and 950 total employees, performing a variety of functions in the final assembly area.

Initially, individuals with disabilities were supervised by an individual who had experience in both electronics assembly and training individuals with

severe disabilities. After 2 years, a company employee who had worked within the unit and who had received special training became the supervisor.

#### Funding

Specific budget figures would be misleading because several factors determine program costs. All company revenues are used to pay for employees' wages and benefits. Support for operations, including supervision, administrative support, training for company employees, travel, and other costs come from the state through the county. Additional funding from the Division of Vocational Rehabilitation is available for some individuals.

Program costs vary with the company and the organizational design. Because Physio-Control hired the supervisor after 6 months, the costs for Trillium, and, therefore, the public funding source, were greatly reduced. A consultant provides administrative support as needed. The amount of effort varies from month to month, but generally decreases over time because of program stability. Therefore, current support costs are very little.

#### Organizational Structure, Management, and Staffing

Trillium Employment Services is a not-for-profit organization that provides support to employees with developmental disabilities and the businesses in which they work.

Trillium is governed by a three-member board of directors and contracts with an individual to provide administrative and program support. Additional consultation and guidance come from personnel at the Specialized Training program at the University of Oregon in Eugene. Physio-Control hired Trillium's original enclave supervisor after 6 months. He trains and supervises employees with disabilities. The company also provides an assistant supervisor.

#### Results

Twelve individuals participated in the enclave between August 1983, and August 1985. Two individuals were hired by the company and moved to other production lines, but the program's goal remains supported employment. Three individuals are no longer in the program because of disinterest, unacceptable performance, or disciplinary problems. Seven individuals are currently in the enclave. Wages for the 12 employees totaled over \$55,000, with five individuals earning \$7,000-\$13,000 over the 2-year period.

#### Planning Factors

Electronics firms are excellent settings for enclaves. Electronics is a large and growing industry in this region. Generally, electronics firms offer work and working conditions that are conducive to enclaves, but other industries may be equally well-suited to enclaves.

Start-up costs for this program were about \$5,000. Our primary expenses were planning and the supervisor's salary for 6 weeks before clients entered the program. There are no physical plant costs because the host company provides the equipment.

### Replication Potential

This program could work in businesses that had a work load and a work force that were large enough to incorporate a small group of individuals with disabilities. The enclave could be smaller, of course, but the tradeoff would be a higher public cost to sustain it. Also, not all companies will bear similar program costs as Physio-Control did at such an early stage of the program.

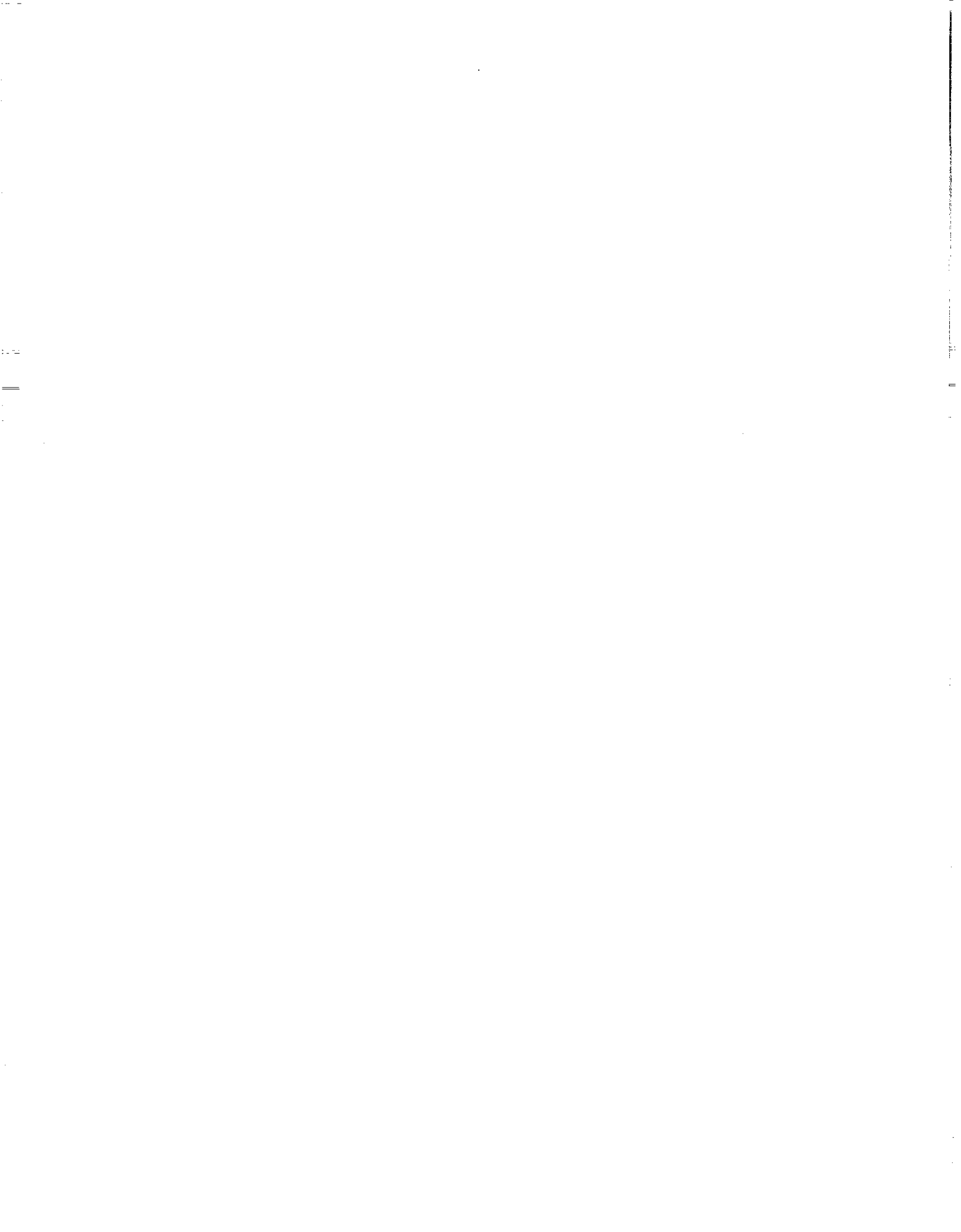
### Critical Factors for Success

1. A flexible company with access to paid work.
2. A third-party support organization that has the flexibility to support individuals with disabilities and to sustain the program.
3. A social service system that does not impose policy or fiscal constraints that interfere with the program's energy, flexibility, and creativity.
4. A supportive living environment.

### Contact Persons

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# **AFFIRMATIVE INDUSTRIES**



## CENTER INDUSTRIES CORPORATION

by Patrick A. Terick  
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### PROGRAM CLASSIFICATION

Agency operated business.

### PROGRAM DESCRIPTION

Center Industries Corporation (CIC) is a self-supporting, competitive business engaged in metal stamping, manufacturing, assembling, and packaging. It is not a rehabilitation agency. CIC attends to the transportation and personal care needs of its employees, pays wages comparable to other businesses, and maintains a work force of about 75 percent disabled and 25 percent nondisabled employees.

#### Purpose

CIC strives to provide a quality product to its customers and to be dedicated to its employees. The goal of the program is to acquire major, long-term contracts and to expand the productivity of employees.

#### Philosophy

CIC believes in the dignity of work and in the right of individuals with disabilities to be employed competitively.

### SERVICES PROVIDED

The Cerebral Palsy Research Foundation of Kansas, Inc., the parent corporation of CIC, provides the following services:

- Job placement
- On-the-job training
- Vocational assessment
- Prevocational training
- Psychological services
- Physical restoration
- Rehabilitation engineering
- Residential services
- Follow-along and follow-up care
- Training for jobs
- Job-readiness training
- Human factors engineering
- Personal counseling
- Social and recreational opportunities
- Transportation



## CLIENT PROFILE

Over the last 9 years, 75-80 percent of CIC's employees have been disabled. About 15 percent are individuals with severe disabilities. We define a severe disability as a physical impairment which causes an individual to be reliant upon another individual, adaptive equipment, or specially modified equipment in three or more of the following activities: manual dexterity, ambulation, communication, and functions of internal organs or glands. The age range of employees is 18-65 years.

The types of disabilities and the number of individuals employed by CIC are as follows:

<u>Disability</u>	<u>Number employed</u>
Amputation	4
Epilepsy	1
Hearing impairment	4
Head injury	8
Orthopedic impairment	3
Cardiovascular disorder	1
Cerebral palsy	54
Visual impairment or blind	3
Learning disability	2
Spinal cord injury	5
Mental illness	4
Neurological disorder	1
Polio	3
Borderline mental retardation	2

## MODEL DESCRIPTION

Center Industries Corporation is a subsidiary of the Cerebral Palsy Research Foundation of Kansas, Inc. (CPR). CPR is a nonprofit corporation chartered in Kansas. John F. Jonas, Jr., president and founder, became interested in improving methods for serving the vocational needs of individuals with severe disabilities. After visiting Centre Industries in Sydney, Australia, Mr. Jonas started the CPR and established a relationship with the College of Engineering at Wichita State University in 1972. Drs. John H. Leslie, Jr., and Roy Norris joined Mr. Jonas in establishing a rehabilitation engineering center to train, modify, and employ individuals with severe physical disabilities.

The Kansas legislature provided the CPR with an \$85,000 grant to be used as match money to assist in forming CIC. The legislature's grant was later augmented by a vocational rehabilitation grant on an 80/20 match for staff and equipment over 51 months. This process generated \$425,000 in 1974.

Mr. Jonas also secured a \$200,000 grant from the state vocational rehabilitation office plus a \$350,000 Handicapped Assistance Loan at 3 percent interest from the Small Business Administration. The combined funding package of about \$1.1 million paid for staffing, equipment, land, buildings, and engineering modifications for 51 months. This financing allowed CIC to develop and to become self-sustaining through its contract sales.

A specially designed room is the work place for manufacturing and assembling operations that require dust-free conditions. A full-time rehabilitation engineer consults with the personnel department on accommodations required by individuals who are functionally impaired. The engineer also conducts retooling and work station accommodation research.

CIC provides transportation for employees who need it. Each employee enters CIC on a 90-day, on-the-job probation period. Employment benefits include: health insurance, paid holidays, paid vacation, paid sick leave, a tax-sheltered retirement annuity, life insurance, and access to a credit union. Ninety-five of the 115 employees have one or more disabling conditions.

The Cerebral Palsy Research Foundation of Kansas, Inc., provides a comprehensive system of services for individuals with physical disabilities. One board of directors and one group of officers serve all subsidiaries, including CIC. CPR has five interrelated components: (1) Center Industries, (2) Timbers Independent Living Facilities, (3) Rehabilitation Engineering, (4) Physical Therapy, and (5) an Infants' and Children's Program.

#### COORDINATION WITH OTHER AGENCIES

As vacancies occur in CIC, referrals are accepted from employment agencies throughout Kansas, the Division of Vocational Rehabilitation, Projects With Industry, and the Cerebral Palsy Research Foundation of Kansas, Inc. But, there was no turnover in employees during 1984.

#### PROGRAM SETTING

Center Industries Corporation is located at an industrial complex in Wichita, Kansas, about 13 miles from the CPR. The manufacturing, administrative, and warehousing space is located in buildings which CIC purchased. CIC's advertising does not stress the rehabilitative nature of the company.

The local labor demand is for aircraft machinists. However, because of declining employment in the aircraft industry, CIC diversified. CIC now provides metal stamping and wiring assembly of electronic components for several major subcontractors throughout the United States.

In the future, CIC will pursue contracts for assembling circuit boards for the aircraft industry. This work will be labor intensive, enabling CIC to increase its work force from 115 to approximately 200 employees during the next 2 years.

### Funding

CIC is self-supporting. Gross sales in 1984 were \$2.2 million, and CIC received no operating funds from other agencies.

### Organizational Structure, Management, and Staffing

Both CIC and CPR are not-for-profit organizations chartered by the state of Kansas. Center Industries Corporation is administered by a Board of Directors, President, General Manager, and Plant Superintendent. CIC is organized into three divisions: (1) administration, (2) manufacturing, and (3) sales and marketing. Manufacturing functions are performed in seven departments.

### Results

Gross sales for 1984 were \$2.2 million. Disabled and nondisabled workers are paid at the same rate. The following data for October 1984, show the distribution and wage scale for CIC employees.

<u>Type of position</u>	<u>Number of disabled workers</u>	<u>Number of nondisabled workers</u>	<u>Hourly wage</u>
Supervisor	2	5	\$5.00-\$7.00
Production Worker I	68	10	\$3.35-\$4.50
Production Worker II	0	2	\$4.50-\$5.50
Clerical/ administrative	2	6	\$4.50-\$7.00

### Replication Potential

The CIC staff believes that this business can be replicated elsewhere, and they are currently considering franchising CIC in other states. Agencies could replicate the program by obtaining multiple-source funds to pay for physical plant, personnel, and operating costs while the business develops self-sufficiency. It may take 3-5 years to obtain self-sufficiency. Initial start-up costs are estimated to be about \$1.5 million, depending upon the nature of the business and its marketing potential. CIC strives for diversification and labor-intensive projects. It also seeks projects in which customers (subcontractors) supply both equipment and materials, but circumstances may vary among communities.

### Critical Factors for Success

The following three factors help individuals with severe disabilities move into quality employment: (1) improving vocational training in public schools, (2) integrating individuals with severe disabilities into an enclave in

industry, and (3) eliminating attitudinal barriers in society. Enclaves in industries allow social service agencies to provide support services to individuals with disabilities (for example, transportation and aide and attendant care).

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## EDEN EXPRESS

by Barbara Lawson  
Executive Director

### PROGRAM CLASSIFICATION

Agency operated business.

### PROGRAM DESCRIPTION

Eden Express serves individuals with disabilities who are motivated and can achieve through vocational rehabilitation, productive work experience, and job-skill training.

#### Purpose

Eden Express, a nonprofit corporation, was organized to help individuals with disabilities enter the community. Eden Express is associated with the National Restaurant Association's Projects With Industry. The program allows individuals with disabilities to gain self-esteem by contributing to society, to become independent of public support, and to sustain normal relationships in their communities. The restaurant provides a social and vocational rehabilitation facility.

#### Philosophy

Eden Express is founded on the principle that individuals with disabilities, like all other individuals, need independence and self-esteem. Individuals who are recovering from mental illness, who possess learning disabilities, and who have developmental disabilities have been isolated from society for too long. Isolation is an unrealistic solution, and it is unproductive. Individuals with disabilities can and must be allowed to contribute to society. Their contributions will benefit their communities, and the individuals will achieve a sense of self-esteem by realizing that they are useful, productive members of society. The accompanying financial independence also fosters a healthy self-concept. Eden Express trains and prepares individuals with disabilities for independent living.

### SERVICES PROVIDED

- Work-behavior training,
- Job training in a variety of food service areas,
- Follow-along job supervision,
- Job-seeking preparation (resumes, telephone skills, and interview training),
- Interpersonal communication skills,
- Job placement,
- Follow-up care,
- Alumni meetings, and
- Use of the restaurant's job bank for 2 years after graduation.

## CLIENT PROFILE

Eden Express serves individuals who are 16-60 years of age and who:

- Reside in the San Francisco Bay Area;
- Have received a medical examination within the last 6 months and are determined to be free of contagious diseases;
- Have received psychiatric examination (when appropriate) to determine their potential for vocational rehabilitation;
- Have a mentally disabling condition or a physical disability, such as deafness;
- Have the potential for gainful employment; (Individuals demonstrate the potential for gainful employment by showing a willingness to be independent of government subsidies; a willingness to be independent of parent's financial subsidies; a willingness to follow directions, as demonstrated by the independent scheduling of appointments, completion of paperwork, and maintenance of telephone contacts with the agency; the support of at least one significant other; and an established residence.)
- Are supported by scholarships, private fees, or government training funds; and
- Are able to find transportation to and from work.

Eden Express accepts individuals who suffer from recent mental breakdowns, learning disabilities, and developmental disabilities.

## MODEL DESCRIPTION

In 1978, a group of families in the Hayward, California area formed this nonsheltered, restaurant-based training program to help family members with disabilities. Early funding came from the San Francisco Foundation, the Department of Rehabilitation, the Hayward Christ Presbyterian Church, and many private citizens. Start-up funds totaled \$260,000.

Volunteers searched for a facility that would offer a pleasant atmosphere and proximity to public transportation. They found a building that was 1 block from a Bay Area Rapid Transit (BART) station, across the street from a Greyhound bus terminal, and on an Alameda County Transit bus line. Volunteers and some paid workers renovated the building and gathered the required operating equipment. Most of the equipment came from the Department of Rehabilitation.

Churches, the Chamber of Commerce, and local civic and charitable groups were contacted for support. Finally, relevant federal and state regulatory agencies were contacted to determine and satisfy requirements for obtaining incorporation, a liquor license, and approval to operate from the health and fire departments.

In October 1980, the restaurant opened and served breakfast on weekdays only. It was operated by a professional restaurant manager and employed two cooks. Volunteers helped teach three trainees. By March 1981, the restaurant was also serving lunch. At the same time, Eden Express hired a consultant from the Management Center in San Francisco to expedite selection of a board

of directors and to hire an executive director. The Department of Rehabilitation donated 80 percent of the equipment for the kitchen and volunteers selected and purchased equipment for the dining room. Finally, we asked local artists to display their artwork at the restaurant.

In May 1981, Eden Express hired an executive director. She had extensive experience in working with individuals with disabilities and in operating a restaurant. She hired a training director who had experience working in school and residential settings and restaurants and in working with individuals with disabilities. Two months later, a manager, with 8 years of experience, was hired to operate the restaurant. The directors focused on developing a good product as an essential prerequisite for managing an effective training program.

In February 1982, the restaurant extended its services to include brunch and in October 1982, it offered catering and on-site meeting services. In February 1983, the restaurant operated on Saturdays and offered a variety of extra services, including local celebrities acting as Chef-of-the-day; artists' showings; and Ladies' Day, which featured free wine for female patrons. In September 1985, the restaurant began serving dinner. Because of these efforts, the restaurant's training program has become an effective, appreciated, and well-supported facility within the community.

#### COORDINATION WITH OTHER AGENCIES

Eden Express staff work with the California Department of Rehabilitation, the local Chamber of Commerce, and local civic and charitable groups.

#### PROGRAM SETTING

The Eden Express restaurant is located in downtown Hayward, California.

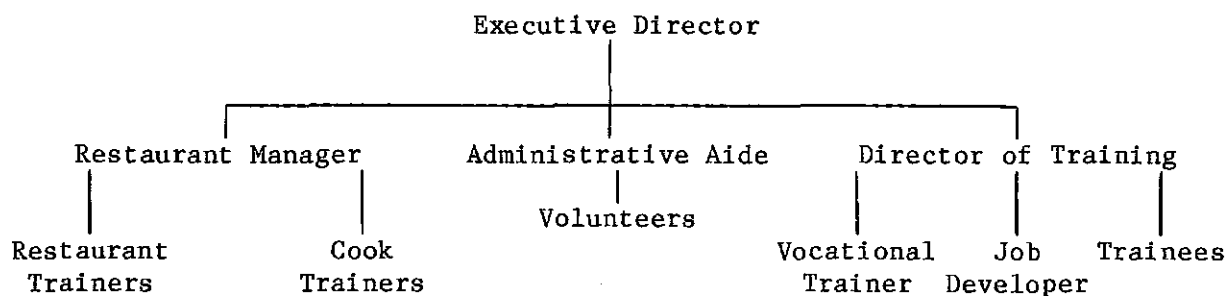
#### Funding

The restaurant is funded by sales, donations, grants, and the California Department of Rehabilitation. In 1983, sales provided 60 percent of the restaurant's funds. The Department of Rehabilitation provided 35 percent, and donations accounted for 5 percent. In 1984, sales accounted for 59 percent of funding, private donations and grants accounted for 20 percent (the Department of Rehabilitation provided 17 percent), and public funds accounted for 4 percent.

Trainees are not paid for time spent in the classroom, their actual working time averages 30 hours per week. The cost of a 5-month training program is \$2,000 per trainee. The Department of Rehabilitation pays 50 percent of the trainees' expenses, the balance is paid by donations. Trainees earn an average of \$1.15 per hour.

## Organizational Structure, Management, and Staffing

Eden Express has a Board of Directors that establishes the policies of the corporation but it does not participate in implementation of these policies. The Executive Director administers and oversees all operations at the agency, in accordance with the policies established by the board. The organization of the staff is illustrated by the following chart.



The most critical aspect of this organization is that the Restaurant Manager and the Director of Training must cooperate to operate an effective training program and a successful restaurant. The jobs are interrelated and require close communication. The administrative aide provides a vital link between program elements.

The restaurant is staffed so that it can operate without the assistance of trainees. While the trainees are a vital part of the restaurant, they do not hold positions that are critical to the operation of the restaurant. However, trainees are encouraged to show their ability to perform independently.

Trainees occupy the following positions: host, cashier, waiter or waitress, busser, beverage or bar attendant, cook's attendant, kitchen assistant, janitor, dishwasher, and launderer. Currently, the restaurant employs 12 staff members and 30 trainees.

### Results

- Obtaining a 3-year accreditation from the Commission on Accreditation of Rehabilitation Facilities in work adjustment and job development;
- Purchasing a van to augment catering services;
- Negotiating an 8-year lease for the current building and for an additional 1,600 square feet of space adjacent to the present restaurant;
- Obtaining a janitorial contract with the city of Hayward;
- Completing and copyrighting the Eden Express Operations and Staff Manual;
- Obtaining a Joint Partnership Training Act for 23 hard-to-serve individuals in Alameda County;
- Conducting a survey of catering services in the area and assessing our catering services;
- Obtaining a psychology intern to conduct a follow-up study on our graduates;
- Arranging for Hayward Adult Educational Services to augment our teaching services and to assist trainees with reading and mathematics skills;



- Scheduling a special evening event once a month;
- Hosting regular art exhibits;
- Arranging for press coverage of our activities;
- Beginning gourmet cooking demonstrations; and
- Becoming a private vocational school for youth with disabilities.

From July 1, 1984, to June 31, 1985, the Eden Express training program placed 29 individuals with disabilities in competitive employment in the Hayward area. Of these individuals, 23 were placed in restaurants, 5 in nonfood industries, and 1 in a warehouse. One individual enrolled at a junior college after leaving the program.

Restaurant workers' wages ranged from \$3.35 to \$6.00 per hour; the average was \$3.69. Workers in the nonfood industries earned starting salaries of \$3.50-\$5.25; the average was \$4.45.

#### Replication Potential

Before starting a business the organizers must assess their capabilities and relate them to the needs of the marketplace. What service or product does the community need that the organization can provide? Once this is decided, a financial plan must be charted for the next few months. A community advisory board was very helpful to us in accomplishing these tasks. The most important elements of a successful business are providing a good product, responding to the needs of customers, and making the community aware of the business. In order for a rehabilitation training program to work, it must operate in a financially secure and well-structured environment.

#### Critical Factors for Success

Individuals who establish businesses must develop priorities and focus on them so that their goals remain clear. The most important criterion of any business is the ability to efficiently dispense its product or service. The challenge of operating a successful business is made even more complex by including an effective rehabilitation training program.

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## MICROTEK, INC.

by Lawrence A. Osborn  
Manager

### PROGRAM CLASSIFICATION

Supported employment.

### PROGRAM DESCRIPTION

Microtek, Inc., is an electronics manufacturing firm that provides long-term supportive employment for individuals with moderate to severe mental retardation.

#### Purpose

To provide long-term supportive employment for individuals with severe disabilities.

#### Goals

Our goal is to provide training and access to meaningful work, which leads to increased wages; to assist in the reduction and elimination of undesirable behavior; and to provide community access skills for individuals with disabilities.

#### Philosophy

Microtek's staff believes that all individuals are capable of acquiring meaningful work if they are given the appropriate resources for learning and performing work.

### SERVICES PROVIDED

- On-the-job training,
- Vocational assessment, and
- Psychological services.

### CLIENT PROFILE

All of our employees are severely disabled. We define severely disabled individuals as those with moderate or severe mental retardation or those with physical disabilities and mental retardation. Two-thirds of Microtek's employees were institutionalized before they joined the firm. The age range of employees is 22-50 years.

#### Disabilities served\*

<u>Disability</u>	<u>Number served</u>	<u>Disability</u>	<u>Number served</u>
Hearing impairment	2	Cerebral palsy	1
Speech disorder	5	Learning disorder	2
Multiple disabilities	4	Mental retardation	16

\*Totals may not add because some individuals have multiple disabilities.

## MODEL DESCRIPTION

Microtek, Inc., is an electronics manufacturing firm that produces assemblies for medical and test equipment. Microtek employs a primary work force of 16 individuals with severe disabilities and an auxiliary production staff of individuals without disabilities.

Microtek is setup as a long-term employer for individuals with disabilities. Rather than prepare employees for competitive employment, we focus on acquiring commercial contracts to provide employees with electronics assembly work inhouse.

The Specialized Training Program Benchwork Model, developed by Dr. G. Thomas Bellamy at the University of Oregon, trains individuals with severe disabilities for employment in benchwork assembly. It is designed for individuals who are expected to require intensive and long-term support to work productively.

Closely supervised individuals receive intensive training on contract tasks in electronics and related industries. The model was developed as an alternative to traditional workshop activities, and it provides long-term employment to individuals who were previously denied vocational opportunities.

Companies using the Benchwork Model provide employment and related services to 15-25 individuals whose degree of retardation ranges from moderate to severe. Each company is a small, single purpose, not-for-profit organization. The companies do not provide the variety of services that commonly characterize workshops, rather, they specialize in one commercial area, electronics manufacturing. Most of the contract work is for cable subassemblies, primarily for the electronics industry. Contracts are acquired locally and regionally.

The model is designed for communities that need supported work for individuals with severe disabilities. The Benchwork Model requires an industrial base upon which to secure assembly contracts. The model recommends employing a few highly qualified staff and maintaining a staff to worker ratio of at least 1:5.

The model provides opportunities for social integration for all employees through community access training. The level of integration at this time is not at a satisfactory level. Assemblers without disabilities work with employees with disabilities to allow the company to meet contract deadlines and to perform contract operations that workers with disabilities have not yet mastered. Companies that employ assemblers with and without disabilities help to integrate the work force.

Companies that use this model must be competent businesses that compete fairly and aggressively in the open market. They must obtain contracts, employ workers at good wages, and produce large quantities of work. Companies either subcontract work or they purchase the raw materials that are required to manufacture products to meet customers' specifications. By providing on-time deliveries, exemplary quality-assurance records, competitive pricing, and the flexibility to meet customers' needs, the business demonstrates its competence and increases dramatically the demand for its services. Production

processes are tracked by a computerized system that provides data for making business decisions.

Companies focus on subassembly manufacturing within the electronics industry because it offers several advantages. Operations do not require large capital investments initially. Space and equipment requirements can be met by leasing commercial space to minimize start-up costs and overhead expenses. Companies can contract work from customers several hundred miles away without incurring expensive shipping charges because the products are small and lightweight.

### Consumers and Support

The Benchwork Model provides intensive training and support to workers with severe or profound mental retardation and to individuals with significant behavioral problems. The model requires a small but highly skilled professional staff that shares management and service responsibility. Because three staff members work in the production setting, they can devise and implement behavior-management strategies to help workers develop and maintain appropriate work behavior.

The Benchwork Model recommends including individual training on contract tasks, individual training or community integration activities near the work place, and continuous supervision and behavior management to maintain and increase production and to develop and maintain appropriate social behaviors. When skilled personnel are present constantly, they can manage the behavior of workers who require significant intervention.

The Benchwork Model gives priority to individuals with severe disabilities. Ongoing support maximizes the work-related results for each individual. This model supports allocating work first to employees who know the fewest tasks and earn the lowest wages.

### Benchwork

Support available at the work site:

- Individual training on contract tasks,
- Individual training or community integration near work place,
- Continuous specialized supervision and behavior-management intervention, and
- Continuous presence of more than one skilled supervisor.

Characteristics of workers:

- Severe and profound mental retardation,
- Intermittent toileting problems,
- Require help in dressing,
- Lack verbal skills,
- Occasional psychotic episodes,
- Excessive self-stimulation behavior,
- Intermittent aggressive behavior, and
- Self-injurious behavior.

## COORDINATION WITH OTHER AGENCIES

Microtek works with the Massachusetts Department of Mental Health, and it is an affiliate of the Specialized Training Programs at the University of Oregon.

### Program Setting

Microtek is a small business located in Chicopee Falls, Massachusetts.

### Funding

Microtek is funded by the local office of the Massachusetts Department of Mental Health. Microtek's annual operating budget is \$110,000. The state provides 90 percent of the firm's budget, and the sale of products and services provides 10 percent of the budget.

As manufacturing and profits increase, the profits are used to pay operating expenses to reduce the need for public financing. Microtek hopes to become self-sufficient within 10 years.

### Organizational Structure, Management, and Staffing

Microtek is an affiliate of Specialized Training Programs at the University of Oregon, one of 18 workshops in a national network. The program has been incorporated since March 3, 1983. Manufacturing began in November 1983.

The firm is governed by a five-member board of directors, composed of local business people. Microtek's staff includes four managers: general manager, production manager, personnel manager, and assistant production manager. The general manager reports directly to the board.

### Results

Microtek uses the Benchwork Model to train and employ 16 individuals with disabilities. The company is a long-term, supportive employer of individuals with moderate to severe retardation.

While many workshops employ individuals with disabilities in prevocational programs to prepare them for competitive employment, most individuals never enter such jobs. Microtek, however, trains and employs individuals to manufacture products. Some workers earn from \$15.00 to \$20.00 per month, others \$70.00 to \$80.00 per month. Workers are paid only for performing production work. Because of intensive training, only 0.3 percent of Microtek's work does not pass inspection, this is one-tenth of the average error rate in electronics manufacturing nationwide.

### Planning Factors

The program was not developed around local labor needs. The general manager solicited work from companies as far away as several hundred miles. Start-up costs included \$10,000 for furnishings and equipment. The budget for first year was \$110,000.

### Replication Potential

This model has been replicated 18 times at various locations throughout the country.

### Critical Factors for Success

1. To have individuals involved in the planning of vocational services believe that individuals with severe disabilities have significant vocational potential.
2. To provide training of meaningful vocational tasks within a structured setting.
3. To design and fabricate custom jigs and fixtures to support the manufacturing process.

### Contact Person

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## MINNESOTA DIVERSIFIED INDUSTRIES

by John DuRand  
President

### PROGRAM CLASSIFICATION

Affirmative industry.

### PROGRAM DESCRIPTION

Minnesota Diversified Industries (MDI) seeks to demonstrate that most individuals who are restricted to prevocational work are capable of functioning in productive jobs. Because of technological developments, many individuals with disabilities will have the opportunity to increase their self-sufficiency; this should result in equal recognition and acceptance by society. The affirmative industry promises to meet this challenge by providing individuals with opportunities for gainful employment and by serving as a catalyst for the development of technologies.

#### Purpose

The purpose of MDI is to develop an affirmative industry based on the principle that individuals must have opportunities to work and contribute to society, that employment is one method of contributing to society, and that employers can only be employers if they operate successful businesses.

Our perceptions dictate our expectations, which, in turn, influence our interactions. The primary purpose of MDI is to provide employment opportunities for individuals who are unacceptable to private sector employers because of the severity or complexity of their disabilities.

#### Philosophy

We must provide individuals with an environment where the stimuli and opportunities for growth and expansion are matched with their abilities and potential. An effective means for structuring the environment is to focus our attention and efforts on the positive or potentially progressive aspects of individuals' lives. We do not deny the existence of individuals' limitations; we simply emphasize their strengths. If we emphasize each individual's capacity for growth and creative expression, we will interact spontaneously and naturally with that individual. This interaction will nurture individuals' abilities and capacities and maximize their development.

MDI uses a mixed work force, current technology, and accepted business practices to normalize the work environment. Our philosophy is that:

- Every individual should have the opportunity to work and contribute to society;
- The private sector is limited in its ability to accommodate individuals with disabilities;

- Individuals who need, want, and can benefit from private sector employment must be offered an opportunity to participate;
- Individuals who are unacceptable to private sector employers must be provided with an appropriate alternative; and
- The alternative must be the least restrictive, most normalizing option possible, and it must include the opportunity for individuals with disabilities to interact with nondisabled workers and to receive benefits that are financially proportional to those received by nondisabled workers who perform the same tasks at the same level of productivity.

#### SERVICES PROVIDED

- Follow-along and follow-up care
- On-the-job training
- Employment
- Human factors engineering

#### CLIENT PROFILE

Our employees include individuals who are severely disabled, as defined by the Division of Vocational Rehabilitation. About 37 percent of our employees are severely disabled. Our employees range in age from 18 to 66 years. In 1984, MDI served employees with the following disabilities.

<u>Disability</u>	<u>Number served*</u>
Epilepsy	11
Hearing impairment	3
Head injury	2
Orthopedic	2
Speech disorder	17
Autism	3
Multiple disabilities	79
Deaf and blind	1
Cerebral palsy	5
Visual impairment	3
Mental illness	22
Mental retardation	296

\* Totals may not add because some individuals have multiple disabilities.

We define individuals with disabilities as those who, because of physical, mental, or social limitation, have been restricted to noncontributing, devalued social roles. The goal of the affirmative industry is to provide these individuals with a practical and cost-effective vehicle for gaining contributive and valued roles in society.



## MODEL DESCRIPTION

Minnesota Diversified Industries (MDI) is located in St. Paul, Minnesota. It was preceded by Christ Child School (1950s), which became the Occupational Training Center (OTC) in 1968. MDI was reincorporated in 1968. In 1975, OTC was phased out, and in 1977, the name was changed to Minnesota Diversified Industries.

The affirmative industry most closely resembles a for-profit business. A major distinction is that a for-profit business is concerned essentially with earning profits for its investors, but the affirmative industry is concerned primarily with providing employment opportunities for individuals with disabilities. In all other aspects, the for-profit business and the affirmative industry are virtually the same. Both subscribe to professionalism in business and emphasize productivity, customer service, and efficiency.

Training activities in affirmative industries are restricted primarily to task or job preparation and they emphasize outcomes. The affirmative industry and the for-profit business are designed to provide a product or service that will improve the quality of life for the user. Training is an integral part of the affirmative industry, but it is restricted to teaching employees specific skills for identifiable jobs within the industry.

Dr. Wolf Wolfensberger, an internationally known authority on mental retardation, was very helpful as a consultant in the establishment of MDI. Local business people and vocational educators were also helpful. Unfortunately, university personnel in colleges of business were not helpful during development of the program, but they are working with MDI now to improve a successful model.

MDI is a manufacturing and service business incorporated as a nonprofit organization. The organizers are trained in business administration, vocational education, and electrical engineering. MDI does not stress the rehabilitative aspects of the business. MDI's first priority is to provide top quality products and services to customers.

Because individuals with disabilities tend to have lower rates of productivity, they are often unable to compete with nondisabled individuals for jobs. The affirmative industry provides vocations for individuals with disabilities and protects or reserves many of these positions for individuals with disabilities.

The acceptance criteria for new employees at MDI include the following:

- The availability of a work station or employment position;
- The desire to become productive and self-sufficient;
- The ability to commute to the job or the ability to perform a task that demonstrates a comparable level of self-sufficiency; and
- The ability to control bodily functions.

New employees are hired only when realistic employment opportunity can be provided.

Previous skill or work adjustment training is not a prerequisite because the one-on-one training sessions give new employees the skills or performance standards they need to function effectively in their new jobs. Peers, who are nondisabled workers, provide role models for employees with disabilities.

MDI has three operations divisions: electronic, philatelic, and commercial services. Minneapolis/St. Paul is a center for the electronics industry, and the Twin Cities area is the second largest graphics center in the United States. MDI monitors local needs for labor through community-based studies. As a result of these studies, MDI's electronic and philatelic programs have been expanded, and the metal fabrication, wood products, and recycling programs have been phased out and sold.

#### COORDINATION WITH OTHER AGENCIES

MDI frequently provides technical assistance to other affirmative industries throughout the United States and Canada. MDI and the Northeast Learning Center operate an activity center in the Twin Cities.

#### PROGRAM SETTING

Minnesota Diversified Industries is located in an industrial area of St. Paul, Minnesota, which is served by public transportation.

#### Funding

The 1984 budget for MDI was approximately \$4.6 million; 83 percent of this funding was derived from the sale of products and services.

<u>Source</u>	<u>Amount</u>	<u>Percent</u>
County government	\$ 155,000	3.4
State government	552,000	12.0
Grants/contracts	40,000	.9
Contributions	30,000	.7
Sales	3,822,000	83.0

#### Organizational Structure, Management, and Staffing

MDI is governed by a ten-member board (one member is from vocational education and nine members are from business and industry). The MDI board has one standing committee, composed of the Controller of Dyco Petroleum Company and two board members. The board establishes policies and monitors performance of MDI.

The management team, the President, Vice-president for Operations, Vice-president for Sales, Controller, and the Director of Human Resources, establishes procedures for implementing policies and operations.

## Results

In 1984, MDI's sales totaled \$3.8 million. MDI employs 480 individuals; 70 percent of these employees have disabilities. Most of the employees have been diagnosed as mentally retarded, but MDI employs individuals with all types of disabilities.

MDI's employees work in the following occupational categories: technical--data-entry clerks, clerical--data and file clerks, service--workers in corporate cafeterias, and factory benchwork--electronics and machine operators.

The average hourly wage for an employee with disabilities is \$2.39; about 90 percent of these employees receive full benefits. Wages for employees with disabilities range from \$0.85 to \$4.69 per hour. Nondisabled workers who are not in management positions receive an average of \$4.20 per hour; their salaries range from \$3.85 to \$8.00 per hour. All MDI employees' salaries conform with state and federal laws.

MDI provides equal medical benefits for all employees in the same class, although most individuals with severe disabilities do not use company insurance.

## Replication Potential

Individuals who want to start affirmative industries should understand that they are creating a business with a special mission, they are not operating a social service agency that is acting as a business. Starting a business for individuals with disabilities is difficult because the lower productivity of the employees makes it more difficult to cover overhead costs.

Our book, The Affirmative Industry, was written to help others who want to start businesses. The sections on management, operations, sales and marketing, and finance should be particularly helpful.

Affirmative industries must be guided by the needs of the local market. Individuals who are starting businesses must consider the expertise of the individuals operating the business and the needs of the community. MDI tries to compete on the basis of value and dependability, but we do not try to compete in price. The start-up costs could range from \$450,000 to \$2.8 million, depending on the type of business, and it might take 5 years before the business shows a profit. Sound business management is critical to the success of such a venture.

## Critical Factors for Success

We consider the following to be the most important factors for moving individuals with disabilities into quality employment:

- A good employer;
- A successful business; and
- An employer who is enthusiastic about change, not one who merely accepts it.

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**SHORELINE VOCATIONAL SERVICES**  
Shoreline Association for Retarded and  
Handicapped Citizens, Inc.

by Peter McManus  
Director of Vocational Services

**PROGRAM CLASSIFICATION**

Agency operated business.

**PROGRAM DESCRIPTION**

The program provides individuals who have developmental disabilities with less restrictive work options.

Purpose

The agency's goals are to provide job placement, supported work choices, and many work options through the small business model. Our objectives are to provide high-quality services and products to customers. Our sales revenues must at least cover our direct costs. We want to place 9 individuals this year and to create a three-person work crew in industry.

Philosophy

The Shoreline Association for Retarded and Handicapped Citizens, Inc., (SARAH) believes that traditional, large sheltered workshops tend to segregate individuals with disabilities from the community. The small and dispersed business model places our services and products in front of the community every day. The result has been an unprecedented acceptance by the shoreline communities. The basic philosophy of the program may be summarized as follows:

- Maximum level of independence for all persons,
- Community options for individuals with any level of disability,
- Community presence and participation,
- Consultation and advocacy with human service organizations,
- Dispersed and small programs,
- Positive imagery,
- Barrier-free facilities,
- Programs and services operated at the highest professional standards,  
and
- High expectations in everything we do.

## SERVICES PROVIDED

- Job placement
- Training for jobs
- Social and recreational opportunities
- Follow-along and follow-up services
- Job-readiness training
- Residential services
- Case management

## CLIENT PROFILE

SARAH serves 114 individuals with all types of disabilities, but in order to be served, the trainees must have a primary diagnosis of mental retardation. Severely disabled individuals are defined as those who are dependent upon others for their basic needs. The trainees range in age from 18 to 78 years.

## MODEL DESCRIPTION

The Shoreline Association for Retarded and Handicapped Citizens, Inc., was founded in 1957, and until 1981, operated a day-school program. SARAH discontinued the school in 1981, because children in Connecticut were being served by the public schools.

In addition to its business enterprises, SARAH operates an independent living program. Six group homes, two apartments, and two community training homes serve 42 residents.

In 1973, SARAH realized that vocational opportunities were the most frequently expressed need of individuals with disabilities. Using a model for operating a variety of small businesses, SARAH eventually developed ten business operations along Long Island Sound. The communities served are Branford, North Branford, Guilford, Clinton, Killingworth, and Madison, Connecticut.

SARAH's business network includes:

- Country Squire Restaurant--is a full-service restaurant located in Killingworth, CT, serving lunch and dinner daily, including holidays. The restaurant is operated by employees with and without disabilities. Employees with disabilities are involved in serving meals, assisting with food preparation, assisting cashiers, cleaning, and dishwashing. All employees with disabilities are supervised by experienced restaurant personnel who are not disabled. During 1984, 29 individuals with disabilities worked in this restaurant.

Because Killingworth is in a tourist area, plans have been finalized and an antique shop has been opened in conjunction with the restaurant. The motor coach tour business is also being pursued for the restaurant.

- Apple Doll House Tea Room--is a smaller restaurant (35-seats) serving lunch 5 days a week. Two SARAH staff members supervise the work of seven employees with disabilities. Employees are taught various aspects of food preparation by the staff members. The Tea Room was one of the first enterprises started by SARAH. This business, as well as five others, is located on SARAH property adjacent to the vocational rehabilitation office on the outskirts of Guilford, CT.

- Apple Farm Bakery--is a cafeteria for employees of SARAH enterprises. Two SARAH staff members and eleven employees serve lunch daily and sell home-baked breads and pies to the general public.
- SARAH Landscaping Service--contracts with commercial and residential customers in the area. Lawn maintenance and landscape design are services offered to customers.
- SARAH Firewood Service--is the largest supplier of cut firewood in the Shoreline area. Employees collect, split, dry, stack, and deliver seasoned hardwood to residential customers.
- SARAH Concrete Products--manufactures lifetime garden products (for example, picnic tables) and sells them to commercial and residential customers. This business has had some excellent sales from park and recreation commissions.
- Guilford Lakes Golf Course--is a nine-hole course, formerly operated by the town of Guilford, that is leased to SARAH. Employees maintain, manage, and operate the golf course 7 days a week. The course is open to the general public and employs workers with and without disabilities.
- The Greenhouse--operates two small greenhouses which specialize in geraniums, annuals, and herbs. This business is open to the public 5 days per week.
- SARAH Madison Gift Factory Outlet--manufactures placemats, napkins, tablecloths, runners, fancy aprons, appliance covers, toddler shoes, baby carriers, hats, and cosmetic carryalls. The outlet sells to both retailers and wholesalers. Twelve individuals with disabilities work in the factory.
- Orchard Park Industries--is a contract packaging and assembly plant specializing in small, short-term projects for contractors in the area. Generally, 3 staff members and 18 employees work there.

The SARAH program uses the Marc Gold "Try Another Way" training approach. The program seeks to make each business profitable, that is, to pay for all direct business expenses and, in some cases, to benefit slightly more.

SARAH is currently seeking job placements for 30 individuals. After placement, a trainee is monitored consistently for 90 days, but follow-along care is maintained for the life of the individual.

All of the businesses are operated so that they can meet their expenses or make a small profit. According to the Vocational Director, "I get very nervous when a project is not making money. Yet, SARAH is not the same as any business; we are a rehabilitation agency, and we have expenses that most businesses would not incur. For example, there are 5 staff and 29 employees working at the Country Squire Restaurant. Other restaurants along the shoreline wouldn't have so many people serving about 20 customers at lunch. These are rehabilitation costs. If it were just a commercial restaurant, it would probably have five people for that workload. This is what I mean when I

say that my direct sales should offset my direct costs; the other rehabilitation costs must be associated with the facility."

The Director of Vocational Services reports to the Executive Director of SARAH. The association is governed by a board of directors made up of elected parents and local business persons. In September 1985, a full-time marketing manager joined the Vocational Service Director's staff.

The business operations are divided among three divisions, with a manager and a supervisor for each business. Each manager develops the budget and supervises the trainees/employees associated with the business. Managers must arrange for training of the trainee-employees. Three staff members work with job placement and three social service staff report to the Director of Social Services and work on behalf of all trainees.

SARAH has purchased and leased land, facilities, and equipment. Capital outlays were financed by loans from local banks or from agency appropriations. The agency employed all managers and supervisors for each of the businesses; the restaurants also employed chefs.

Trainees are referred by counselors, agencies, and parents. Trainees are interviewed and placed in the program (business) of their choice, with the understanding that placement into a job in the community is the goal. They move, in theory, from program of choice, to the less restrictive placement, to placement. During the last 2 years, 39 individuals were placed in jobs.

#### COORDINATION WITH OTHER AGENCIES

SARAH is the local Association for Retarded Citizens (ARC) organization, and it is governed by a board of directors which consists of parents and local business persons. The Director of Vocational Services meets monthly with other regional personnel, representing the Department of Mental Retardation.

The program complies with Connecticut labor laws and the labor needs survey of the area. Business growth in the local area is closely watched to determine new labor demands and new business opportunities.

#### PROGRAM SETTING

This shoreline area of Connecticut is a semirural resort area which is about 32 miles long and 18 miles wide; it includes six towns and four of them contain SARAH businesses. Tourism and light industry are major factors in the local economy.

#### Funding

Funding is from the Department of Mental Retardation (DMR). DMR accounts for 69 percent of the funding and business sales account for 31 percent. The annual operating budget is \$1.6 million; thus, \$1.1 million comes from state funds, and \$500,000 comes from sales income.



## Organizational Structure, Management, and Staffing

SARAH has a Board of Directors, an Executive Director, a Director of Social Services, a Director of Vocational Services, a Recreation Director, a Director of Residential Services, and a Director of Finance.

Three job placement staff members and the business operations managers report to the Director of Vocational Services. The Vocational Committee, appointed by the Board of Directors, advises the Vocational Director on matters of policy. Major program decisions are made by senior staff.

### Results

The goal of each business is to place as many trainee-employees as possible in jobs outside SARAH-operated businesses. SARAH provides assistance to individuals who are referred by other agencies, in addition to the individuals who are admitted to the program. In 1984, 16 trainees were placed in jobs. One individual was placed as a laboratory technician at a salary of \$11,000 per year with no benefits, and one trainee was hired as an accountant earning between \$18,000-\$20,000 with benefits.

During 1984, SARAH businesses trained and placed trainee-employees as follows:

Country Squire Restaurant. Food service--29 trained and 7 placed; wages \$3.37 per hour; 2 of 7 have fringe benefits; types of jobs in which trainees were placed: chambermaid, salad preparer, busboy, dishwasher, bakery assistant, assembler, and bagger.

Apple Doll House Tea Room. Food service--7 trained and 2 placed; wages \$1.67 to \$4.00 per hour, one has fringe benefits; types of jobs in which trainees were placed: sandblaster and packager.

Apple Farm Bakery. Food service--1 person placed as a dishwasher at \$3.37 per hour with benefits.

SARAH Landscaping Service. Farmworkers--11 trained and 2 placed as boat cleaners; wages \$3.37 per hour with benefits and \$3.75 per hour with benefits pending.

SARAH Firewood Service. Farmworkers--11 trained, 0 placed.

SARAH Concrete Products. Construction workers--4 trained, 0 placed.

Guilford Lakes Golf Course. Farmworkers--5 trained, 1 placed as a dishwasher/busboy at \$3.37 per hour with no benefits.

The Greenhouse. Farmworkers--14 trained, 0 placed.

SARAH Madison Gift Factory Outlet. Two machine operators trained, 1 placed as an assembler/packager; wages \$3.50 per

hour with benefits. Ten others were trained in the gift shop and 1 was placed as a hostess in a fast-food outlet at \$3.75 per hour without benefits.

Orchard Park Industries. Factory benchworkers--18 trained and 2 placed; 1 placed as a dishwasher at \$3.37 per hour with benefits, and 1 placed in packaging at \$4.25 per hour without benefits.

### Replication Potential

The most significant factors in replicating this small business model are a careful study of organizational capacity and a close tie between the market potential and the needs of the community. For example, an agency should not decide to start a restaurant unless there is expertise available to operate the business and there is a need for the restaurant in the community. The agency's capability study must be accurate.

Regular contact with business and community leaders will help agency personnel assess both the market potential and the needs in the community. Variety is important so that trainees have as many options as possible.

It is advised that agencies hire market and management expertise; strict rehabilitation personnel are probably not the best people to operate businesses. Businesses should avoid expanding too rapidly, and they should get assistance in the areas of finance, marketing, and managing their operations.

### Critical Factors for Success

We believe the critical factors for success are business expertise, a public transportation system, lack of financial disincentives for trainees, and a full commitment to placing clients in the work force.

Transportation can be a major problem for programs that are operating in rural areas. Agencies may have to provide transportation for individuals. It would be less expensive and more normal for agencies to work with local public transportation systems to obtain transportation for trainees. Public transportation is a community problem, not just a problem for a job training and placement agency.

Agencies must evaluate job placements and job training to ensure that trainees do not encounter disincentives for working. Social Security Supplemental Income issues must be studied. Perhaps Congress can exempt income derived from these training programs from some of the current limitations on Social Security Supplemental Income. In the meantime, rehabilitation agencies must train and place individuals in the best jobs for which they qualify so that trainees will be paid wages that will help them gain independence.

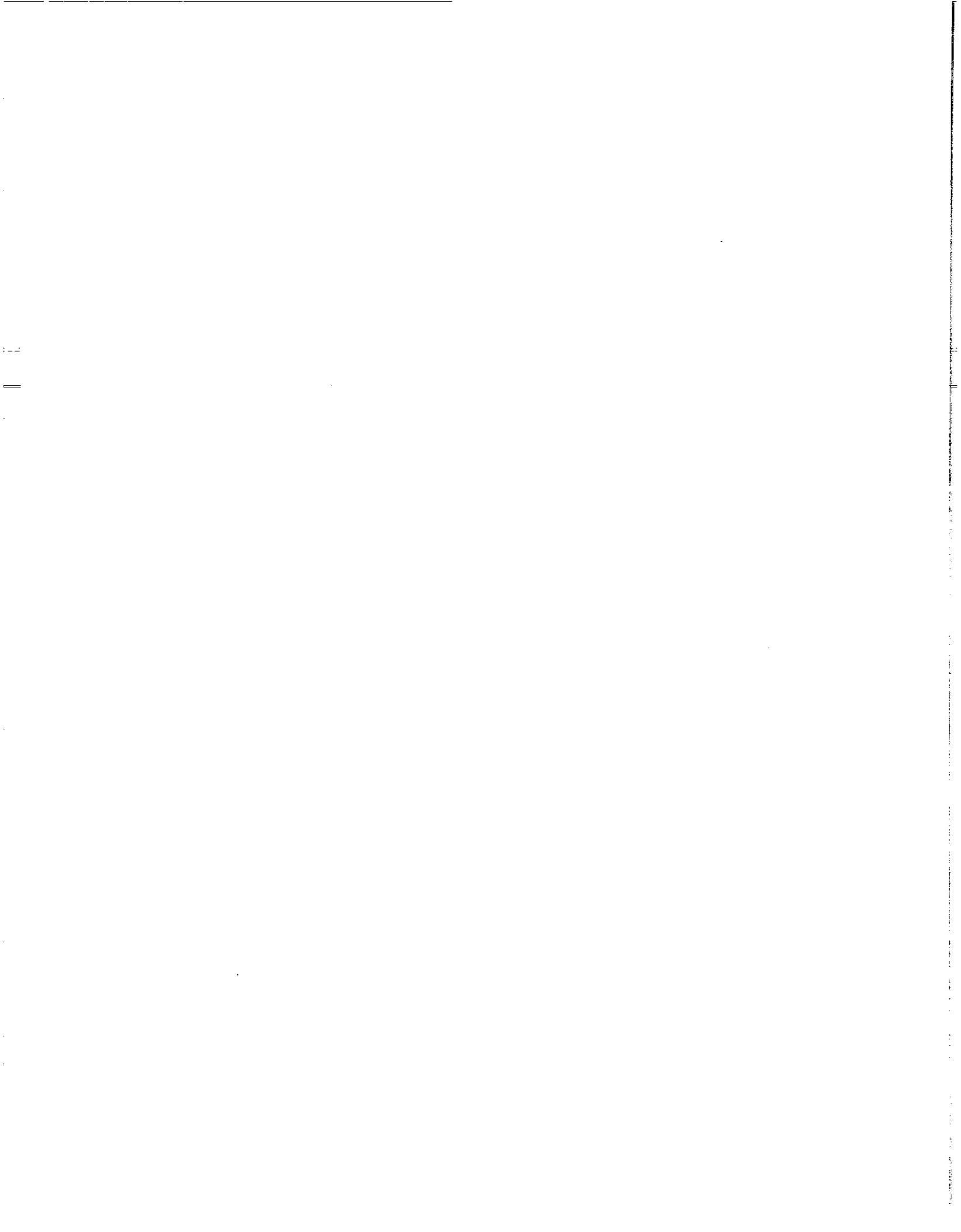
Unless every staff member is committed to training and placing trainees, they will be poorly prepared for work outside of agency workshops, businesses, or work crews. Normalization suggests that individuals with severe disabilities should work alongside individuals without disabilities. Without

a commitment to normalization by the staff, trainee dependency might be maintained and overprotection may result.

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# **AN ARRAY OF VOCATIONAL ALTERNATIVES**



**FAIRFAX OPPORTUNITIES UNLIMITED, INC.**

by Nancy Winter  
Acting Director

and

Donald Hinkel  
President

**PROGRAM CLASSIFICATION**

Competitive employment; on-the-job training; work station in industry, long-term enclave; sheltered workshop; traditional workshop; agency-operated business; and job-placement agency.

**PROGRAM DESCRIPTION**

Fairfax Opportunities Unlimited, Inc., (FOU) works through an established employer-based program to promote and assist individuals in the Washington, DC, metropolitan area.

Purpose

FOU helps individuals with mental, emotional, and social disabilities achieve personal and vocational independence.

Philosophy

FOU gives priority to hiring individuals with disabilities. The program stresses upward mobility, higher wages, out-placement, and continued employment for individuals who are not placed readily in competitive employment.

**SERVICES PROVIDED**

- Job placement,
- Follow-along and follow-up care,
- On-the-job training,
- Personal counseling, and
- Supported work at integrated work sites.

**CLIENT PROFILE**

Sixty-five percent of the individuals served have severe disabilities, such as, chronic mental illness or severe mental retardation. The age of individuals served extends from age 16 through retirement.

Disabilities served (July 1, 1983-June 30, 1984)

<u>Disability</u>	<u>Number served*</u>
Amputation	4
Epilepsy	25
Hearing impairment or deafness	10
Head injury	6
Orthopedic impairment	4
Autism	3
Multiple disabilities (including mental retardation)	165
Cerebral palsy	13
Visual impairment or blindness	4
Learning disorder	7
Mental illness	84
Mental retardation	<u>148</u>
Total	<u>473</u>

\* Totals may not add because some individuals have multiple disabilities.

MODEL DESCRIPTION

Fairfax Opportunities Unlimited, Inc., was founded in 1972. The corporation has grown and now includes three divisions (OP Shop, Merrifield Industries, and Interstate) and employs over 250 individuals.

FOU is a business. Case managers, who are not FOU employees, help applicants apply for specific jobs. Vacancies are posted each Friday. There is a hierarchy of jobs within the corporation. Individuals apply for higher level or higher paying jobs as case managers feel they are ready, however, supervisors make the hiring decisions.

Jobs provide real work, a paycheck, and, frequently, a work environment in which employees with disabilities are fully integrated with nondisabled employees. The skilled work force provides mailing services, mailroom management, custodial services, and administrative support services to government and industry on a contract basis.

OP Shop

The OP Shop is the oldest and largest division of Fairfax Opportunities Unlimited, Inc. It was started in 1971, by parents and friends of individuals with disabilities. It is a sheltered industry that employs 133 individuals with disabling conditions to perform a variety of mass mailing tasks.

Federal mail-handling contracts are obtained through the "set-aside" provisions of the Javits-Wagner-O'Day Act. These contracts provide about 37 percent of the OP Shop's work. Contracts with government, universities, trade associations, and businesses and commercial sales comprise the remainder of the OP Shop's customers.

## Merrifield Industries

Merrifield Industries provide habilitation and supported employment opportunities for individuals with mental disabilities. This division contracts with the Fairfax-Falls Church Community Services Board to provide supervised employment at various sites throughout the community. Workers perform janitorial and groundskeeping services for apartment complexes and office buildings. In 1982, Merrifield Industries was identified as a 6-month to 2-year transitional work program that could serve up to 36 clients. The central concept of the transitional work program is that clients will move into competitive employment. Workers may receive wage and support services from Merrifield Industries while they are in the training and job-readiness phases.

## Interstate Division

The Interstate Division operates six integrated, supported work operations in federal agencies in northern Virginia and Washington, DC. All of the division's income comes from "set-aside" contracts that are obtained through the National Industries for the Severely Handicapped. FOU can retain the contracts as long as quality services are maintained.

Employment stations expand the opportunities for employees to learn basic work habits and specific work and interpersonal skills in a normal work environment. Promotions to more responsible and better paying positions may occur within any FOU division.

Frequently, FOU employees must follow the procedures for performance appraisals and standards of work conduct that are established by the federal agency providing the contract employment. In a few cases, federal agencies have hired clients from the Interstate Division.

## COORDINATION WITH OTHER AGENCIES

Many clients are referred to FOU by the Fairfax-Falls Church Community Service Board. However, FOU has an operating agreement with the District of Columbia, which also refers many clients. FOU works with a variety of federal agencies, universities, and trade associations.

## PROGRAM SETTING

Fairfax Opportunities Unlimited, Inc., is headquartered in Springfield, Virginia, a few miles from Washington, DC. Work sites are located in three communities in northern Virginia and at five locations in the District of Columbia.

## Funding

FOU's annual operating revenue is \$3.5 million. Most of the revenue (75 percent or \$2.6 million) comes from the sale of products and services. Revenue for various programs from county governments accounts for 13 percent or \$455,000; the state of Virginia provides 10 percent or \$350,000; and contributions account for 2 percent or \$70,000 of the budget.



The state of Virginia, Fairfax County, and the cities of Falls Church and Fairfax provide some financial assistance to corporations that employ individuals with disabilities. FOU has adopted the philosophy that government assistance should offset the cost of training and supporting individuals with disabilities in a work environment. The state's financial assistance is used to employ professionals to perform the contracting services that FOU needs to obtain contracts from industry, business, and government.

#### Organizational Structure, Management, and Staffing

Members of the board of directors are volunteers. Policy is established and major program revisions are approved within the corporation. Program and staff performance evaluations are also conducted internally. Managers participate in daily duties and develop program improvements. The annual update of the 5-year plan and the annual program evaluation plan provide the tools for board approvals and reviews.

FOU maintains membership in all major local, state, and national business and rehabilitation organizations. The marketing department coordinates with community businesses and solicits contracts. The FOU rehabilitation department coordinates with human service providers for the transportation, medical, housing, and social needs of FOU employees.

The president of FOU reports to the board of directors and is responsible for overall administrative leadership. Management decisions are made by the president and his four vice-presidents (vice-president, Interstate Operations; vice-president, State Operations; vice-president, Finance; and vice-president, Human Resources). The board of directors also has many committees that help with policy development.

The OP Shop staff includes: a coordinator of rehabilitation, two rehabilitation counselors, a workshop trainer, a training assistant, an administrative secretary, and several student interns.

The Merrifield Industries staff includes: a site director, a rehabilitation counselor, and five crew supervisors.

The Interstate Division staff includes a deputy director, 5 off-site supervisors, a substitute supervisor, a contract manager, a part-time administrative assistant, an employee assistance specialist, 3 site directors, 3 assistant site directors, a mail services specialist, and several supervisors.

#### Results

##### OP Shop

During fiscal year (FY) 1984, the OP Shop served 133 individuals--16 individuals joined the program, and 21 individuals left the program. Over 50 percent of those who left the program accepted other jobs. The OP Shop's contracts amounted to \$0.5 million, and employees earned \$185,000.

## Merrifield Industries

Merrifield Industries served 53 individuals in FY 1984; 23 individuals entered the program, and 30 were discharged. Most individuals who entered the program were young (20-25 years) males who lived with their families. Most were referred by a counselor from the Department of Rehabilitation Services. Contract revenues totaled about \$218,000; the division's average monthly income increased from about \$14,000 to about \$18,000.

## Interstate Division

During FY 1984, the Interstate Division employed 110 individuals in 95 positions. Employees held jobs as mail messengers, janitors, laundry workers, clerks, machine operators, drivers, and distribution clerks. Employee earnings totaled \$967,000 in 1984; the average annual salary was \$4,960, the range was \$3,127 to \$10,426.

## Replication Potential

FOU contracts to provide services and employs individuals with disabilities to provide the services. This type of operation can be adapted easily to other settings.

## Planning Factors

Fairfax County has a preponderance of highly educated individuals and very few unskilled laborers. Because Fairfax County has a shortage of blue-collar workers, FOU currently meets a genuine community need, but it has not addressed the community's need for services in the future. Start-up costs include cash flow (16 percent of the annual contract expenses) and equipment (20 percent of the total equipment costs).

## Critical Factors for Success

1. Quality jobs must be available.
2. Someone must find the quality jobs.
3. Someone must provide appropriate support services.

## Contact Persons

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**INCENTIVE COMMUNITY ENTERPRISES, INC.**

by  
Joseph F. Campbell, Ed.D.  
President

and

Mark W. Zenick  
Director, Employment and Training

PROGRAM CLASSIFICATION

Competitive employment; work station in industry, short-term; work station in industry, continuous; and agency-operated business.

PROGRAM DESCRIPTION

Incentive Community Enterprises, Inc. (ICE), integrates its clients in businesses and industries. ICE provides the business community with workers for high-turnover, labor-intensive, and entry-level positions.

Purpose

ICE promotes vocational and community living programs for individuals with mental, physical, or social disabilities. ICE provides a range of specialized services to promote social and economic independence for individuals with disabilities.

Philosophy

Individuals with disabilities should receive vocational services and employment in normal, community-based work environments.

SERVICES PROVIDED

Incentive Community Enterprises, Inc., offers a continuum of vocational services and rehabilitation programs that address the needs of each client. All services are provided in the least restrictive environment.

## CLIENT PROFILE

Seven percent of ICE's clients are severely disabled. The age range of clients is 16-69 years. During 1983-84, ICE served individuals with the following disabilities.

<u>Disability</u>	<u>Number served*</u>
Epilepsy	32
Hearing impairment	13
Cerebral palsy	9
Visual impairment or blind	7
Learning disorder	11
Mental illness	177**
Alcohol and drug abuse	41
Mental retardation	177**
Multiple disabilities	49
Total	<u>408</u>

\* Totals may not add because some individuals have multiple disabilities.

\*\* Duplicate count due to dual diagnosis.

## MODEL DESCRIPTION

The Employment and Training Division is responsible for all client rehabilitation services, including planning, testing, monitoring, and evaluating services. This division locates and manages work, work sites, and jobs for clients. It also provides group placements, individual placements, and subcontract assembly work for clients.

ICE contracts to provide entry-level and semiskilled workers for service and manufacturing businesses. Agency staff supervise clients to ensure that they meet production, training, and quality assurance standards. The business pays the agency based on the unit price or an hourly rate which is determined by the client's productivity. The agency, in turn, pays the client.

### Individual Placement

ICE's transitional employment program provides vocationally limited individuals with employment opportunities. This program allows clients to establish work behaviors and habits that are critical to successful employment. Careful screening and evaluation allow the matching of clients to the entry-level requirements of jobs. Clients receive supervision from the employer and follow-up support from agency staff. Clients are paid directly by the employer.

ICE also subcontracts to provide light assembly, packaging, and mailing services for businesses. The agency guarantees quality and production schedules. Competitive, piece-rate pricing provides customers with fixed costs. ICE's mailing services include collating, stuffing, and zip code sorting mail, and delivering it to the post office.

## Levels of Training

This section describes each level of vocational training by characteristics and features, the minimum criteria for admission, and the staff:worker ratio, and it describes a segment of the program evaluation system.

Criteria. The criteria are weighted according to their relative importance, with the weights being defined as follows:

1. Desirable.
2. Important, but may be waived if indicated on the Individual Written Rehabilitation Plan (IWRP).
3. Absolutely required--worker must meet these criteria to be accepted into a level.

When all the weights of all the baseline criteria within a level are added together, an ideal total is obtained. This total would be the score of an individual who met all of the entry-level criteria for the vocational level. Workers may be accepted if their scores (that is, the sum of all of the weights of criteria met) total at least 90 percent of the ideal total for the level, as long as all the criteria weighted "3" are also met. In other words, a worker must meet all of the criteria weighted "3," and must score at least 90 percent of the ideal total to achieve acceptance into a level. Because criteria have been developed in a cumulative manner, workers accepted in a particular level are assumed to have met acceptance criteria for all previous levels. Criteria are used by rehabilitation staff to identify those obstacles to enhanced work performance.

Ratio. Agency supervised levels range from 1:3 to 1:8; placement staff follow-up and support as many as ten clients in individual work sites.

Program Evaluation. The Modified Walker System has been used for 3 years and has provided objective data by which individual program outcomes have been successfully measured against efficiency and effectiveness objectives.

Time Limitations. In most cases, workers who are placed in Vocational Level IV are involved in the individual transitional employment program for less than 6 months. Workers who have achieved Vocational Level V are placed in independent positions outside the program so that they do not remain associated with the agency unnecessarily. No specific times have been set for completing Vocational Levels I-III, and no objectives are identified on any IWRP for a period longer than 6 months. Each worker's IWRP is reviewed formally at least every 6 months; informal reviews, which help to determine the need for adjustments in the program, occur frequently. An important foundation of the vocational service program philosophy "emphasizes movement along a goal oriented continuum" in order that workers may experience the "least restrictive, most culturally normative (work) environment possible."

The program is committed to ensuring that workers do not stagnate at a level that does not challenge their vocational capabilities. Constant evaluation to determine the worker's potential to progress to a higher vocational level or into a totally independent vocational situation is an ongoing process that occurs at all levels. Individuals can enter the ICE program at any level for which they have achieved the admission criteria, and workers may be placed in independent employment from any level.

Although Level V is defined as the competitive placement level, any worker from any vocational level who exhibits the qualifications and the capabilities for a specific, independent job placement would be encouraged to leave the ICE program. Progress through the levels to Level V only maximizes the likelihood that a worker could apply for, secure, and maintain a normal competitive position. A highly specialized opportunity arises occasionally and all workers who meet the requirements of the job are considered eligible and appropriate for the job. If a client is referred by an outside agency to receive specific services, such as vocational evaluation, the time for participation is limited to the period of purchased services, unless additional services are considered appropriate and funded.

In general, workers progress because of the agency's commitment to move them into competitive employment. Progress toward employment goals is the guiding force of the worker's Individual Written Rehabilitation Plan. This plan sets incremental goals toward removing obstacles to full, productive employment performance. The program evaluation system guarantees that workers will not be allowed to remain at any one level if their capabilities warrant a higher level of vocational placement.

#### COORDINATION WITH OTHER AGENCIES

ICE works with the Massachusetts Department of Mental Health, the Massachusetts Rehabilitation Commission, and the Connecticut Department of Mental Retardation, as well as businesses, industries, and other organizations.

#### PROGRAM SETTING

All group and individual work sites are located within community businesses. Local area program offices are situated to provide the geographical distribution of support and management services throughout Western Massachusetts and central Connecticut.

#### Funding

The start-up costs for this model are more than those for a sheltered workshop. However, employers and contractors frequently underwrite start-up costs. Program costs shrink as host industries include clients in their overhead costs.

ICE's annual operating budget is about \$1.7 million. Service contracts with state funding sources provide 52 percent of the annual budget. The sale of services and products accounts for 22 percent of the budget, and the remaining 26 percent of the budget is provided by the agency's community living division which is not part of the vocational training program.

## Organizational Structure, Management, and Staffing

ICE was established in January 1973, as a residential rehabilitation program on the grounds of Northampton State Hospital. The program was funded by a 3-year grant from the National Institute of Mental Health. Through participation in this program, hospital residents who were mandated to be deinstitutionalized by the Mental Health Act of 1966 relearned the basics of responsible independent living. The rehabilitation program helped them make a successful readjustment into the community.

In August 1975, ICE incorporated and the program was modified. A social and vocational rehabilitation program offered sheltered workshop services to hospital residents. In 1979, a transitional employment program was established. This program offered community-based employment to individuals with disabilities. The board of directors, composed of local citizens, establishes policies for the agency and guides and monitors the agency's operations. Local employment advisory committees assist staff in locating employment opportunities for clients. The Internal Program Committee evaluates the agency's programs. This committee is composed of senior staff who are responsible for implementing and managing program goals and objectives. The agency employs 125 staff, 85 in the Employment and Training Division.

## Results

During fiscal year 1983-84, 89 clients were placed in competitive employment. Nineteen clients received food service training, and 13 obtained jobs in restaurants. They earned \$3.50 to \$4.50 per hour. The remaining 70 clients were placed in entry-level jobs in a variety of service, clerical, and manufacturing areas.

## Replication Potential

The greatest obstacle to replicating this program may be fully appreciating and meeting the real economic needs of local businesses. Staff development and changes in values may be necessary factors for replication within traditional rehabilitation agencies.

## Critical Factors for Success

1. A staff that believes individuals with disabilities should be more productive and independent and that they deserve to receive services in integrated work environments.
2. An open, candid, and trusting partnership with local businesses and industries; a polished and enlightened agency marketing effort to identify and meet the needs of businesses.
3. A strong and creative commitment to clear communication among the staff and support for clients.

## Contact Persons

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## REGION III, MID-NEBRASKA MENTAL RETARDATION SERVICES

by Deb Johnsen  
Placement and Marketing Director

### PROGRAM CLASSIFICATION

Job-placement agency; competitive employment; on-the-job training; work stations in industry, short-term; sheltered workshops.

### PROGRAM DESCRIPTION

Region III, Mid-Nebraska Mental Retardation Services is a community-based program that was created to provide a viable, cost-effective alternative to institutional placement of individuals with mental retardation. Region III provides services to individuals with developmental disabilities who have a primary diagnosis of mental retardation.

#### Purpose

The mission of Region III is to help individuals with mental retardation achieve their full potential by becoming more independent, productive, and physically and socially integrated in the community. We focus on personal growth, integration in the community, independent living, and employment.

#### Philosophy

Region III bases its programs on the philosophy that individuals with mental retardation should be integrated into the mainstream of society; that family and friends are the most important socializing and normalizing factors in our society; and that each individual has the capacity to learn and grow toward self-reliance and should be given the opportunity to advance.

### SERVICES PROVIDED

- Job placement
- Follow-along and follow-up care
- On-the-job training
- Vocational assessment
- Social and recreational opportunities
- Residential services

### CLIENT PROFILE

All of the individuals in Region III programs are severely disabled, have a primary diagnosis of mental retardation, and are 21 years of age and older.

During fiscal year 1984-85, we served 340 individuals with mental retardation. In addition to mental retardation, the individuals we served had the following disabilities: epilepsy, orthopedic impairment, speech disorders, mental illness, deafness and blindness, visual impairment, cerebral palsy, and multiple disabilities.



## MODEL DESCRIPTION

Region III serves 22 counties in south-central Nebraska. The region contains seven area offices that are located in Broken Bow, Grand Island, Hastings, Kearney, Superior, Ord, and Oxford. Region III personnel have developed training and assessment materials based on their experiences. These materials have been distributed worldwide, for example, to Europe, Taiwan, and Canada.

Region III personnel maximize the development of individuals with mental retardation through the following: (1) interdisciplinary evaluations of response strengths and deficits, (2) individualized training based on evaluations, (3) program initiatives and continuous evaluations of progress, (4) continuous monitoring and updating of programs to move individuals toward goals, (5) placement or referral, and (6) assistance as long as necessary. We believe that individuals should leave our program and move into the community. This philosophy does not exclude individuals with severe and profound retardation.

Our employment services program matches individuals to environments. An interactive personal interest survey is conducted to identify areas of job interest. Jobs are analyzed and the required skills are compared with the skills of the individual. This process results in a ratio we call the goodness-of-fit. With the help of the goodness-of-fit ratio, we learn how well-matched an individual is to a particular job and its environment. For instance, an individual can be well-matched to operating a drill press in one environment but not well-matched in another environment. Despite the fact that operating the machine may be similar, we recognize that other factors in the work environment may be different and, thus, inappropriate for a particular individual. A high goodness-of-fit score helps us identify a potentially good match.

After individuals are matched to jobs, we train individuals in deficit areas where a mismatch may occur. Sometimes we make other adjustments, such as obtaining prosthetics for the individual or modifying the environment.

Staff training assistance, support, and supervision are monitored through a system we call units of service. Individuals' wages at work sites are based on their productivity and the amount of training and assistance that they receive.

The goal of the program is to provide individuals with the appropriate mixture of training, assistance, support, and supervision. We strive to keep our individual/environment match (goodness-of-fit) high while we systematically reduce the number of staff in the environment. We provide ongoing assistance and support and retrain individuals who need it because of changes in the environment.

Our program is successful if an individual is well-matched to a job, integrated into a business or industry in the community, and earning money and receiving fringe benefits. Placements are based on the personal interests of individuals. The employment services representative develops job opportunities that meet the individual's needs.

## COORDINATION WITH OTHER AGENCIES

Region III personnel make an effort to cooperate with local business groups, and local advisory boards assist the regional director. The regional director of placement and marketing is constantly in contact with businesses and industries trying to locate jobs for clients. Our employment personnel work with the vocational rehabilitation office, the local job service, and the local chambers of commerce. The staff also participate informally with civic and community groups.

## PROGRAM SETTING

Region III Mid-Nebraska Mental Retardation Services serves 22 counties in south-central Nebraska. With the exception of three communities (Grand Island, Kearney, and Hastings), the region is composed of very small towns, and it is primarily a rural area.

### Funding

State agencies provide 57 percent of Region III's funding, various federal agencies provide 19 percent, fees paid by clients account for 11.5 percent, the sale of training materials accounts for 5 percent, appropriations from various counties account for 3.5 percent, and income from contracts and the sale of products accounts for the remaining 4 percent. The total operating budget for 1984-85 was approximately \$4.5 million.

### Organizational Structure, Management and Staffing

The governing board is composed of 22 commissioners--one from each county in Region III. The region contains 20 percent of the state's land area and 15 percent of the population. Thus, the problems of distance and a large board are overcome by a seven-member executive committee which is responsible to the governing board. The executive committee administers policies and advises the executive director. An advisory committee composed of seven citizens consults with the executive committee. Seven area directors implement the policies and procedures of the governing board as administered by the executive director.

The staff of each area office includes an area director, a diagnostic programmer, case managers, a community living manager, a community integration representative, and an employment services representative.

The regional office is staffed by an executive director, a fiscal director, a director of staff development, a product development director, a data manager, a case management director, and a director of placement and marketing.

### Results

During July 1984-June 1985, 43 individuals with developmental disabilities were placed in various jobs in communities served by Region III. All of these individuals were trained on site. Businesses provide a training site and we teach an individual how to perform the job with the understanding that the

trainee will be placed in the job. We provide supports, training, and supervision until the individual no longer needs them. Support is always available if the individual needs it.

Two individuals in our program were placed in management positions in laundries, and they were paid \$4.00 per hour. One individual was placed as a clerical assistant and earned \$3.50 per hour, sick leave, and vacation leave. One individual was placed as a surveyor's assistant at a salary of \$3.50 per hour with sick leave and vacation leave. Two were placed as drill press operators at \$4.00 per hour with insurance and sick leave.

Many participants in our program have been placed in custodial and food service jobs. Twenty-seven individuals were placed as cooks, dishwashers, bussing attendants, salad preparers, and janitors. Their hourly wages ranged from \$3.33 to \$4.50, and some workers received vacation leave, sick leave, and food credits.

One individual owns and operates a lawn service. Six individuals became care attendants--four in geriatrics and 2 in child care. Some of these individuals receive sick leave, vacation leave and insurance; their wages range from \$3.33 to \$3.50 hour. One works in a grocery store as a stocker and receives sick leave, vacation leave, and insurance. One individual works as a mechanic's assistant and earns \$3.50 per hour.

#### Replication Potential

We believe that other agencies could replicate our program in other locations. We believe that training in the community can cut operational costs, develop better skills, and result in individuals getting better jobs with higher salaries. Our employment service provides clients with choices, and it trains and supports them on the job. Our training materials are available to program managers who want to replicate our process. They should contact our regional office.

#### Critical Factors for Success

The following factors appear to be the most critical for helping individuals with disabilities enter quality employment.

1. The professionals who want to help individuals with disabilities succeed in employment must understand marketing and sales techniques. Human service programs should use the same principles of marketing and sales as business and industry. Rehabilitation professionals must translate these business principles into sales strategies that apply to individual goals.
2. Rehabilitation professionals need sophisticated training techniques and competencies to provide clients with genuine work environments, and to build successful long-term relationships with employers.
3. Disincentives are built into many programs, for example, the loss of Supplemental Social Security Income, Medicare, and veterans benefits. Disincentives to employment in supported work programs must be reduced. New funding and resource allocations must overcome the problems associated with such disincentives.

Contact Person

Deb Johnson  
Director  
Placement and Marketing  
Region III, Mid-Nebraska Mental Retardation Services  
P.O. Box 1146  
Hastings, Nebraska 68901  
Telephone: (402) 462-5107

## REGION V, NEBRASKA MENTAL RETARDATION SERVICES

by Lyn Rucker  
Executive Director

### PROGRAM CLASSIFICATION

Comprehensive community work-training and home-living alternatives.

### PROGRAM DESCRIPTION

Region V of the Nebraska Mental Retardation Services is one of six community-based programs in the state; it consists of 16 counties. The regional office is located in Lincoln, and area offices are located in Auburn, Crete, David City, Fairbury, Lincoln, Nebraska City, and Wahoo. A governing board, composed of one commissioner from each county, oversees program activities. The regional office provides administrative, social, and support services. The area offices provide work-training and home-living supports.

#### Purpose

Region V develops, secures, or causes to be developed cost-effective alternatives to institutional placement of individuals with mental retardation. The region provides support services to 630 adults with all levels of retardation and behavioral and medical needs. Local school districts provide educational services for children.

#### Philosophy

Region V helps individuals with disabilities gain the knowledge and experience they need to use and benefit from the resources and settings that are available to everyone.

#### Objectives

Our objective is to deinstitutionalize, to promote the principal of normalization, to encourage the use of community services and supports through integration, and to reduce reliance on agency provided services and facilities.

### SERVICES PROVIDED

- Preliminary planning and community support services
- Social services
- Workshops
- Work crews
- Foster and respite care
- Job support
- Job placement
- Physical and occupational therapy
- Adult family homes
- Family support services
- Small group homes
- Supervision (live in and live out)
- Work Stations
- Extended family homes
- Transportation
- Community volunteer work
- Speech therapy
- Behavioral specialists
- Supported work

## CLIENT PROFILE

A total of 630 individuals are served by the various programs of the region; about 430 are involved in work training. By law, all individuals served by the region must have a primary diagnosis of mental retardation, but many clients also have secondary disabilities. We serve individuals of all ages for as long as they reside in the region and need the support.

## MODEL DESCRIPTION

We will not attempt to discuss all of the region's services, rather, we will focus on one program that was developed recently in the region, the Preliminary Planning and Community Services Office.

### Preliminary Planning and Community Services Office

In 1984-85, the region's most significant issues were: the increasing number of individuals who were referred to the program for whom there were no openings; the increasing number of individuals who were job-ready but for whom placements were not available; and the clash of values between the region's preference for placing individuals in integrated settings and the practice of placing individuals in segregated work-training sites.

Thus, the region developed a proactive approach to securing integrated community settings for individuals with retardation who were already in the system and diverted individuals from waiting lists to community programs. Practically, this meant drastically revising the intake processes, thus, the Preliminary Planning and Community Services Office was established.

All individuals who are mentally retarded and who request services are classified as eligible and are accepted for preliminary planning; acceptance is not contingent upon the degree of disability. Only clients with mental retardation are sent to preliminary planning.

Clients receive insular or community services. Insular services are those which may require separate facilities, additional supports, or intensive training opportunities which are not found within traditional community environments. Insular services are intended to be temporary and ultimately lead to increased reliance upon readily available community resources and supports. Community services are those which rely increasingly upon the readily available resources, supports, and facilities that are traditionally available to everyone.

Individuals who are accepted into the program participate in a needs analysis with their families. Following needs analysis, individuals are referred to community or insular services. The latter is the least desirable alternative. The Regional Director and the Director of Social Services must approve the acceptance of any individual in insular services. Approval is granted sparingly and only after extensive review and brainstorming about possible community alternatives and state-of-the-art technology that might keep the individual out of insular services.

The community services office works with individuals and their families to secure employment and appropriate support services in the most natural settings possible. Community services are always preferable unless the staff determines that community services cannot meet the needs of individuals.

Many individuals referred to community services, particularly from the public schools, need a job, not endless training in a work activities center. Generally, work activities centers train individuals for jobs that do not exist in the community. Consequently, many of the support services offered by the community services office fall into the categories of job development and job placement, job support and training, follow-along care, crisis intervention, respite care, and general brokerage of services.

#### Work Training and Integrated Work Alternatives

The region operates an extensive array of work training and integrated work alternatives in each of its area offices. The staff at work training sites attempts to place individuals in competitive employment. Area offices are trying to move more of their programs into integrated environments.

#### COORDINATION WITH OTHER AGENCIES

Region V works with local businesses and industries; community groups; and federal, state, and local government agencies.

#### PROGRAM SETTING

Region V, Nebraska Mental Retardation Services consists of seven area offices which are distributed throughout 16 counties in Nebraska. Except for the office in Lincoln, the area offices are all located in small towns in rural areas.

#### Funding

Region V is funded by county, state, and federal funds. In 1984, the budget was about \$7.9 million.

#### Organizational Structure, Management, and Staffing

The governing board consists of one commissioner from each of the 16 counties in the region. The executive director of the region is responsible to the board. The regional office is staffed by job developers, marketing and placement personnel, and support staff. Each area is staffed by an area director and habilitation professionals. The governing board establishes policies and the executive director administers the programs.

#### Results

Region V area offices have placed individuals with disabilities as follows. Crete placed 11 individuals in competitive part-time employment, 4 on mobile work crews, 3 as community volunteers, and 42 in the work activities center. Auburn placed 1 individual in full-time competitive employment, 10 in part-time competitive employment, 8 in mobile work crews, 40 in work

activities centers, and 4 as community volunteers. Wahoo placed 7 individuals in full-time competitive employment, 6 in part-time competitive employment, 26 in work stations in industry, 21 in mobile work crews, 2 as community volunteers, and 27 in the work activities center. Lincoln placed 5 individuals in full-time competitive employment and 5 in part-time competitive employment, 27 in work stations in industry, 21 in mobile work crews, 122 in the work activities center, and 1 as a community volunteer. David City placed 2 individuals in full-time competitive employment, 2 in part-time competitive employment, 4 in work stations in industry, 27 in mobile work crews, and 32 in the work activities center. Nebraska City placed 2 individuals in full-time competitive employment, 20 in part-time competitive employment, 63 in mobile work crews, 45 in the work activities center, 2 as volunteers, and 8 in job clubs. Fairbury placed 49 individuals in mobile work crews and 26 in the work activities center.

#### Replication Potential

We believe that our program could be replicated in other locations.

#### Critical Factors for Success

1. The ability to provide individuals with developmental disabilities with cost-effective alternatives to institutional placement.
2. The ability to develop successful community-based programs and integrated supports for individuals with developmental disabilities.
3. Education to encourage positive community interaction with individuals with developmental disabilities.
4. Support and training for staff to enable them to fulfill their professional responsibilities.

#### Contact Person

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Region V Nebraska Mental Retardation Services  
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## WEAVER INDUSTRIES

by Tom Moran  
Community Placement Director

### PROGRAM CLASSIFICATION

Competitive employment, on-the-job training, and work station in industry.

### PROGRAM DESCRIPTION

Weaver Industries provides training and competitive employment opportunities for individuals with disabilities.

#### Purpose

Weaver Industries finds alternative work for mentally retarded or developmentally disabled citizens of Summit County, Ohio.

#### Goals

Weaver Industries tries to place 25-50 individuals into nontraditional work areas annually, including competitive employment, work stations in industry, and projects with industry.

#### Philosophy

All individuals have the right to work in the least restrictive environment possible. All individuals have the personal obligation to become as economically self-sufficient as possible.

### SERVICES PROVIDED

- Job placement
- Follow-along and follow-up care
- On-the-job training
- Training for jobs (non-OJT)
- Job-readiness training
- Personal counseling
- Social and recreational opportunities (limited)
- Work adjustment

### CLIENT PROFILE

Ninety-five percent of the individuals served have severe disabilities, as defined by the moderate, severe, and profound retardation system. Individuals served range in age from 18 to 65 years. Weaver Industries serves individuals with the following disabilities:

- Mental retardation
- Hearing impairment
- Orthopedic impairment
- Speech disorder
- Deaf and blind
- Learning disorder
- Mental illness
- Multiple disabilities

About 1,500 individuals are enrolled in various programs.

## MODEL DESCRIPTION

Weaver Industries concentrates on training as a primary service. Job opportunities are found, labor resources are evaluated, and job placements are made. All staff are certified in the "Try Another Way" training system developed by Marc Gold. This system emphasizes one-to-one training. The clients who need these services are the individuals with disabilities and employers in the business community.

Weaver Industries' marketing approach is to offer the business community a training system that uses our employees. The agency is oriented toward private business. Our job developers are sales agents who market a viable product, the product being well-trained, dependable employees. The program consists of two divisions, Adult Services and Student Services.

The Adult Services Division operates three sheltered workshops which employ 750 individuals. The Placement Department provides the final step in the individual's habilitation plan in the sheltered workshop. Weaver Industries is an independent nonprofit corporation that contracts work for individuals in sheltered workshops.

The Student Services Division operates two schools which serve 400 students. The school program offers traditional educational services to individuals up to the age of 22.

The Placement Department at Weaver Industries provides the following services:

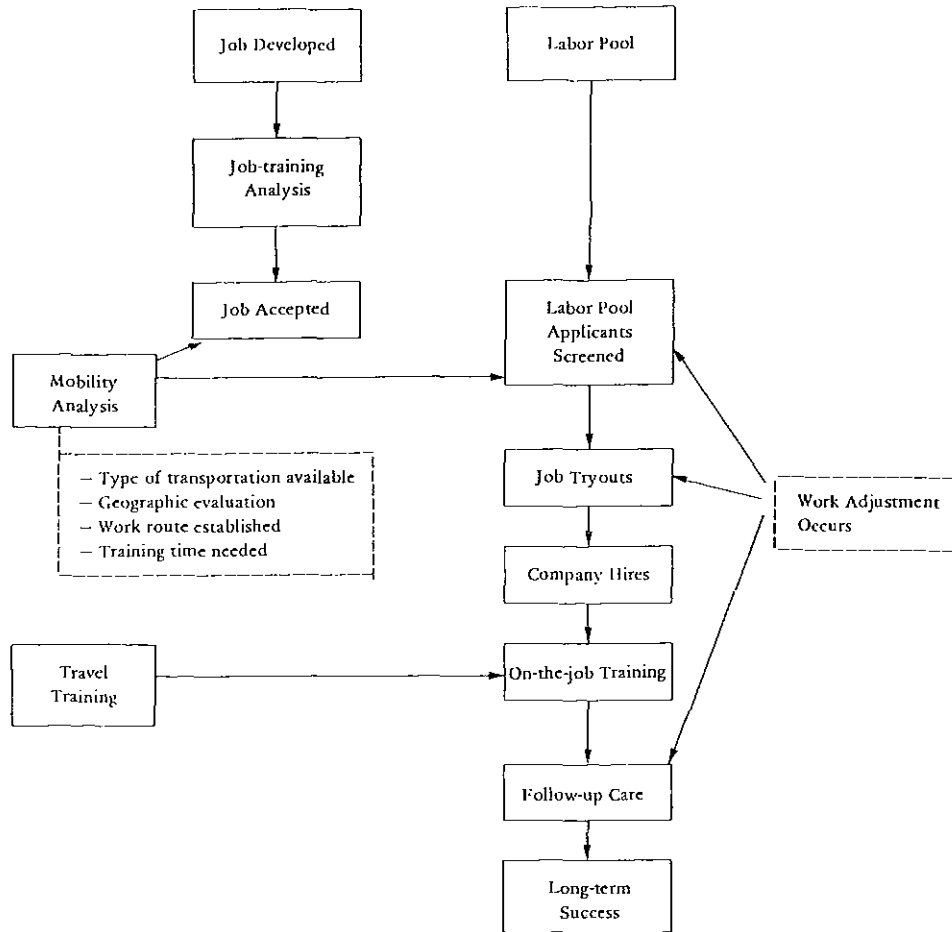
- Job finding and job development,
- On-the-job training,
- Job matching,
- Follow-up care,
- Mobility training for work sites, and
- Job analysis.

The Placement Department has established a recruiting system that does not utilize referrals. All eligible individuals are rated annually, using a competitive employment scale which was developed internally.

The top 10 percent of our trainees are in the labor pool and the next 10 percent are in our work station in industry pool. This system takes out the variable of personal feelings. Jobs are accepted, functional analyses are completed, and potential employers are screened. The job placement occurs if the employer is willing to accept a trainee. Three trainees are allowed to work at the job site before anyone is hired. The job tryout shows the trainee what the job involves and the employer is able to observe the trainee before hiring anyone. The Placement Department contracts for the trainee's wages during job tryouts.

Figure 1 shows the process trainees follow to gain employment.

Figure 1



Coordination with Other Agencies

Weaver Industries' Community Placement Department operates with the guidance of the Summit County Board of Mental Retardation, a county agency mandated by state law to serve all individuals who are mentally retarded or developmentally disabled. Most of the individuals served function in the moderate, severe, and profound retardation range, but some individuals function in the mild range of mental retardation.

PROGRAM SETTING

Weaver Industries is located in Akron, Ohio.

Funding

The annual operating budget for the Placement Department is \$370,000. The county government provides all of the funding through a countywide, voter levy system.

## Organizational Structure, Management, and Staffing

The program is staffed by a placement director, job placement coordinator, placement and training specialist, on-the-job trainer, work adjustment/intake specialist, and two mobility trainers. An advisory board, made up of business people, assists the staff in job development and marketing strategies.

### Results

During 1983-85, 151 individuals were trained and 66 were placed in competitive employment. Forty-four trainees obtained jobs in service industries, 10 obtained jobs as machine operators, 4 were placed in shipping and receiving, 2 in factory benchwork, and 1 was employed as a craftsman.

Workers earned wages ranging from minimum wage to \$6.75 per hour. Full-time workers received medical and dental coverage, paid vacations, and sick leave. Training for these positions is provided by Weaver Industries, but on-the-job supervision is provided by the hiring company.

### Planning Factors

The staff at Weaver Industries monitors local labor needs continually and adjusts its training program to meet these needs. We expect future needs to be in service industries and in electronic assembly. Our staff tries to meet future labor demands by estimating the number of work stations in industry and the number of projects with industry.

The most expensive element of this program is staffing. Although one-to-one training appears to be less cost-effective than other training methods, it can reduce the cost of services in the long run.

### Replication Potential

The staff at Weaver Industries believes that a similar program could be implemented successfully in another setting. A unique feature of our program is the intensive use of one-to-one job training at the job site.

Our program works because of administrative support, solid funding, and a group of well trained, philosophically sound, placement professionals. The most important aspect of making job placements a viable part of the rehabilitative process is proving to the community that individuals with disabilities are capable of working, living, and functioning in the community.

### Critical Factors for Success

1. Individuals with disabilities should be exposed to a work ideology when they are young instead of being thrown into it when they become adults. It is important to prepare children with disabilities to work in competitive positions in the community instead of in sheltered workshops.
2. Parents must recognize the potential of their children and adjust their expectations accordingly.

3. Professionals should be aware of the capabilities of individuals who are mentally retarded or developmentally disabled and discontinue the use of sheltered workshops to employ these individuals.

Contact Person

Tom Moran  
Community Placement Director  
Weaver Industries  
County of Summit  
Board of Mental Retardation  
140 East Market Street  
Akron, Ohio 44308  
Telephone: (216) 319-3630

## Chapter III

### GUIDE FOR NETWORKING\*

**"We are drowning in information but starving for knowledge." (John Naisbitt)**

#### Introduction

Compiling useful information about employment opportunities for individuals with severe disabilities is a complex task. It is complex because it involves working with many disability groups, industries, government agencies, and program personnel. Agents, the individuals who promote change, vary among communities.

Generally, practitioners who want to promote social change are either bombarded with irrelevant information, or they do not know where to find relevant information.

The complexity of the task is enhanced because information is produced by five groups. Historically, advocacy organizations have created new visionary approaches to human services, and agencies have operated segregated workshops for individuals with disabilities. Traditionally, vocational rehabilitation professionals have served only those individuals who were totally job ready because they could not support individuals with disabilities outside the workshops. Government agencies have been responsible for funding programs. Their funding mechanisms and policies must change before resources can be directed to more integrated settings. Finally, businesses and industries must learn new ways to maximize the capabilities of individuals with disabilities.

The amount of information is growing because federal and state governments are involving the private sector in rehabilitation efforts. Technological resources enable individuals with disabilities to participate in society more effectively.

Practitioners learn by trial and error, by modeling programs after those that are successful, by finding mentors, by visiting exemplary programs, and by reading state-of-the-art literature.

Our goal is to provide useful information that will help practitioners move individuals with severe disabilities out of segregated workshops and into businesses and industries. We have encouraged business owners, vocational rehabilitation personnel, advocacy groups, government agencies, and program operators to support these efforts.

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\*Compiled by Lois Rood with special thanks to the organizations and agencies whose materials we cite.

We used a question and answer format in this chapter to help individuals who want answers to specific questions. The questions are arranged in the following categories:

- Disabilities
- Working with Employers
- Program Models
- Business and Industry
- Finance
- Technology

A variety of resources, such as the names of organizations, books, journals, manuals, and films are provided. This is not a comprehensive list of resources. Inclusion in this publication does not reflect our endorsement of a program, agency, publication, or service. We hope that this information will help expand employment opportunities for individuals with severe disabilities.

# DISABILITIES

This section provides information about a variety of organizations and publications, and answers to the following questions.

- Where can I learn about various kinds of disabilities?
- Where can I find information about organizations concerned with various disabilities?
- Where can I find information about self-help groups?
- What are the toll-free telephone numbers for organizations concerned with disabilities?
- What general information centers provide information on disabilities?
- What are the major journals concerning individuals with severe disabilities?
- Where can I find information about the employment rights of individuals with disabilities?



## WHERE CAN I LEARN ABOUT VARIOUS KINDS OF DISABILITIES?

Some general reference books describe various types of disabling conditions in terms that nonmedical persons can understand. The following references are used frequently by individuals who provide vocational training and placement services to individuals with disabilities. For additional information, contact your state Office of Developmental Disabilities.

### Resources:

#### Disabilities and Rehabilitation Handbook

By: Robert M. Goldenson, Editor-in-Chief  
Jerome R. Dunham and Charles S. Dunham, Associate  
Editors

Available from: McGraw-Hill, Inc.  
Suite 26-1  
1221 Avenue of the Americas  
New York, NY 10020

#### Description:

This publication provides a comprehensive source of information on major disabling disorders and examines the physical, social, psychological, and vocational aspects of rehabilitation. The information is organized into four parts: foundations of rehabilitation, disabling disorders, illustrative cases, and the data bank.

#### Handbook of Severe Disability

By: Walter C. Stolow, M.D., and Michael R. Clowers,  
Ph.D., Editors

Available from: U.S. Government Printing Office  
Washington, DC 20402  
Stock No. 017-090-00054-2

#### Description:

This publication is intended as a guide for vocational rehabilitation counselors. The medical aspects of severe disabilities are the focus of the book. The medical definition, functional aspects, evaluation and treatment methods, and vocational implications are discussed.

### Journals:

Disability and Chronic Disease Quarterly  
Irving K. Zola (Ed.)  
Brandeis University  
Waltham, MA 02254

WHERE CAN I FIND INFORMATION ABOUT ORGANIZATIONS  
CONCERNED WITH VARIOUS DISABILITIES?

Hundreds of organizations are concerned with the needs of individuals with various disabilities. Some organizations advocate the rights of individuals and are actively involved in legislative and policy change. Certain self-help groups are concerned with political and social issues. Other organizations are concerned with special areas, such as education, employment, medical, residential, or recreational issues. Still others are professional organizations. The following is a list of some of the most significant organizations.

Resources:

1984-1985 Resource Guide to Organizations Concerned with  
Developmental Handicaps

By: American Association of University Affiliated  
Programs for Persons with Developmental  
Disabilities

Available from: 86805 Cameron Street  
Suite 406  
Silver Spring, MD 20910  
(301) 558-8252

Description:

This directory lists the addresses and telephone numbers of all university affiliated programs and satellite centers, mental retardation research centers, and AAUAP members and committees. It also lists government agencies and programs, including those under the Division of Maternal and Child Health, Administration on Developmental Disabilities, National Institute of Child Health and Human Development, Office for Special Education and Rehabilitative Services, and special education programs and Title XX agencies in each state. Other resources, such as relevant coalitions and consortiums, special projects, and pertinent programs are also listed.

Locating, Recruiting and Hiring the Disabled

By: Rami Rabby

Available from: Pilot Industries, Inc.  
347 Fifth Avenue  
New York, NY 10016

Description:

This 63-page pamphlet provides information and strategies for employers to implement affirmative action programs for individuals with disabilities. It lists over 500 sources for locating, recruiting, and hiring individuals with disabilities. Rami Rabby, whose background is in personnel administration, is experienced in employing individuals with disabilities.

Directory of Organizations Interested in the Handicapped

By: People to People Committee for the Handicapped

Available from: Suite 1130  
1522 K Street, NW  
Washington, DC 20005

Description:

This publication lists a variety of organizations that are interested in individuals with disabilities.

Organizations:

All Disabilities--

Advocates for the Handicapped  
2200 Merchandise Mart  
Chicago, IL 60654  
(312) 822-0435

American Association of University Affiliated Programs  
for Persons with Developmental Disabilities  
8605 Cameron Street  
Suite 406  
Silver Spring, MD 20910  
(301) 588-8252

Commission on Accreditation of Rehabilitation Facilities  
2500 N Pantano Road  
Tucson, AZ 85715  
(602) 886-8575

Committee for the Handicapped  
People to People Program  
Suite 610  
1028 Connecticut Avenue, NW  
Washington, DC 20036  
(202) 223-4450

Federation of the Handicapped, Inc.  
211 West 14th Street  
New York, NY 10011  
(212) 242-9050

National Association of Developmental Disabilities Council  
1234 Massachusetts Avenue, NW  
Washington, DC 20005  
(202) 347-1234

National Information Center for Handicapped Children and Youth  
(NICHCY)  
1555 Wilson Boulevard  
Suite 508  
Rosslyn, VA 22209  
(703) 522-3332

National Association of Protection and Advocacy Systems, Inc.  
1719 Kalorama Road  
Washington, DC 20009  
(202) 387-1963

National Office on Disability  
1575 Eye Street, NW  
Washington, DC 20005  
(202) 638-6011

National Organization on Disability  
Suite 234  
2100 Pennsylvania Avenue  
Washington, DC 20037  
(202) 293-5960

President's Committee on Employment of the Handicapped  
1111 20th Street, NW  
Washington, DC  
(202) 653-5044

The Association for Persons with Severe Handicaps  
(TASH)  
7017 Roosevelt Way, NE  
Seattle, WA 98115

Autism--

The National Society for Autistic Children  
1234 Massachusetts Avenue, NW  
Suite 1017  
Washington, DC 20005  
(202) 783-0125

Blindness and Visual Impairments--

American Association of Workers for the Blind, Inc  
1511 K Street, NW  
Washington, DC 20005  
(202) 347-1559

American Council of the Blind Federal Employees  
1211 Connecticut Avenue, NW  
Suite 506  
Washington, DC 20036  
(202) 833-1251

American Foundation for the Blind  
15 West 16 Street  
New York, NY 10011  
(212) 620-2000 or (212) 924-0420

American Printing House for the Blind, Inc.  
1839 Frankford Avenue  
Louisville, KY 40206  
(502) 895-2405

Association for Education of the Visually Handicapped  
206 N Washington Street  
Alexandria, VA 22314  
(703) 836-6060

Guide Dog Users  
2130 Maple Street  
Baldwin, NY 11510  
(312) 848-6191

National Association of Blind Teachers  
216 W Miller Street  
Springfield, IL 62702  
(217) 528-0196

National Association for the Visually Handicapped  
305 24th Street  
New York, NY 10010  
(212) 889-3141  
(reading materials, research)  
3201 Balboa Street  
San Francisco, CA 94121

National Industries for the Severely Handicapped  
4350 East-West Highway, Suite 1120  
Bethesda, MD 20814  
(301) 654-0115

National Society for the Prevention of Blindness, Inc.  
79 Madison Avenue  
New York, NY 10016  
(212) 684-3505

Cerebral Palsy--

United Cerebral Palsy Associations, Inc.  
66 East 34th Street  
New York, NY 10016  
(212) 481-6300

Deafness--

Alexander Graham Bell Association for the Deaf  
3417 Volta Place, NW  
Washington, DC 20007  
(202) 337-5220

American Deafness and Rehabilitation Association, Inc.  
814 Thayer Avenue  
Silver Spring, MD 20910  
(301) 589-0880

Deafness Research Foundation  
342 Madison Avenue  
New York, NY 10017

Gallaudet College  
7th and Florida Avenue, NE  
Washington, DC 20002  
(Voice) (202) 651-5100  
(TTY) (202) 651-5104

Junior National Association of the Deaf  
c/o Melinda Padden  
9905 Greenbrier Lane  
Walkersville, MD 21793

National Technical Institute for the Deaf  
Rochester Institute of Technology  
1 Lomb Memorial Drive  
Rochester, NY 14623  
(716) 475-6400

Registry of Interpreters for the Deaf  
814 Thayer Avenue  
Silver Spring, MD 20910

Deafness and Blindness--

Helen Keller National Center for Deaf-Blind Youths and Adults  
111 Middle Neck Road  
Sands Point, NY 11050

Library of Congress  
National Library Service for the Blind and Physically Handicapped  
Washington, DC 20542  
(202) 882-5500

Epilepsy--

Epilepsy Foundation of America  
1828 L Street, NW  
Washington, DC 20036  
(202) 293-2930

Mental Health--

National Mental Health Association  
1800 North Kent Street  
Arlington, VA 22209  
(703) 528-6405

National Institute of Mental Health  
5600 Fishers Lane  
Rockville, MD 20857

The Menninger Foundation  
P.O. Box 829  
Topeka, KS 66601  
(913) 234-9566

Mental Retardation--

American Association on Mental Deficiency  
5101 Wisconsin Avenue, NW  
Washington, DC 20016  
(202) 686-5400

Association for Retarded Citizens, USA  
P.O. Box 6109  
Arlington, TX 76011  
(817) 640-0204

President's Committee on Mental Retardation  
7th and D Streets, SW  
Washington, DC 20201  
(202) 245-7634

Multiple Sclerosis--

National Multiple Sclerosis Society  
205 East 42nd Street  
New York, NY 10017  
(212) 986-3240

Muscular Dystrophy--

Muscular Dystrophy Association  
810 Seventh Avenue  
New York, NY 10019  
(212) 586-0808

Physical Disabilities--

National Congress of Organizations  
of the Physically Handicapped, Inc.  
1627 Deborah Avenue  
Rockford, IL 61103  
(815) 877-4900

National Easter Seal Society for Crippled Children and Adults  
2033 West Ogden Avenue  
Chicago, IL 60612  
(312) 243-8400

National Spinal Cord Injury Foundation  
(formerly National Paraplegia Foundation)  
369 Elliot Street  
Newton Upper Falls, MA 02161  
(617) 964-0521

National Paraplegia Foundation  
304 North York Road  
Bensenville, IL 60106  
(312) 766-0350

Veterans--

American Veterans Committee  
1346 Connecticut Avenue, NW  
Suite 930  
Washington, DC 20036



AMVETS

(American Veterans of World War II, Korea, and Vietnam)  
1710 Rhode Island Avenue, NW  
Washington, DC 20036  
(202) 223-9550

Blinded Veterans Association

1725 DeSales Street, NW  
Washington, DC 20036  
(202) 347-4010

Disabled American Veterans

National Service and Legislative Headquarters  
807 Maine Avenue, SW  
Washington, DC 20024  
(202) 554-3501

Paralyzed Veterans of America

4330 East-West Highway  
Suite 300  
Washington, DC 20014  
(301) 652-2135

U.S. Council of the World Veterans Federation

1508 19th Street, NW  
Washington, DC 20036  
(202) 232-4000

The Veterans Administration

Department of Medicine and Surgery  
810 Vermont Avenue, NW  
Washington, DC 20420  
(202) 393-4120

Veterans of Foreign Wars of the United States

34th and Broadway  
Kansas City, MO 64111  
(816) 756-3390

## WHERE CAN I FIND INFORMATION ABOUT SELF-HELP GROUPS?

Organizations created by and for individuals with disabilities are emerging throughout the nation. These groups advocate many issues, including greater opportunities in employment, housing, education, and other human and legal rights.

### Resources:

#### Employing the Disabled: What Are Self-Help Groups and What Assistance Can They Offer the Employer?

By: Rami Rabby

Available from: 136 East 55 Street, Suite 8E  
New York, NY 10022  
(212) 371-7766

#### Description:

This 23-page pamphlet lists a variety of consumer self-help organizations throughout the country. Social and political action organizations and social groups are listed. Social, recreational, cultural, and religious organizations list activities such as skiing, bowling, art, music, theatre, jogging, tennis, racing, horsemanship, chess, motorcycling, and flying.

#### We Can Speak for Ourselves

By: Paul Williams and Bonnie Shoultz

Available from: Indiana University Press  
10 and Morton Street  
Bloomington, IN 47405

#### Description:

This book describes the self-advocacy movement for individuals with mental retardation in the United States and Great Britain. It describes how individuals with handicaps have learned to speak for themselves in pursuing their rights and needed services. The book is an interesting story of the self-advocacy movement that is growing throughout the world. It is also a how-to manual that explains the principles and components of self-advocacy and how to assist and support local groups. It includes valuable information about the rights of individuals with disabilities and a listing of self-advocacy organizations in both Great Britain and the United States.

The Family Circle Guide to Self Help (1979)

By: Glen Evans

Available from: Ballantine Books  
Random House, Inc.

Description:

This book attempts to meet the problem of institutional and professional treatment becoming more impersonal and complicated. Millions of people are discovering the grassroots secret of mutual assistance. Evans gives a brief history of the self-help movement, and how it works. The guide provides five case histories of self-help groups and then details where to get help for a variety of problems--general health, acute disabilities, adult learning, environmental concerns, and the like. Evans also gives suggestions on how to start a self-help group and suggests the future of such groups. This volume should be particularly useful to counselors; it is available in paperback for \$2.25.

The Self-Help Revolution (1984)

(Volume 10 of the Community Psychology Series)

Edited by: Alan Gartner and Frank Riessman  
Codirectors of the National Self-Help  
Clearinghouse

Available from: Human Science Press  
New York, NY

Description:

This book explains the growing phenomenon of mutual self-help in a variety of areas and for a variety of people. It includes evaluation and assessment information on self-help groups and a list of self-help organizations and their effectiveness. The self-help clearinghouse maintains current information about self-help organizations in the United States.

Whatever You Decide: A Workbook for Teaching People Who Are Mentally Retarded

By: Jennifer Mohr

Available from: Advocating Change Together, Inc.

Description:

This publication discusses the procedures for establishing a self-advocacy group and includes topics such as decisionmaking, working with advocates, and role playing.

"Self Advocacy and Changing Attitudes"

By: Rita V. Varela

Available from: Public Awareness Viewpoints, 1978  
Richard and Trohanis, Editors

Description:

This article examines societal stereotyping, the need for service providers to become more professional in their contacts with individuals with disabilities, and the effect of self-advocacy groups on service providers.

Self-advocacy Organizations:

Developmental Disabilities and Mental Retardation--

American Association of the Deaf-Blind  
c/o Roderick Macdonald  
1910 East Barrymore Common  
Fremont, CA 94538  
(415) 657-6163

American Coalition of Citizens with Disabilities  
1200 15th Street, NW  
Suite 201  
Washington, DC 20005  
(212) 785-4265

American Council of the Blind  
1211 Connecticut Avenue, NW  
Suite 506  
Washington, DC 20036  
(202) 833-1251

American Professional Society of the Deaf  
3608 Park Avenue  
Edison, NJ 08817  
(201) 549-0621

Congress of Organizations of the Physically Handicapped  
101 Lincoln Park Boulevard  
Rockford, IL 61102  
(815) 964-9883

Consumers Organization of the Hearing Impaired  
P.O. Box 2538  
Laurel, MD 20811  
(202) 524-8447 or (301) 249-1390

Deaf Pride  
2010 Rhode Island Avenue, NE  
Washington, DC 20018  
(202) 635-2050

Disabled in Action  
c/o Frieda Zames  
60 First Avenue, Apt. 2F  
New York, NY 10009  
(212) 260-0423

Epilepsy Concern  
1282 Wynnewood Drive  
West Palm Beach, FL 33409  
(305) 967-7616

National Alliance for the Mentally Ill  
1234 Massachusetts Avenue, NW  
Suite 1017  
Washington, DC 20005  
(202) 783-6393

National Association of the Deaf  
814 Thayer Avenue  
Silver Spring, MD 20910  
(301) 587-1788

National Association of the Physically Handicapped  
20217 Woodmont Avenue  
Harper Woods, MI 48225  
(313) 884-8657

National Association of Students with Handicaps  
c/o Philip Deitch  
1430 G Street, SE  
Washington, DC 20003  
(202) 546-7540

National Congress of Jewish Deaf  
9102 Edmonston Court  
Greenbelt, MD 20770  
(301) 345-8612

National Fraternal Society of the Deaf  
1300 West Northwest Highway  
Mt. Prospect, IL 60056  
(312) 392-9282

National Network for Learning Disabled Adults  
P.O. Box 3130  
Richardson, TX 75080

National Spinal Cord Injury Foundation  
369 Elliot Street  
Newton Upper Falls, MA 02164  
(617) 964-0521

People First International  
P.O. Box 12642  
Salem, OR 97309  
(503) 362-0336

People First of Nebraska  
2800 Woods Boulevard, Apt. 802  
Lincoln NE 68502

People First of Oregon  
P.O. Box 5385  
Eugene, OR 97405

People First of Washington  
P.O. Box 381  
Tacoma, WA 98401  
(206) 272-2811

Self-Help for Hard-of-Hearing  
P.O. Box 34889  
Washington, DC 20034

Special Interest Group on Computers  
and the Physically Handicapped  
c/o Association for Computing Machinery  
1133 Sixth Avenue  
New York, NY 10036  
(212) 265-6300

Telecommunications for the Deaf  
814 Thayer Avenue  
Silver Spring, MD 20910  
(301) 589-3006

Time Out To Enjoy  
113 Garfield Street  
Oak Park, IL 60304  
(312) 383-9017

United Together  
348 Haworth Hall  
University of Kansas  
Lawrence, KS 66045  
(913) 864-4950

Vision Foundation  
770 Centre Street  
Newton, MA 02158  
(617) 965-5877

Self-advocacy Newsletters--

Achievement

National Voice of the Disabled  
925 Northeast 122nd Street  
North Miami, FL 33161  
(305) 895-0153

ACTION

American Coalition of Citizens with Disabilities  
1200 15th Street, NW  
Suite 201  
Washington, DC 20005  
(202) 785-4265

The Coalition

American Coalition of Citizens with Disabilities  
1200 15th Street, NW  
Suite 201  
Washington, DC 20005  
(202) 785-4265

The Deaf American

National Association of the Deaf  
814 Thayer Avenue  
Silver Spring, MD 20910  
(301) 587-1788

Dialogue with the Blind

3100 Oak Park Avenue  
Berwyn, IL 60402  
(312) 749-1908

National Association of the Physically Handicapped

76 Elm Street  
London, Ohio 43140  
(614) 852-1664

NEWS

American Coalition of Citizens with Disabilities  
Competency Center  
875 Avenue of the Americas  
Room 2203  
New York, NY 10001  
(212) 564-7809

WHAT ARE THE TOLL-FREE TELEPHONE NUMBERS FOR  
ORGANIZATIONS CONCERNED WITH DISABILITIES?

Yes, many of the major advocacy organizations for individuals with developmental disabilities now have toll-free telephone numbers. Listed below are the toll-free telephone numbers of some major organizations.

Advocates for the Developmentally Disabled	800-662-7705 (LA)
Advocates for the Developmentally Disabled	800-452-1948 (ME)
Advocator Welfare Answering Service	800-772-7063 (IA)
AMC Cancer Information Center	800-525-3777
American Association on Mental Deficiency	800-424-3688
American Council of the Blind	800-424-8666
American Kidney Fund	800-638-8299
American Speech, Language, and Hearing Association	800-638-6868
Barrier Free Architectural Products	800-255-9513
Cancer Information Service	800-4-CANCER
Children's Defense Fund	800-424-9602
Epilepsy Information Line	800-426-0660
Educational Resources Information Center Clearinghouse on Adult Career and Vocational Education	800-848-4815
Gresham Driving Aids	800-521-8930
Hallum Arnold Eye Foundation	800-241-3899
Hearing Helpline, Better Hearing Institute	800-424-8576
HeartLife	800-241-6993
Heath Resource Center	800-544-3284
Human Development Training Institute	800-854-6681
International Shriners Headquarters	800-237-5055
Job Accommodation Network	800-526-7234
Mainstream, Inc.	800-424-8089
National Center for Stuttering	800-221-2483
National Crises Center for the Deaf	800-446-9876
National Down's Syndrome Society	800-221-4602
National Health Information Clearinghouse	800-336-4797
National Hearing Aid Society	800-521-5247
National Information Center for Educational Media	800-421-8711
Spina Bifida Hotline	800-621-3141
Tripod-Service for the Hearing Impaired	800-352-8888
Whitaker Staride	800-431-2628



WHAT GENERAL INFORMATION CENTERS PROVIDE  
INFORMATION ON DISABILITIES?

So much information is available that it is difficult to know where to begin. Several national information centers have emerged over the last 10 years because of the number of organizations and government agencies that produce and distribute information about individuals with disabilities. Below is a list of some of the major clearinghouses.

Accent on Living  
P.O. Box 700  
Bloomington, IL 61701  
(309) 378-2961 (all disabilities)

Clearinghouse on the Handicapped  
Office of Special Education  
Rehabilitation Services  
U.S. Department of Education  
Room 3106, Switzer Building  
330 C Street, SW  
Washington, DC 20202  
(202) 245-0080 (special education)

Educational Resources Information Center  
National Institute of Education  
Office of Dissemination and Resources  
Washington, DC 20208  
(202) 254-5555

Educational Resources Information Center  
Clearinghouse for Counseling Personnel Services  
2108 School of Education  
University of Michigan  
Ann Arbor, MI 48109  
(313) 764-9492 (counseling)

Educational Resources Information Center  
Clearinghouse on Reading and Communication Skills  
National Council of Teachers of English  
1111 Kenyon Road  
Urbana, IL 61801  
(217) 328-3870 (communication and language arts)

Federal Programs Advisory Service  
2120 L Street, NW  
Suite 210  
Washington, DC 20037  
(202) 872-1766 (federal regulations)

Human Policy Press  
Center on Human Policy  
P.O. Box 127  
University Station  
Syracuse, NY 13210  
(315) 423-3851 (attitudes, ideology)

Human Resources Center  
Albertson, NY 11507  
(516) 747-5400 (employment)

Information Center for Individuals  
with Disabilities  
20 Providence Street  
Room 329  
Boston, MA 02116  
(617) 727-5540 (location of resources)

Independent Living Projects  
Office of Program Development  
Rehabilitation Services Administration  
Mary E. Switzer Building  
Room 3216  
330 C Street, SW  
Washington, DC 20201  
(202) 245-0890 (independent living centers)

National Clearinghouse on Aging  
Administration on Aging  
U.S. Department of Health and Human Services  
330 Independence Avenue, SW  
Washington, DC 20201  
(202) 245-2158 (aging)

National Clearinghouse for Alcohol Information  
1776 East Jefferson Street  
4th Floor  
Rockville, MD 20852  
(301) 468-2600 (alcohol abuse)

National Clearinghouse for Drug Abuse Information  
5600 Fishers Lane  
Room 10A-53  
Rockville, MD 20852  
(301) 443-6500 (drug abuse)

National Clearinghouse for Human Genetic Diseases  
1776 East Jefferson Street  
Rockville, MD 20852  
(301) 279-4642 (genetic diseases)

National Clearinghouse for Mental Health Information  
National Institute of Mental Health  
5600 Fishers Lane  
Room 11A-33  
Rockville, MD 20852  
(301) 443-4517 (mental health)

National Clearinghouse of Rehabilitation Training Materials  
Old USDA Building, Room 115  
Oklahoma State University  
Stillwater, OK 74078  
(405) 624-7650 (research and training materials)

National Health Information Clearinghouse  
1300 Wilson Boulevard  
Suite B2-11  
Rosslyn VA 22209  
(202) 472-5730 (other clearinghouses)

National Information Center on Special Education Materials  
University of Southern California  
University Park  
Los Angeles, CA 90007  
(213) 741-2311 (bibliographies and educational materials)

National Rehabilitation Information Center  
Catholic University of America  
4407 8th Street, NE  
Washington, DC 20064  
ABLEDATA (202) 635-6090 (products)  
REHABDATA (202) 635-5822 (central, computerized data banks)

Office for Handicapped Individuals  
Clearinghouse on the Handicapped  
U.S. Department of Health and Human Services  
Hubert H. Humphrey Building, Room 339-D  
200 Independence Avenue, SW  
Washington, DC 20201  
(202) 245-6646

President's Committee on Employment of the Handicapped  
1111 20th Street, NW  
Room 636  
Washington, DC 20036  
(202) 653-5044 (employment information, film library, speakers  
bureau, and awards program)

President's Committee on Mental Retardation  
7th and D Streets, NW  
Washington, DC 20201  
(202) 472-1668 (mental retardation)

Projects With Industry  
Division of Innovative Programs and Demonstrations  
Rehabilitation Services Administration  
U.S. Department of Education  
Mary E. Switzer Building  
Room 3411  
330 C Street, SW  
Washington, DC 20201  
(202) 472-4186

Regional Rehabilitation Research Institute  
Industrial Social Welfare Center  
Columbia University School of Social Work  
622 West 113 Street  
New York, NY 10025  
(212) 280-5173 (affirmative action)

Regional Rehabilitation Research Institute  
on Attitudinal, Legal, and Leisure Barriers  
1828 L Street, NW  
Suite 704  
Washington, DC 20036  
(202) 676-6377 (attitudinal and legal barriers)

Rehabilitation Services Administration  
Mary E. Switzer Building  
Room 3086  
330 C Street, SW  
Washington, DC 20201  
(202) 472-3185 (federally funded rehabilitation programs)

WHAT ARE THE MAJOR JOURNALS CONCERNING  
INDIVIDUALS WITH SEVERE DISABILITIES?

One of the best ways to keep informed of state-of-the-art practices in rehabilitation and training for individuals with severe disabilities is to read journals. Most of the journals listed are available through public libraries or university and college libraries. Your librarian will help you obtain journals through interlibrary loans if they are not available in your library. Most journals are published by professional organizations that you can join. Memberships in professional organizations often provide other benefits, such as subscriptions to newsletters and access to conferences.

American Journal of Mental Deficiency  
American Psychologist  
American Rehabilitation  
Analysis and Intervention in Developmental Disabilities  
Applied Research in Mental Retardation

Education and Training of the Mentally Retarded  
Education and Treatment of Children  
Evaluation Quarterly  
Exceptional Children  
International Journal of Rehabilitation Research

Journal of Applied Behavior Analysis  
Journal of the Association for Persons with Severe Handicaps  
Journal of Employment Counseling  
Journal of Rehabilitation  
Journal of Rehabilitation of the Deaf

Journal of Special Education  
Mental and Physical Disability Law Reporter  
Mental Retardation  
Organizational Behavior and Human Performance  
Practice Digest

Psychosocial Rehabilitation Journal  
Rehabilitation Counseling Bulletin  
Rehabilitation Literature  
Rehabilitation Psychology  
Vocational Evaluation and Work Adjustment Bulletin

WHERE CAN I FIND INFORMATION ABOUT THE EMPLOYMENT RIGHTS  
OF INDIVIDUALS WITH DISABILITIES?

The following list of resources provides information about employment rights and affirmative action programs for individuals with disabilities. Please contact the protection and advocacy agency in your state for more information about disability law.

Major Federal Enforcement Agencies:

Architectural and Transportation Barriers Compliance Board  
330 C Street, SW  
Room 1010  
Washington, DC 20202  
(enforces Section 502 of the Vocational Rehabilitation Act--  
Architectural Barriers Act of 1968)

U.S. Department of Health and Human Services  
Office of Civil Rights  
Office of Program Operations  
330 Independence Avenue, SW  
Washington, DC 20201  
(enforces Section 504 of the Vocational Rehabilitation Act--  
accessibility and handicapped employment)

U.S. Department of Labor  
Employment Standards Administration  
Wage and Hour Division  
200 Constitution Avenue, NW  
Washington, DC 20210  
(enforces the Fair Labor Standards Act which determines minimum wage  
in employment and subminimum wage certification in workshops)

U.S. Department of Labor  
Office of Federal Contract Compliance  
200 Constitution Avenue, NW  
Washington, DC 20210  
(enforces Section 503 of the Vocational Rehabilitation Act--  
affirmative action)

U.S. Equal Employment Opportunity Commission  
2401 E Street, NW  
Washington, DC 20507  
(enforces Title VII of the Civil Rights Act of 1964 which prohibits  
discrimination based on sex, race, religion, and national origin;  
enforces the Age Discrimination Act which prohibits discrimination  
based on age (40-70-year-old workers); and enforces the Equal Pay Act  
which prohibits discrimination based on sex)

Note: Many of these agencies also have state and regional offices which  
can be of assistance.

General Assistance:

American National Standards Institute, Inc.  
1430 Broadway  
New York, NY 10018  
(212) 354-3300

American Coalition of Citizens with Disabilities  
1200 15th Street, NW  
Suite 201  
Washington, DC 20005  
(202) 785-4265

Federal Programs Advisory Service  
2120 L Street, NW  
Suite 210  
Washington, DC 20037  
(202) 872-1766

Mainstream, Inc.  
1200 15th Street, NW  
Washington, DC 20005  
(202) 466-6896

President's Committee on the Employment of the Handicapped  
Washington, DC 20210  
(202) 653-5044

U.S. Department of Education  
Handicapped Concerns Staff  
3122 Switzer Building  
330 C Street, SW  
Washington, DC 20202  
(202) 245-0873  
(202) 472-3731 (TDD)

U.S. Department of Justice  
Civil Rights Division  
Coordination and Review Section  
521 12th Street, NW  
Washington, DC 20530  
(202) 724-2227

Legal Advocacy Centers:

Disabilities Rights Center  
1346 Connecticut Avenue, NW  
Suite 1124  
Washington, DC 20036  
(202) 328-5198

National Center for Law and the Deaf  
7th and Florida Avenue, NE  
Washington, DC 20002  
(202) 651-5454  
(publishes NCLD Newsletter semiannually)

National Employment Law Project  
475 Riverside Drive  
Suite 240  
New York, NY 10115  
(212) 870-2121  
(publishes The Employment Law News about five times annually, with updates)

Journals:

Mental and Physical Disability Law Reporter  
American Bar Association  
1800 M Street, NW  
Washington, DC 20036  
(202) 331-2240

Newsletters:

Affirmative Action Report on Employment of the Handicapped  
Kemp and Young  
6405 Metcalf Street  
Overland Park, KS 66202  
(913) 677-1800

Other Publications:

The Federal Contractor's Guide to Workers with Hidden Handicaps  
Mainstream, Inc.  
1200 15th Street, NW  
Washington, DC 20005  
(202) 833-1136

Federal Handicapped Requirements Handbook  
Federal Program Advisory Service  
2120 L Street, NW  
Suite 210  
Washington, DC 20037  
(202) 872-1766  
(Provides information on compliance with federal laws that concern individuals with disabilities and publishes and updates the Federal Requirements Handbook.)



40 Commonly Asked Questions on Section 504  
Federal Programs Advisory Service  
Thompson Publishing Group  
1725 K Street, NW  
Suite 200  
Washington, DC 20006  
(202) 872-1766

Your Rights as a Disabled Person  
U.S. Department of Health and Human Services  
Washington, DC 20201

# WORKING WITH EMPLOYERS

This section provides information on how to establish successful partnerships between rehabilitation agencies and industries. It provides rehabilitation professionals with information on how to learn about employment needs, how to approach industry, and how to work with employers. It provides business owners and operators with information on how to locate qualified applicants with disabilities.

- What is the employment outlook for individuals with disabilities?
- How can employers locate qualified applicants with disabilities?
- How well do individuals with disabilities perform in the work place?
- Are there incentives to encourage employers to recruit, hire, and train individuals with disabilities?
- Are there any useful publications for employers of individuals with disabilities?
- Where can I find good films, videos, and slide presentations concerning employment of individuals with disabilities?
- Where can I find speakers to address community groups about employment of individuals with disabilities?

WHAT IS THE EMPLOYMENT OUTLOOK  
FOR INDIVIDUALS WITH DISABILITIES?

It is impossible to predict what jobs will be available for individuals with disabilities. The individual's aptitude, interests, education, experience, and access will determine employment opportunities. To predict the types of jobs that will be available will only limit the possibilities, but with the proper training, accommodations, and support, the job opportunities for individuals with physical and mental impairments can be similar to those of individuals without impairments. The following list provides some important resources that can help us determine where jobs are likely to be in the future.

Resources:

Occupational Outlook Handbook

By: U.S. Department of Labor, Bureau of Labor  
Statistics

Available from: U.S. Department of Labor  
Bureau of Labor Statistics  
Washington, DC 20212  
(and regional offices)

Description:

This publication analyzes approximately 200 occupations, that is, the nature of the work, working conditions, employment, qualifications, job outlook, earnings, and related occupations, and offers additional sources of information. The handbook is revised every 2 years.

Occupation Outlook Quarterly

By: U.S. Department of Labor, Bureau of Labor  
Statistics

Available from: U.S. Department of Labor  
Bureau of Labor Statistics  
Washington, DC 20212  
(and BLS regional offices  
and local libraries)

Description:

This publication supplements the Occupational Outlook Handbook.

Occupational Projections and Training Data, 1984 Edition

By: U.S. Department of Labor, Bureau of Labor  
Statistics

Available from: U.S. Department of Labor  
Bureau of Labor Statistics  
Washington, DC 20212  
(and BLS regional offices)

Description:

This publication provides current statistics and projections of employment, and supplements the Occupational Outlook Handbook.

The above publications are usually available through public libraries, or you may obtain them by writing to the Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Publications:

Employment Trends: 1984 and Beyond. Where the Jobs Will Be

By: Frank Bowe

Available from: Arkansas Rehabilitation Research and Training  
Center  
Fayetteville Campus  
University of Arkansas  
Arkansas Rehabilitation Services  
Fayetteville, AR 72701

Description:

This publication offers insights into the future of employment options specifically for individuals with disabilities.

Avenues to Employment: A Guide

Available from: President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

#### Description:

The President's Committee on Employment of the Handicapped publishes this guide annually. However, the 1984 issue includes some valuable information about possible jobs of the future (chapter 3, pages 9-14). It provides information on job clusters, possible occupations, percentage of change in employment from 1982 to 1995, and employment prospects in particular job clusters with speculation as to its meaning for individuals with disabilities.

#### Labor Force Status and Other Characteristics of Persons with a Work Disability (1982)

Available from: U.S. Department of Commerce  
Bureau of the Census  
Washington, DC 20233

#### Other Resources:

For specific information about current and future job opportunities in your area, the most useful contact will probably be your local chamber of commerce. Most local chambers can provide lists of employers and manufacturers in the area and information concerning the size and nature of each business. They also know which industries will be moving into the community, those that are expanding, and those that are declining. Other good contacts are the state Department of Economic Development or the state Department of Commerce, and the college of business at the state university. Many universities also have business development centers which can provide forecasting information.

HOW CAN EMPLOYERS LOCATE  
QUALIFIED APPLICANTS WITH DISABILITIES?

Occasionally, employers seek qualified job applicants with disabilities, but they are unfamiliar with the rehabilitation system. In some communities, partnerships have not yet been developed between rehabilitation agencies and the private sector. Below is a list of resources that have been developed to help employers locate individuals with disabilities.

Resources:

Locating, Recruiting and Hiring the Disabled

By: Rami Rabby  
Available from: Pilot Industries  
347 Fifth Avenue  
New York, NY 10016

Description:

This pamphlet provides information and strategies for employers to implement affirmative action programs for individuals with disabilities. It lists over 500 helpful sources in locating, recruiting, and hiring individuals with disabilities.

Make Disabled People a Part of Your Team: A Guide for National  
Employ the Handicapped Week October 6-12, 1985

By: The President's Committee on Employment of the  
Handicapped  
Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

In this excellent publication, programs and resources are discussed, and examples are provided to aid employers.

HOW WELL DO INDIVIDUALS WITH DISABILITIES PERFORM  
IN THE WORK PLACE?

In negotiating with prospective employers it is important to be able to provide information on the performance of individuals with disabilities in various types of industries. Below is a list of some materials that may be helpful.

Resources:

The Mentally Retarded Worker: An Economic Discovery Report to the President

By: President's Committee on Mental Retardation

Available from: President's Committee on Mental Retardation  
U.S. Department of Health and Human Services  
Office of Human Development Services  
Washington, DC 20201

DHHS Publication No. (CHDS) 83-21031

Description:

The 14th Annual Report of the President's Committee on Mental Retardation is geared toward employers who have or may hire individuals with mental retardation. It provides factual information about mental retardation and elaborates on the details important to employers of individuals with mental retardation (for example, training, productivity, accident records, insurance, absenteeism, turnover, supervision, and job modification).

Seven Special Kids: Employment Problems of Handicapped Youth

By: R. C. Smith for the Office of Youth Programs  
Employment and Training Administration  
U.S. Department of Labor

Available from: National Rehabilitation Information Center  
The Catholic University of America  
4407 Eighth Street, NE  
Washington, DC 20017-2299  
(202) 635-5822

Description:

This is a study of seven youths experiencing the transition from school to work. It follows the youths through many years and reports their employment status in 1983. The study began in 1977, when the oldest child was 19 years old. Job readiness, employment opportunities, motivation for youths with special needs, and the importance of parent involvement in the transitional process are

discussed. The study concludes with recommendations for the JPTA program for more effective implementation in local communities.

#### A Sampling of Placements in the Food Service Industry

By: A. Philip Nelan, F.S.C., Ph.D.

Available from: The National Restaurant Association  
Handicapped Employment Programs  
National Restaurant Association  
311 First Street, NW  
Washington, DC 20001  
(202) 638-6100

#### Description:

More than 4,500 individuals with disabilities were placed in positions with the food service industry in the 12 months preceding July 1, 1983. This article reports on the performance of individuals with disabilities in food service occupations.

#### Equal to the Task

By: E. I. DuPont de Nemours and Company

Available from: E. I. DuPont de Nemours and Company  
Public Affairs Department  
8084 DuPont Building  
Wilmington, DE 19898

#### Description:

This is a report on DuPont's employment of individuals with disabilities. It provides information on the performance of employees with disabilities in the areas of safety, job duties, and attendance. It compares the work records of individuals with disabilities to those of nondisabled employees. It also provides information on the critical factors for successful employment of individuals with disabilities at DuPont.

#### Disabled Americans at Work

By: The President's Committee on the Employment of  
the Handicapped and the Dole Foundation

Available from: The President's Committee on the Employment of  
the Handicapped  
1111 20th Street, NW  
Washington, DC 20036



Description:

This publication examines individuals with disabilities in various work situations and describes how they perform in comparison to nondisabled workers. Success stories are included as well as information on safety, attendance, and performance.

Other References:

Wolfe, Joe. "Disability Is No Handicap for DuPont." The Alliance Review (Winter 1973-74).

Nathanson, Robert B. "The Disabled Employee: Separating Myth from Fact." Harvard Business Review (May-June 1977):6-8.

Paquette, Susan. "Hiring the Handicapped: Fact and Fantasy." The Labor Gazette (April 1976).

Drogen, B. "Disabled: Success in the Workplace." Los Angeles Times, March 16, 1985.

Bozza, L., and C. A. Lindberg. Ready, Willing and Able! What You Should Know about Workers with Disabilities. Albertson, NY:National Center on Employment of the Handicapped at Human Resources Center, 1979.

ARE THERE INCENTIVES TO ENCOURAGE EMPLOYERS  
TO RECRUIT, HIRE, AND TRAIN INDIVIDUALS WITH DISABILITIES?

In recent years, programs have been developed to increase incentives for employing individuals with disabilities. These programs are explained below and sources of additional information are provided.

Job Training Partnership Act

The U.S. Department of Labor administers job training programs. Programs are available for Vietnam Era veterans and recently discharged veterans. The 1983 Veterans Act provides funds for training long-time unemployed veterans. The Job Training Partnership Act (JTPA) provides training for individuals who are disabled and disadvantaged. The dislocated person program trains individuals for new careers.

JTPA is administered through state governors, job training coordinating councils, and private industry councils. Contact your private industry council for more information.

Targeted Job Tax Credit Program

The Targeted Job Tax Credit program is administered through the U.S. Department of Labor, Employment and Training Administration, and the U.S. Department of the Treasury. This program pays employers up to 50 percent of the first \$6,000 of wages that individuals earn during their first year of employment and 25 percent of the first \$6,000 the second year. Individuals who qualify for Targeted Job Tax Credits must be eligible for services through state vocational rehabilitation agencies. Vocational rehabilitation agencies generally administer the funds.

For more information contact:

Targeted Job Tax Credit Program  
Employment and Training Administration  
U.S. Department of Labor  
Washington, DC 20213

Pamphlets available:

Targeted Job Tax Credit

Available from: U.S. Department of Labor  
Employment and Training Administration  
Second and Constitution Avenue, NW  
Room 52322  
Washington, DC 20010

New Workers Pay Off When You Take the Targeted Job Tax Credit

Available from: National Alliance of Business  
1015 15 Street, NW  
Washington, DC 20005  
(202) 289-2910

Tax Credits for Barrier Removal

The Federal Tax Reform Act of 1976, grants businesses a one-time tax deduction of up to \$35,000 for removing architectural barriers or transportation barriers for individuals with disabilities.

For more information contact:

Office of the Counsel General  
U.S. Internal Revenue Service  
Washington, DC 20224

Vocational Rehabilitation On-the-job Training

Vocational rehabilitation agencies can help employers pay the wages of employees with disabilities during the initial stages of employment. Vocational rehabilitation agencies can pay 50 percent of employers' wages during the first month and 25 percent during the second month, or they can negotiate a training contract with the employer to share the cost. Check with your local vocational rehabilitation agency.

Association for Retarded Citizens' On-the-job Training Project

The Association for Retarded Citizens' (ARC) On-the-job Training Project is funded by the U.S. Department of Labor. This project reimburses employers for half of the wages employees with mental retardation receive during the first 4 weeks of employment and for one-fourth of the wages they receive during the second 4 weeks. Employees who are mentally retarded are hired at the same wage as other employees. This project has been very successful; over 70 percent of the individuals who have received training through this project have retained their jobs. During 1984, the project served 34,000 individuals.

For more information contact:

On-the-job Training Project  
Association for Retarded Citizens of the United States  
P.O. Box 6109  
2501 Avenue J East  
Arlington, TX 76011

You can also contact your local Association for Retarded Citizens.

Publications:

Taxes and Disability and Disability and Employment (1981)

By: President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

These publications provide tax information for employers of  
individuals with disabilities and for employees with disabilities.

For more information contact:

National Alliance of Business  
1015 15th Street, NW  
Washington, DC 20025  
(202) 289-2910

ARE THERE ANY USEFUL PUBLICATIONS FOR EMPLOYERS  
OF INDIVIDUALS WITH DISABILITIES?

Local agencies often spend time and money developing promotional materials that are available through national agencies. Hundreds of pamphlets are available to individuals and employers.

Perhaps the best resources are the President's Committee on the Employment of the Handicapped and national advocacy organizations, such as the National Association for Retarded Citizens. The enforcement agencies listed below also provide useful information.

Resources:

Hire Ability: It's Good Business to Hire the Developmentally Disabled

By: Minnesota Hire Ability Consortium

Available from: U.S. Department of Health and Human Services  
Washington, DC 20201  
Publication No. (OHDS) 84-29001

Description:

Employers should use this brochure to promote job opportunities for individuals with developmental disabilities. It includes information on the needs of employers, the benefits businesses obtain by hiring individuals with disabilities, and the types of jobs that are available to individuals with developmental disabilities.

Publications:

Dear Employer

Available from: President's Committee on Employment  
of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This publication discusses issues that are important to prospective employers of individuals with disabilities, such as affirmative action requirements, insurance rates, absenteeism, and turnover.

Look Who's Minding the Store: Supervising Disabled Employees

Available from: President's Committee on Employment  
of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This book addresses issues that are important to the supervisor who works directly with individuals with disabilities and their coworkers. It provides examples that are helpful to supervisors in dealing with individuals with various disabilities and a variety of employment issues.

The ABCs of Hiring People with Disabilities

Available from: President's Committee on Employment  
of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This pamphlet assists employers in locating, hiring, training, and integrating individuals with disabilities into the work force.

Employers Are Asking ... About the Safety of Handicapped Workers  
When Emergencies Occur

Available from: Thompson Publishing Group  
1725 K Street, NW  
Washington, DC 20006

Description:

This publication provides valuable information to employers who are concerned about the safety of individuals with disabilities in the work place. It includes information on accident prevention, planning, evacuation assistance, lifting and transporting techniques, and special concerns about individuals with communication, visual, and physical impairments.

DISABLED USA

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Department 36BQ  
Washington, DC 20402

Description:

This excellent quarterly magazine is prepared by the President's Committee on Employment of the Handicapped and describes various employment programs, resources, successful employees, and job markets. The subscription rate is \$9.50 annually.

Contacts:

Mainstream, Inc.  
1200 15th Street, NW  
Suite 403  
Washington, DC 20005  
(202) 833-1136

Thompson Publishing Group  
1725 K Street, NW  
Suite 200  
Washington, DC 20006

WHERE CAN I FIND GOOD FILMS, VIDEOS, AND SLIDE PRESENTATIONS  
CONCERNING EMPLOYMENT OF INDIVIDUALS WITH DISABILITIES?

There are a number of films, videotapes, audio-cassette tapes, and slide-tape presentations which can be used by employers, community organizations, and agency staff and officials to enhance job opportunities for individuals with disabilities. It would not be possible to list all of the resources available, but below we cite a few films and direct readers to some central film libraries where they can locate films that most appropriately address their needs.

Organizations:

President's Committee on Employment of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036  
(202) 653-5044

International Rehabilitation Film Review Library  
20 West 40 Street, 2nd Floor  
New York, NY 10018  
(212) 869-0460

National Rehabilitation Information Center Library  
REHABDATA  
The Catholic University of America  
4407 Eighth Street, NE  
Washington, DC 20017  
(202) 635-5826  
(202) 635-5884 TDD  
(202) 635-5822 REHABDATA (Audio-visuals)

National Center on Employment of the Handicapped  
Human Resources Center  
Research Library  
Albertson, NY 11507  
(516) 747-5400

National Association for Retarded Children  
P.O. Box 6109  
2501 Avenue J East  
Arlington, TX 76001  
(817) 640-0204



Resources:

General---

Rehabilitating the Chronic Mental Patient  
(U-matic, color, 48 minutes)

Available from: Rehabilitation International, USA MH  
REHABFILM  
1123 Broadway, Suite 704  
New York, NY 10010  
(212) 620-4040

Description:

This videotape explains the UCLA research center's program for helping chronic patients move out of the institution and into the community. It can be used to spark discussion among professionals and para-professionals about ways of implementing deinstitutionalization.

Just Like You and Me  
(30-minute videotape)

Available from: Donald Coleman  
Division of Communications and Education  
National Institute of Mental Health  
Room 14C-05  
5600 Fishers Lane  
Rockville, MD 20857

Description:

This training film features former mental patients who have made the successful transition from hospitalization into the workforce in places such as New York City; North Bergen, New Jersey; Oklahoma City, Oklahoma; Topeka, Kansas; and Washington, DC.

Employing the Skills of the Mentally-Restored: A Roundtable Discussion  
(36-minute videotape)

Available from: Donald Coleman  
Division of Communications and Education  
National Institute of Mental Health  
Room 14C-05  
5600 Fishers Lane  
Rockville, MD 20857

Description:

Dr. Herbert Pardes, former Director of the National Institute of Mental Health, moderates a group discussion with officials of the National Restaurant Association, the director of a psychosocial rehabilitation operation, and a practicing psychiatrist, himself a former institutionalized mental patient. The participants explore the subjects of work opportunities for the mentally restored and their performance on the job.

Making it Back: A Doorway to the Community for the Mentally Restored  
(34-minute videotape)

Available from: Donald Coleman  
Division of Communications and Education  
National Institute of Mental Health  
Room 14C-05  
5600 Fishers Lane  
Rockville, MD 20857

Description:

A view of the daily operation of Green Door, a psychosocial rehabilitation program for the mentally restored in Washington, DC. Programs such as this exemplify the systems for support of former mental patients. Green Door is affiliated with Saint Elizabeth's Hospital, the only mental institution in the country operated by the federal government.

Fountain House  
(videotape)

Available from: Fountain House  
425 West 47th Street  
New York, NY 10036  
(212) 582-0340

Description:

Describes the Fountain House model of psychosocial rehabilitation.

Psychiatric Rehabilitation Training Packages--A Functional Assessment and Direct Skills Teaching  
(multi-media training packages for rehabilitation professionals)

Available from: Center for Rehabilitation Research and Training  
in Mental Health  
1019 Commonwealth Avenue  
Boston, MA 02215

Description:

These multi-media training packages, developed by Boston University, train rehabilitation professionals to work with individuals with severe mental illness.

The Bottom Line

(16mm, color, 15-minute film)

Available from: The President's Committee on Employment of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This film touches upon the usual employer concerns in a hire-the-disabled situation. The film is well acted and highly recommended for personnel managers.

Blind in Industry (New Zealand)

(16mm, color, 12-minute film)

Available from: The President's Committee on Employment of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This film depicts the cases of three totally blind workers who are employed in automotive, cosmetic, and electronics factories, and the managers who hired them. The film is credible and demonstrates the employability of individuals with disabilities.

First Encounters

(16mm, color, 24-minute film)

Available from: The President's Committee on Employment of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This film is intended for employers, workers, supervisors, and nondisabled individuals who come into contact with individuals with disabilities. It incorporates research principles from attitude change and persuasive communication research on using the media to change attitudes and behaviors among the general public.

Breaking the Barrier  
(film, 1980, 15-minute film)

Available from: American Red Cross (local chapter) or  
Loan Library  
5816 Seminary Road  
Falls Church, VA 22041

Description:

Directed to young adults and teenagers, the film examines how individuals with disabilities cope at school and at work. It takes a look at the misunderstandings teenagers and young adults may harbor which, if not examined, may remain with them throughout adulthood.

To Live as Equals  
(28-minute color film)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This film assesses New Jersey's programs and community-support services that aim to educate and integrate mentally retarded individuals into society. It identifies the educational, training, and social factors needed for integration into society.

Come Work With Us  
(1977, 16-minute film)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This film was produced for top management in business and industry, supervisors, and personnel directors. It examines important attitudes and needs of individuals with disabilities in employment.

A Different Approach  
(21-minute color film)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This film offers new approaches to promoting the hiring of individuals with disabilities in employment. The film features well-known Hollywood and television personalities.

Everyday Champions  
(25-minute film)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This film features individuals with disabilities who are employed at Michigan Bell Telephone Company and demonstrates the ability of individuals with disabilities to perform effectively for the industry. Individuals with a variety of disabling conditions are shown.

Tell Me Where to Turn  
(26-minute color film)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

Information about opportunities offered by an information and referral service for individuals with disabilities is provided.

To Live On  
(26-minute color film)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This film shows individuals with disabilities taking pride in their work at the Bulova School of Watchmaking. It deals with the contributions of individuals to their employers and to society.

Just Three People  
(film)

Available from: Hewlett Packard  
189 Page Mill Road  
Palo Alto, CA 94304  
(475) 857-2381

Description:

This national award-winning film shows the capabilities of three employees with disabilities at Hewlett-Packard. It demonstrates that the capabilities of individuals with disabilities are not always apparent initially.

Disability Is Not the Issue, Opportunity Is  
(30-minute videotape)

Description:

An overview of the history of the treatment of individuals with disabilities in the United States and the development of Section 504 of the Vocational Rehabilitation Act are provided to educate community audiences.

Interruptions  
(16-minute, 16 mm film)

Description:

This film was developed for businesses and industries. It describes the employment of individuals whose lives have been interrupted by disabilities and illustrates their abilities in the work place.

Help Wanted  
(12-minute, 16 mm film)

Description:

This film, produced by CBS for Sixty Minutes and narrated by Dan Rather, shows the disincentives in employment for individuals with disabilities.

Accommodations--

It's a New Day  
(99-minute, 16 mm film)

Available from: The President's Committee on Employment of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

A unique and exciting film, this production breaks traditional and stereotypical images of individuals with disabilities and shows them in their jobs as teachers, engineers, actors, forest rangers, and physicians. It demonstrates how modern technology can be used to enhance their lives.

Reasonable Accommodation: The Employment Story  
(25-minute, 3/4" videotape)

Available from: The President's Committee on Employment of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This videotape discusses cost-effective modifications that can be implemented in a work environment to meet the needs of individuals with various disabilities.

Unmanaged Ability  
(available in various videotape formats and as a slide-tape)

Available from: The President's Committee on Employment of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This presentation describes cost-effective methods for employers to accommodate the environment to meet the specific needs of individuals with disabilities. It also explains the services of the Job Accommodation on Network (JAN) provided by the President's Committee on the Employment of the Handicapped.

Handicapped ... An Obstacle Illusion

By: Charlotte Business Advisory Council

Available from: PCA Teleproductions  
801 Crestdale Avenue  
Matthews, NC 28105  
(704) 847-8077

Description:

This videotape is designed to make managers aware of the many architectural barriers in the work place that hinder individuals with disabilities and to encourage employers to remove such obstacles.

Approach to Independence  
(color, 35-minute film)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This film deals with adaptations in the work environment for individuals with disabilities. Explanations are provided by an engineer who designs adaptational equipment. Individuals with a variety of disabilities are shown working in a variety of occupations, and individuals with severe disabilities are featured.

Optically Controlled Computer for Disabled People  
(film)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036



Description:

This film shows how an employee at the U.S. General Accounting Office, who is unable to use his hands, neutralizes his disability by using a new computer technology developed by the Trace Research and Development Center at the University of Wisconsin in Madison.

Lasting Impressions  
(videotape)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

Accommodations made by New England Telephone in Boston to serve employees with a variety of disabilities are illustrated.

Job Analysis Interview: General Mechanic  
(U-matic, black and white 35-minute videotape)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This videotape shows the job analysis process a vocational rehabilitation counselor used for a position as a mechanic at a state garage. It shows rehabilitation professionals how to conduct an interview to get the information they need to complete a job-analysis schedule.

The Quiet Revolution: How's Business  
(U-matic, Beta and VHS, color, 28-minute videotape)

Available from: The President's Committee on Employment of the  
Handicapped  
1111 20th Street, NW  
Washington, DC 20036

Description:

This videotape examines the response of business to the needs of individuals with disabilities and explores some of the issues facing them in their drive for full participation in society.

Program Models--

The Hospital Industries Project: Job Evaluation and Training at Work

(16-minute slide-tape presentation)

Available from: Maine Medical Center  
Department of Rehabilitation Medicine  
Portland, ME 04102  
(207) 871-2463

Description:

This slide-tape presentation explains the supported employment model which employs individuals with disabilities in a variety of jobs in hospitals. It explains the program's philosophy, operation, and effectiveness. In addition to demonstrating the success of individuals with disabilities in hospital employment, it clearly illustrates supported employment in action. A manual, Hospital Industries Handbook: Using Hospitals as Job Training and Employment Sites for the Developmentally Disabled, is also available from the same source.

Work Stations in Industry

(11-minute slide-tape presentation)

Available from: Media Department  
Meyer Children's Rehabilitation Institute  
444 South 44th Street  
Omaha, NE 68131

Description:

This presentation was designed for prospective employers. It explains the concept of work stations or enclaves in industry and shows successful examples--two industrial plants, a large urban model, a modern metropolitan hospital, and a laundry. Testimonies from participating employers comprise much of the presentation. A manual, The Unsheltered Workshop: A Guide to Work Stations in Industry is available from the same source.

WHERE CAN I FIND SPEAKERS TO ADDRESS COMMUNITY GROUPS  
ABOUT EMPLOYMENT OF INDIVIDUALS WITH DISABILITIES?

Many advocacy organizations already operate effective speakers bureaus which provide competent speakers who are knowledgeable about a particular issue and who can be effective with a specific audience. We advise you to contact local advocacy organizations, such as the Association for Retarded Citizens, or form a speakers bureau. The President's Committee on the Employment of the Handicapped also operates a speakers bureau. For more information contact:

Speakers Bureau  
President's Committee on the Employment  
of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036

## PROGRAM MODELS

This section provides information about vocational training and employment models which offer alternatives to segregated sheltered workshops. The alternatives include supported employment, enclaves in industry, mobile work crews, job clubs, and volunteer paths to employment. Studies concerning the effectiveness of segregated workshop models are included.

- What studies have been done on the effectiveness of the segregated workshop model?
- Are there any resources that explain normalization and assist program managers in developing high-quality, integrated human services?
- Where can I find information about supported employment?
- Where can I find information about work stations in industry?
- Where can I find information about mobile work crews?
- What about postsecondary educational and vocational training opportunities for individuals with disabilities?
- Is volunteering a good idea for individuals with disabilities?
- Where can I find information about establishing a job club?
- Are there private consultants who can help establish innovative vocational alternatives?
- What states have identified programs which provide innovative, integrated vocational employment opportunities?

WHAT STUDIES HAVE BEEN DONE ON THE EFFECTIVENESS  
OF THE SEGREGATED WORKSHOP MODEL?

Many studies have been done on the effectiveness of the sheltered workshop model for training and placing individuals with mental and physical disabilities. Some of the most important studies concerning sheltered workshops are listed below.

Resources:

- U.S. Department of Labor. Sheltered Workshop Study: A Nationwide Report on Sheltered Workshops and Their Employment of Handicapped Individuals. Washington, DC: U.S. Department of Labor, 1979.
- U.S. Department of Labor. Sheltered Workshop Study: Volume 1. Workshop Survey. Washington, DC: U.S. Department of Labor, 1979.
- U.S. Department of Labor. Sheltered Workshop Study: Volume 2. Study of Handicapped Clients in Sheltered Workshops and Recommendations of the Secretary. Washington, DC: U.S. Department of Labor, 1979.
- Whitehead, C. "Sheltered Workshops in the Decade Ahead: Work and Wages or Welfare." In Vocational Rehabilitation of Severely Handicapped Persons: Contemporary Service Strategies, edited by G. T. Bellamy, G. O'Connor, and O. C. Karan. Baltimore: University Park Press, 1979.
- Whitehead, C. "Sheltered Workshops--Effective Accommodation or Exploitation?" Amicus 4(1979):273-76.
- Greenleigh Associates. The Role of the Sheltered Workshop in the Rehabilitation of the Severely Handicapped. New York: Greenleigh Associates, 1975.

ARE THERE ANY RESOURCES THAT EXPLAIN NORMALIZATION AND ASSIST PROGRAM MANAGERS IN DEVELOPING HIGH-QUALITY, INTEGRATED HUMAN SERVICES?

Learning to apply the principle of normalization in the daily operations of programs and services is an ongoing process. Agencies which operate programs and services for individuals with disabilities need to evaluate their programs and seek improvement in all aspects of their design and implementation.

Resources:

PASSING: Program Analysis of Service Systems Implementation of Normalization Goals: Normalization Criteria and Ratings Manual

By: Wolf Wolfensberger and Susan Thomas

Available from: National Institute on Mental Retardation  
Kinsmen NIMR Building  
4700 Keele Street  
Downsview, Ontario M3J 1P3  
Canada

Description:

PASSING has two major purposes: to assess the normalization quality of any human service and to teach the principle of normalization. The manual contains all ratings, as well as additional narrative that may provide background to the ratings and to rating clusters. The 42 ratings are divided into two major categories: social image enhancement and personal competency enhancement. The manual contains all material necessary to study normalization via the service evaluation approach as well as all material necessary to assess the quality of a service in relation to the criteria of the normalization principle. Additional training is required, however, to become a trained evaluator.

PASS 3: Program Analysis of Service Systems

By: Wolf Wolfensberger and Linda Glenn

Available from: National Institute on Mental Retardation  
Kinsmen NIMR Building  
4700 Keele Street  
Downsview, Ontario M3J 1P3  
Canada

Description:

PASS 3 is a tool to evaluate the quality of a wide range of human service programs in terms of the service's adherence to the principle of normalization, specific service ideologies, and specific administrative principles. The PASS instrument is

comprised of 50 ratings; of these, 34 are based on normalization. The field manual contains the guidelines which evaluators must use in ranking the programs. Specific explanatory text for various elements is provided. The manual is intended to be used only after an individual has been thoroughly trained.

For information on qualified PASS trainers and evaluators contact:

The Training Institute for Human Service  
Planning,  
Leadership and Change Agency  
University of Syracuse  
805 South Crouse Avenue  
Syracuse, NY 13210

National Institute on Mental Retardation  
Kinsmen NIMR Building  
4700 Keele Street  
Downsview, Ontario M3J 1P3  
Canada

Responsive Systems Associates  
93-D Treeview Lane  
Decatur, GA 30038  
(404) 987-9785

The Principle of Normalization in Human Services

By: Wolf Wolfensberger

Available from: National Institute on Mental Retardation  
Kinsmen NIMR Building  
4700 Keele Street  
Downsview, Ontario M3J 1P3  
Canada

Description:

This book presents the normalization principle. It demonstrates how to use the principle in designing and providing human services.

The Principle of Normalization: A Foundation for Effective Services

By: John O'Brien, Georgia Advocacy Office

Available from: National Institute on Mental Retardation  
Kinsmen NIMR Building  
4700 Keele Street  
Downsview, Ontario M3J 1P3  
Canada

Description:

This book discusses the normalization principle as it is applied to human services and also deals with some of the common misinterpretations of the principle.



## WHERE CAN I FIND INFORMATION ABOUT SUPPORTED EMPLOYMENT?

Traditionally, the rehabilitation community has concentrated job placement efforts on a few individuals who are considered completely job ready and require no additional assistance. The result of this philosophy is that many individuals who desire employment and have valuable skills are excluded from jobs in business and industry and relegated to employment in segregated workshops.

If individuals with severe disabilities are going to be successful, they need special supports in the work place. These supports are generally minimal and often short term: providing initial on-the-job training so individuals with functional impairments can learn to acquire skills, restructuring a task so that the impairment is taken into consideration, or rearranging or modifying the work environment. When these considerations are made, many individuals who are severely disabled can become productive, loyal, long-term employees. Impairments such as inability to hear, see, speak, walk, lift, or read need not interfere with the individuals' ability to do the tasks for which they have been selected.

Many resources concerning supported employment have emerged since it became a priority of the federal government. However, agencies such as Fountain House in New York and the Community-based Mental Retardation Programs in Nebraska have been developing alternatives for many years. The few resources listed here pertain to individuals whose disabilities are severe or multiple. Emphasis is placed on supported employment rather than on the traditional model of job placement.

### Resources:

Office of Special Education and Rehabilitation Services  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

### Description:

The U.S. Department of Education and the U.S. Department of Health and Human Services are promoting the concept of supported employment for individuals with severe disabilities. This support is to be provided at the actual work site rather than at a segregated sheltered workshop. The federal government has contributed about \$5 million through grants to this effort.

Successful Models:

Specialized Training Program  
College of Education, Room 135  
University of Oregon  
Eugene, OR 97403  
(503) 686-5311

Description:

The Specialized Training Program emphasizes the integration of individuals with severe disabilities in employment. The models include enclaves in industry, supported jobs, mobile work crews, and benchwork. All of the models provide support to the individual at the work site, promote integration, and seek to improve wages and benefits for the workers. The Specialized Training Program provides assistance to many communities and states for the establishment of supported employment programs.

Vocational Education Alternatives  
14 West Mifflin Street, Suite 316  
Madison, WI 53703

Description:

Vocational Education Alternatives focuses on using generic resources away from traditional workshops to provide transitional vocational services which lead to more training and job placement for high school graduates with disabilities.

Transition II Postsecondary Program  
Trinity College  
Colchester Avenue  
Burlington, VT 05401  
(802) 658-3996

Description:

Transition II is a postsecondary training and employment program for individuals with mental retardation. The program provides training, employment services, and the opportunity to live on a college campus for 1-2 years for 12-14 individuals per year.

Rehabilitation Research and Training Center  
Virginia Commonwealth University  
1314 West Main Street  
Richmond, VA 23284-0001

Description:

This center has worked with employers and individuals with mental retardation to place them in competitive employment. A supported work model provides job training and follow-up care by staff at the work site. Recently, the center began a vocational education program for severely physically handicapped youth, ages 13 to 21, with the goal of job placement in high-tech industries.

Publications:

- Horner, R., and T. Bellamy. "Structured Employment: Productivity and Productive Capacity." In Vocational Rehabilitation of Severely Handicapped Persons: Contemporary Service Strategies, edited by T. Bellamy, G. O'Connor, and O. Karan. Baltimore:University Park Press, 1979.
- Kraus, M., and A. MacEachron. "Competitive Employment Training for Mentally Retarded Adults: The Supported Work Model." American Journal of Mental Deficiency 86(1982):650-53.
- Manpower Demonstration Research Corporation. Summary and Findings of the National Supported Work Demonstration. Cambridge, MA:Ballinger Publishing Company, 1980.
- Moon, S., P. Goodall, M. Barcus, and V. Brooke. The Supported Work Model of Competitive Employment for Citizens with Severe Handicaps: A Guide for Job Trainers. Richmond, VA:Rehabilitation Research and Training Center, Virginia Commonwealth University, 1985.
- Revell, W. G., P. Wehman, and S. Arnold. "Supported Work Model of Competitive Employment for Persons with Mental Retardation: Implications for Rehabilitative Services." Journal of Rehabilitation 50(1984):33-38.
- Wehman, P. Competitive Employment: New Horizons for Severely Disabled Individuals. Baltimore:Paul H. Brooks, 1981.
- Wehman, P. and J. Hill. "Competitive Employment for Moderately and Severely Handicapped Individuals." Exceptional Children 47(1981):338-45.
- Wehman, P., and J. Kregel. "A Supported Work Approach to Competitive Employment of Individuals with Moderate and Severe Handicaps." Journal of the Association for Persons with Severe Handicaps. 10(1985):3-11.
- Wehman, P. and J. W. Hill, eds. Competitive Employment for Persons with Mental Retardation: From Research to Practice. Richmond, VA:Virginia Commonwealth University, Rehabilitation Research and Training Center, 1985.

Newsletters:

Rehabilitation Research and Training Center  
Virginia Commonwealth University  
1314 West Main Street  
Richmond, VA 23284-0001  
(804) 257-1851

Description:

The Rehabilitation Research and Training Center publishes a newsletter concerning a variety of topics relating to mental retardation and focusing on competitive employment. Articles recently published include: "Perspectives on Supported Employment"; "Competitive Employment for Mentally Retarded People"; "School-to-work Transition"; and "You, Your Child, and Competitive Employment."

## WHERE CAN I FIND INFORMATION ABOUT WORK STATIONS IN INDUSTRY?

Work stations in industry, or enclaves in industry, refers to group training sites in businesses and industries where individuals with mental or physical disabilities are provided the training, supervision, and support they require at the work site. Contractual agreements define the roles, responsibilities, and pay arrangements between the rehabilitation agency and the business.

### Resources:

#### Work Stations in Industry: An Alternative for Training and Employing Handicapped Persons

By: David Hagner and Perry Como

Available from: Materials Development Center  
Stout Vocational Rehabilitation Institute  
University of Wisconsin-Stout  
Menomnie, WI 54751

#### Description:

This manual was produced for vocational rehabilitation professionals who want to establish work stations. The publication includes useful information about how to develop, bid, and operate a work station successfully.

#### The Unsheltered Workshop: A Guide to Developing and Operating Work Stations in Industry

By: Lois R. Rood

Available from: Media Department  
Meyer Children's Rehabilitation Institute  
444 South 44 Street  
Omaha, NE 68131

#### Description:

This manual describes how agencies can expand vocational training for individuals with disabilities by forming partnerships with businesses and industries. The manual describes the work station concept, including the roles of the trainee, the agency, and the industry; the structure of organization; and the responsibilities of the agency and the industry. It includes a sample contract agreement and other useful information.

Work Stations in Industry

By: Lois R. Rood and Media Department, MCRI

Available from: Media Department  
Meyer Children's Rehabilitation Institute  
444 South 44 Street  
Omaha, NE 68131

Description:

The Work Station in Industry slide-show was developed for prospective employers. It explains the concept of work stations and the benefits to employers. It cites examples of successful work stations in two industrial plants, a large urban motel, a modern metropolitan hospital, and a laundry. Many of the presentations are testimonials from participating businesses.

Examples of Programs Operating Work Stations in Industry:

Eastern Nebraska Community Office of Retardation  
Work Stations in Industry Program  
885 South 72 Street  
Omaha, NE 68114  
(402) 444-6518

Incentive Community Enterprises, Inc.  
441 Pleasant Street  
P.O. Box 810  
Northhampton, MA 01061  
(413) 468-1460

Region V Mental Retardation Services  
2202 South 11 Street  
Trabert Hall, Fourth Floor  
Lincoln, NE 68502  
(402) 471-4400

British Columbians for Mentally Handicapped People  
1027 West Broadway  
Vancouver, B.C. V6H 1E2  
(604) 732-7222

Trillium Employment Services  
3595 53rd S.E.  
Auburn, WA 98002  
(206) 833-9640  
(206) 464-5485 (messages)

## WHERE CAN I FIND INFORMATION ABOUT MOBILE WORK CREWS?

A mobile work crew is a group vocational training and employment model in which several individuals with disabilities are supervised while performing jobs in the community. The individuals on the crew can work for many employers. The mobile work crew is a nonfacility based option which provides real work experience in actual work settings.

Mobile work crews are effective in sparsely populated rural areas; in small towns where employers do not have enough work to provide full-time employment opportunities for several individuals with disabilities; and in seasonal work, such as agriculture and tourism. They are also effective in occupations which require mobility, such as maintaining public parks, roads, and gardens.

We list mobile work crews which have the stability, success, and experience to benefit other agencies.

### Agencies Operating Mobile Work Crews:

Specialized Training Program  
135 Education Building  
University of Oregon  
Eugene, OR 97403  
(503) 686-5311

#### Description:

This crew (five workers who are mentally retarded, one full-time supervisor, and one quarter-time assistant supervisor) operates out of a van. This program operates at two sites.

Stepping Stones Growth Center  
1720 Adeline  
Oakland, CA 94607

#### Description:

Stepping Stones Growth Center provides a continuum of services for children and adults including transitional employment. It operates two successful mobile work crews, Boatworks and Clean Sweep.

Boatworks trains adults in the skills of boat cleaning and detailing. It is operated like a business.

Clean Sweep is a grounds maintenance and janitorial business for individuals with developmental disabilities. This crew provides services to a variety of employers and operates as a business.

Stepping Stones Growth Center has some publications that can assist agencies that are developing vocational alternatives for individuals with developmental disabilities.

Learning to Work discusses the placement of transitional youth into supported employment.

Boatworks and Clean Sweep details the operation of Stepping Stones' two mobile work crews.

Employability Project describes the agency's job placement program.

Ready, Set, Go!, a videotape, provides an overview of the purpose, philosophy, and programs offered by the Stepping Stones Growth Center.

Other Publications:

Hansen, C. E. "The Work Crew Approach to Job Placement for the Severely Retarded." Journal of Rehabilitation 35(1969):26-27.

Smith, Christopher. Contracting Janitorial Services. Verndale, MN:Stout Vocational Rehabilitation Institute, RPM Press.



WHAT ABOUT POSTSECONDARY EDUCATIONAL AND VOCATIONAL TRAINING  
OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES?

Ultimately, individuals with disabilities should be able to receive post-secondary vocational education and training at institutions of higher education that are available to nondisabled citizens. It is only when universities, technical schools, and community colleges are accessible to individuals with severe disabling conditions that the need for segregated, specialized programs such as sheltered workshops will become obsolete. In order to make postsecondary services available to individuals with disabilities, institutions of higher education will need to make the necessary modifications in architecture, curriculum design, and method of instruction and support for various limitations, such as the lack of sight, hearing, speech, or mobility. Much progress has been made in this direction in recent years.

Many resources are available; we consider the following to be good introductory materials.

Resources:

Available from: Health Resource Center  
(A program of the American Council on  
Education)  
Higher Education and the Handicapped Resource  
Center  
(A national clearinghouse on postsecondary  
education for individuals with disabilities)  
One Dupont Circle, NW  
Washington, DC 20036  
(202) 833-4707 (Voice and TTY)

Education for Employment: A Guide to Postsecondary Vocational  
Education for Students with Disabilities.

Fact Sheet: Community Colleges and Handicapped Students--Concerns  
and Resources.

Cost-Effective Ideas for Serving Disabled Students on Campus.

Fact Sheet: Education Beyond High School--The Choice Is Yours!

Opportunities After High School for Persons Who Are Severely  
Handicapped.

Strategies for Advising Disabled Students for Postsecondary  
Education.

Vocational Rehabilitation Services: A Postsecondary Student  
Consumer's Guide.

The following publications were made possible through a project funded by the U.S. Department of Education.

Federally Funded Programs for Disabled Students: A Model for Postsecondary Campuses (1981)

By: William R. Anderson, Rhona C. Hartman,  
and Martha Ross Redden

Available from: Health/Closer Look Resource Center  
American Council on Education

Description:

This book summarizes regional programs in higher education from 1975 to 1980. It includes programs for deaf students, community colleges, 4-year colleges, universities, and higher education associations.

Directory of College Facilities and Services for the Handicapped (1983)

By: Charles McGeough, Barbara Junjohan, and James L. Thomas

Available from: Oryx Press  
Phoenix, AZ

Description:

This book summarizes information about 2,000 colleges and universities in the United States in areas such as support services, environmental access, degrees and certifications, and auxiliary aids. It is the result of a survey of every college and university in the United States.

Contacts:

The Association on Handicapped  
Student Service Programs in  
Post-Secondary Education  
Box 8456, University Station  
Grand Forks, ND 58202  
(701) 777-3425

Newsletters:

Alert

Association on Handicapped Student Service Programs in Post-  
Secondary Education  
Educational Rehabilitation Service  
450 McKenzie Hall  
Wayne State University  
Detroit, MI 48202  
(313) 577-3362

## IS VOLUNTEERING A GOOD IDEA FOR INDIVIDUALS WITH DISABILITIES?

For many individuals with disabilities volunteering can be the route that will lead to employment eventually. It allows them to demonstrate their willingness to work and their valuable skills. It is also an excellent way to learn new skills, to make important professional contacts, and to become visible in the community.

For information about volunteers, contact community organizations such as the United Way (local), the Peace Corp (outside the United States), VISTA (Volunteers in Service to America), youth groups, political organizations, and churches.

### Resources:

VOLUNTEER  
National Center for Citizen Involvement  
1111 North 19th Street  
Suite 500  
Arlington, VA 22209

### Publications:

#### Independent Living Ideas--The Volunteer Path to Employment

By: President's Committee on Employment of the Handicapped

Available from: President's Committee on Employment of the Handicapped  
1111 20th Street  
Washington, DC 20036

#### Description:

This publication helps individuals with disabilities assess their volunteer potential and offers tips on how to use volunteer experience as job-related experience. Sample resumes and job applications are included.

#### "The New Face of Volunteerism"

By: Bill Hunter

Available from: American Way, May 1984

#### Description:

This article addresses using volunteerism as an effective aid for entering or reentering the work force.

## WHERE CAN I FIND INFORMATION ABOUT ESTABLISHING A JOB CLUB?

A job club is a self-help group which has been organized by and for individuals with disabilities who are seeking employment. These clubs often receive assistance from a rehabilitation agency. The job club model encourages individuals to obtain their own jobs, using the support and contacts from the other members of the club. The job club model provides emotional support throughout the job seeking process so that members do not become discouraged. The model has been surprisingly successful in both rehabilitation agencies and vocational training facilities. Agencies often provide assistance such as resume development and transportation to interviews.

### Resources:

#### The Job Club Counselor's Manual

By: N. H. Azrin and V. P. Besalel

Available from: University Park Press  
233 E. Redwood Street  
Baltimore, MD 21202

#### Description:

The Job Club Counselor's Manual is a detailed description of the job club method. The goal of the job club is to obtain a high-quality job within a short time for all participating job seekers. Everyone should be considered employable and participation in the job club method should ensure that virtually everyone who wants a job will obtain one more quickly and at a higher salary than otherwise would be expected. The manual provides counselors with the information and procedures necessary for establishing and operating a job club. It provides a behaviorists's view of the hiring process, establishes the conceptual framework for the job club approach, and discusses the effectiveness of the approach. It also contains forms, charts, and other information necessary for the implementation of the job club program.

#### Job Hunting for the Disabled (1983)

By: Edith Marks and Adele Lewis

Available from: Barron's Educational Series, Inc.  
Woodbury, NY

#### Description:

This publication provides useful information on how to obtain a job. In addition to offering useful advice, it lists important organizations, programs, and publications.

Other References:

"Job-Finding Club: A Group Assisted Program for Obtaining Employment"

By: N. H. Azrin, T. Flores, and S. J. Kaplan

Available from: Rehabilitation Counseling Bulletin, 2(1977):130-40.

"The Job Club in VR Agencies: The Effects of Attendance and Disincentives"

By: M. D. Wesolowski and R. J. Zawlocki

Available from: International Journal of Rehabilitation Research 3(1980):531-32.

ARE THERE PRIVATE CONSULTANTS WHO CAN HELP  
ESTABLISH INNOVATIVE VOCATIONAL ALTERNATIVES?

Many excellent resource persons are available as consultants. Many individuals are cited in this publication. Many consultants can provide expertise in establishing vocational alternatives to segregated sheltered workshops. The following list includes only those individuals who responded to our request for information.

Resources:

Downs and Bowyn  
914 Madison Avenue  
Topeka, KS 66607  
(913) 232-1637

Description:

Ninna Downs and Kay Bowyn operate this private consulting firm which provides assistance to businesses and industries and to rehabilitation agencies in developing successful job placement programs in the private sector. They specialize in the hotel-motel and food service industries and have experience in both supported employment and work stations in industry models. They assist rehab-business partnerships in planning, implementation, and evaluation.

Responsive Systems Associates  
93-D Treeview Lane  
Decatur, GA 30038  
(404) 987-9785

Description:

Connie Lyle and John O'Brien manage this network of human service consultants who work throughout the United States, Canada, Ireland, England, and Wales. RSA is committed to assisting citizen organizations and human service providers in planning, developing, and evaluating services for individuals with disabilities which support community participation. They offer consultation, design and facilitate planning processes, perform program evaluations, develop and deliver staff and programs.

Robert L. Schalock, Ph.D.  
Department of Psychology  
Hastings College  
7th and Turner Streets  
Hastings, NE 68907  
(402) 463-2402, ext. 268

Description:

Dr. Schalock is a consultant to the Mid-Nebraska Mental Retardation Services, Region III. He has authored and edited many articles and books, such as: Services for the Developmentally Disabled Adult: Development, Implementation and Evaluation, Baltimore, University Park Press, 1983.

Dr. Schalock's research areas include: biochemical and behavioral correlates of aggressive behavior; developing, implementing, and evaluating human service programs; and assessment and remediation strategies for individuals with developmental disabilities.

Value-based Training and Technical Services  
3502 North 49 Street  
Omaha, NE 68104  
(402) 455-2818

Description:

Lois Rood and Karen Faison operate this organization and provide training for service staff in competencies needed to work with individuals with severe disabilities. The curriculum is based on normalization, human and legal rights, developmental theory, consumer participation, and individualization. Consultations with agencies about residential and vocational planning, including developing integrated vocational training partnerships with businesses and industries are offered.

International Rehabilitation Associates  
985 Old Eagle School  
Wayne, PA 19087  
(215) 687-9450

Description:

This is a consulting firm which specializes in vocational rehabilitation and placement.



WHAT STATES HAVE IDENTIFIED PROGRAMS WHICH PROVIDE INNOVATIVE,  
INTEGRATED VOCATIONAL EMPLOYMENT OPPORTUNITIES?

Some states have identified programs which provide integrated vocational training and supported employment to individuals with developmental disabilities. Although many resources may be available, we are only aware of a few manuals which identify these front-running programs. For state-of-the-art information, consult the following publications.

Resources:

Vocational Front Runners: Innovative Options within British  
Columbia

By: British Columbians for Mentally Handicapped  
People

Available from: 1027 West Broadway  
Vancouver, British Columbia  
V6H 3Z2  
(604) 732-7222

Description:

This publication identifies innovative vocational programs in British Columbia. Program models include employment programs, enclaves in industry, mobile work crews, businesses (muffin bakery and restaurant), and career awareness programs.

Innovative Employment and Training Options for Persons with  
Developmental Disabilities in Ohio

By: The Deinstitutionalization Task Force Project  
Adult Services Division

Available from: Ohio Department of Mental Retardation and  
Developmental Disabilities  
Columbus, OH 43216

Description:

This publication describes innovations in vocational services in Ohio and includes competitive employment programs, community training programs, community vocational services, subsidiary businesses (gift show and marketing of personalized glassware), and work-study programs. Each description includes the number of individuals served, eligibility criteria, services provided, process, staffing, progress data, funding, community involvement, and contact persons for each program.

Catalog of Exemplary Rehabilitation Programs and Practices

By Regional Rehabilitation Exchange Project

Available from: Southwest Educational Development Laboratory  
211 East Seventh Street  
Austin, TX 78701  
(512) 476-6861 (Voice or TDD)

Description:

This catalog identifies and validates exemplary projects in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. The programs identified focus on job placement and job development.

The publication features job placement, job development, transitional, high-technology utilization, and training programs.

Managing and Employing the Handicapped: The Untapped Potential

Available from: Brace Park Press  
P.O. Box 526  
Lake Forest, IL 60045

Description:

This book discusses many of the most important issues concerning employment of individuals with disabilities. It also describes successful programs.

Innovative Approaches to Training and Employing Persons Who Are Mentally Retarded

By: Association for Retarded Citizens of Texas

Available from: Association for Retarded Citizens of Texas  
833 Houston Street  
Austin, TX 78756

Description:

The book describes model programs that use traveling work crews, work stations in industry, small retail businesses, and skill training.

Report of Wage Requirements and Performance Expectations of  
Sheltered Workshops Serving Adults with Developmental  
Disabilities, Chapter VII "Alternative/Innovative Models for  
Training and Employment"

Available from: State Council on Developmental Disabilities  
1507 21 Street  
Room 320  
Sacramento, CA 95816  
(916) 322-8481

Description:

Chapter VII provides examples of innovations in vocational services. On-the-job training, supported employment, work stations, and affirmative industries are featured.

## **BUSINESS AND INDUSTRY**

This section provides information on the activities of business and industry regarding the employment of individuals with disabilities.

- Where can I find information about projects with industry?
- What job opportunities are available in science for individuals with severe disabilities?
- Where can I find information about opportunities in the electronics industry for individuals with disabilities?
- Where can I find information about private sector opportunities in computer programming and data processing for individuals with disabilities?
- Where can I find information about opportunities in the food-service industry for individuals with disabilities?
- Can hospitals provide advice?
- Where can I obtain help in starting a horticultural training program or business involving individuals with disabilities?
- Where can I find information about what unions are doing to increase employment opportunities for individuals with disabilities?
- Are there resources available to help city and state government officials develop employment opportunities for individuals with disabilities?

WHERE CAN I FIND INFORMATION ABOUT PROJECTS WITH INDUSTRY?

Projects with industry (PWI) is a national effort to link the private sector with public rehabilitation agencies to increase the number of individuals with disabilities in the work force. Currently, over 250 PWI projects across the nation are creating partnerships with over 10,000 employers.

Resources:

National Association of Business, Industry, and Rehabilitation--  
Projects with Industry

Available from: Projects with Industry  
Rehabilitation Services Administration  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20201  
(202) 732-1333

Description:

This is the umbrella association of all federally funded projects with industry.

Projects with Industry

By: The Menninger Foundation

Available from: The Menninger Foundation  
Rehabilitation Programs  
Project Independence  
700 Jackson Street, 9th Floor  
Topeka, KS 66603

Description:

This directory was developed through a grant from the U.S. Department of Health and Human Services and lists projects with industry programs that are active throughout the country. The program descriptions include the type of program and a brief description. The directory is organized by state and includes the names, addresses, and telephone numbers of contact persons.

PWI Forum

By: MultiResource Centers, Inc. (MRC)

Available from: MultiResource Centers, Inc.  
1900 Chicago Avenue  
Minneapolis, MN 55404  
(612) 871-2402

Description:

This newsletter is published six times annually and offers information concerning various projects with industry that is useful to businesses, rehabilitation specialists, and other interested individuals.

A Creative Partnership: Guidelines for the Development of a Project with Industry

By: Electronic Industries Foundation (EIF)  
James R. Geletko, Program Manager

Available from: Electronic Industries Foundation  
2001 Eye Street, NW  
Washington, DC 20006  
(202) 955-5815

Description:

This manual outlines all aspects of the EIF model of projects with industry. EIF has nine regional offices which aid electronic companies in finding qualified employees with disabilities. For additional information contact the office in Washington, DC.

Other Resources:

Brickey, M., L. Browning, and K. Campbell. "Vocational Histories of Sheltered Workshop Employees Placed in Projects with Industry and Competition Jobs." Mental Retardation 20(1982):52-57.

Reisner, L., P. Haywood, and P. Hastings. A Review of Projects with Industry Projects and Effectiveness. Washington, DC: Rehabilitation Services Administration, 1983.

Research Utilization Laboratory. Program Models for Projects with Industry. Chicago: Jewish Vocational Services, 1978.

WHAT JOB OPPORTUNITIES ARE AVAILABLE IN SCIENCE  
FOR INDIVIDUALS WITH SEVERE DISABILITIES?

Many scientific professions offer excellent careers for individuals with severe disabilities. For information about careers in science, contact the address below. This central clearinghouse operates a job bank for science professionals with disabilities.

American Association for the Advancement of Science  
Project on the Handicapped in Science  
1776 Massachusetts Avenue, NW  
6th Floor  
Washington, DC 20036  
(202) 467-4496

WHERE CAN I FIND INFORMATION ABOUT OPPORTUNITIES IN THE ELECTRONICS INDUSTRY  
FOR INDIVIDUALS WITH DISABILITIES?

The National Electronics Industries Foundation, through a projects with industry grant, is able to assist in developing training and placement programs for individuals with disabilities. For more information contact the following organization.

Electronics Industries Foundation  
2001 Eye Street, NW  
Suite 201  
Washington, DC 20006  
(202) 456-853-4748



WHERE CAN I FIND INFORMATION ABOUT PRIVATE SECTOR OPPORTUNITIES IN  
COMPUTER PROGRAMMING AND DATA PROCESSING FOR INDIVIDUALS WITH DISABILITIES?

Specific industries that are known for their excellent training and employment programs for individuals with disabilities are listed below. Additional information is provided in the Technology Section of this publication.

Control Data Institute  
Control Data Corporation  
8100 34th Avenue  
Minneapolis, MN 55420  
(612) 853-4748  
(computer programmers--disabilities)

IBM Corporation  
Federal Systems Division  
18100 Frederick Pike  
Gaithersburg, MD 20760  
(301) 840-4980  
(data processing--disabilities)

Systems Development Corporation  
3000 Olympic Boulevard  
Santa Monica, CA 90404  
(213) 829-7511, ext. 2977  
(computer programmers--disabilities)

WHERE CAN I FIND INFORMATION ABOUT OPPORTUNITIES IN THE FOOD-SERVICE  
INDUSTRY FOR INDIVIDUALS WITH DISABILITIES?

Traditionally, individuals with disabilities have been highly successful in the food-service industry. Employers in the food-service industry have been very interested and supportive of increasing the number of individuals with disabilities in food-service occupations. The food-service industry is one of the fastest growing industries in the United States, and some of the major problems in the industry concern absenteeism and turnover in the labor force. The projects with industry program of the National Restaurant Association provides a very effective network between rehabilitation agencies and businesses and industries. This model shows that the two entities can work together to benefit individuals with disabilities, employers, rehabilitation agencies, and customers.

Contact: A. Philip Nelan, F.S.C., Ph.D.  
Director, Programs for the Handicapped  
Human Resources Department  
National Restaurant Association  
311 First Street, NW  
Washington, DC 20001  
(202) 638-6100

Publications available from the National Restaurant Association:

Human Resources Program: The National Restaurant Association's  
Program to Employ Qualified People with Disabilities in the Food  
Service Industry

Description:

This brochure explains the National Restaurant Association's human resources program and features successful programs in Illinois, Indiana, Texas, Nebraska, and Kentucky.

"Projects with Industry: The National Restaurant Association Eats 'Em Up!" by Laura Phillips. Reprinted from Disabled USA, Vol. 3, No. 2, 1979.

Description:

This article summarizes successful programs in food-service industries in California, Wyoming, Arizona, Georgia, and Illinois for individuals with disabilities.

"Three P's to Success in Kentucky: Mentally Retarded People Employed in Food Services," by Barbara Schrader. Reprinted from Disabled USA, 1984.

Description:

Featured is the success of Pinocchio's Bakery and Restaurant in Owensboro, Kentucky, a business started on behalf of individuals with mental retardation by the Owensboro Council for Retarded Citizens.

"Some Trials and Triumphs of Networking," by A. Philip Nelan. Reprinted from American Rehabilitation.

Description:

This article describes the efforts of the National Restaurant Association to network rehabilitation agencies and businesses and industries. Factors for success and failure are discussed.

"A Sampling of Placements in the Foodservice Industry," by A. Philip Nelan. Reprinted from American Rehabilitation, Vol. 9, No. 4, 1983.

Description:

This article describes the success of individuals with disabilities in food-service occupations. The author provides data on the 4,800 placements that were made in the food-service industry from July 1, 1982 to July 1, 1983. He also explains keys to success and ideas for promoting programs.

"Staffing Food Service Operations," by A. Philip Nelan. Reprinted from American Rehabilitation, Vol. 9, No. 2, 1983.

Description:

In this article, Nelan describes food-service programs in Nebraska, Texas, California, Illinois, Connecticut, Kentucky, New York, New Jersey, Washington, Florida, Michigan, New Hampshire, Ohio, Massachusetts, and Rhode Island.

"National Restaurant Association's Project with Industry Program." Reprinted from TABLES magazine, Issue II, August 1985.

Description:

This article explains the success of the Eden Express restaurant in California. The restaurant is staffed with individuals with disabilities and demonstrates how an affirmative business can be successful.

"Employment in Foodservice: Preliminary Results, Mentally Restored, Mentally Retarded, Physically Handicapped," compiled by the National Restaurant Association with cooperation from the National Institute of Mental Health, July 1984.

Description:

This article reports the results of a study of the success of individuals with physical and mental disabilities in food-service occupations. Workers with disabilities compare favorably with nondisabled workers in work history and performance.

Other Publications:

Sowers, J., L. Thompson, and R. Connis. "The Food Service Training Program: A Model for Training and Placement of the Mentally Retarded." In Vocational Rehabilitation of Severely Handicapped Persons: Contemporary Service Strategies, edited by T. Bellamy, G. O'Connor, and O. Karan. Baltimore:University Park Press, 1979.

Brickey, M., and K. Campbell. "Fast Food Employment for Moderately and Mildly Retarded Adults: The McDonald's Project." Mental Retardation 19(1981):113-116.

Cassettes:

Cultivating Industry/Rehabilitation on Relationships

Available from: National Restaurant Association  
311 First Street, NW  
Washington, DC 20001

Description:

These four cassette tapes explain how businesses and industries can work with rehabilitation agencies to form a partnership that benefits each. The edited presentations of the National Restaurant Association Hotel-Motel Show in Chicago in May 1984, are included. During this show, panelists from rehabilitation agencies and the private sector discuss job development, placement, and training strategies that are effective. Panelists from rehabilitation include John Hamilton, Opportunities Workshop in Minnetonka, MN; Judy Hearne, Drake University; Lois Rood, University of Nebraska Medical Center; Al Filipponi, donut shop in San Diego. Panelists from industry include Jay Rochlin, AT&T; Patricia Brophy, McDonald's Corporation; Vern Bienfang, Northstar Hotel and Marquette Preferred Hotel in Minneapolis; and Thomas Smith, Director of Food Service, Loyola University of Chicago.

Great Potential Employees: Skill-Trained Workers with Disabilities

Available from: National Restaurant Association  
Human Resources  
311 First Street, NW  
Washington, DC 20001  
(800) 424-5156

Description:

These two cassettes include the edited presentations from the National Restaurant Association's Hotel-Motel Show in 1985. They stress adding skill-trained rehabilitated individuals to the food-service team. Presentations are made by job-placement professionals. Speakers include Ginnie Frazier of Thresholds in Kankakee and St. Anne, Illinois; Susan Roll from the Woodrow Wilson Center in Fisherville, VA; Carolyn Thompson representing the Chicago Association of Retarded Citizens; and Richard Garvin of the Kentucky Department of Vocational Rehabilitation.

Examples of Successful Food Service Programs:

Operated by Business and Industry--

McDonald's McJobs Program  
Patricia Brophy  
1100 South 22 Street  
Oakbrook, IL 60521

Enclave in Industry (agency operated)--

Nebraska Methodist Hosptial  
Work Station in Industry  
c/o Eastern Nebraska Community Office  
of Retardation  
885 South 72 Street  
Omaha, NE 68114

Affirmative Businesses

Pinocchio's Deli  
217 West Second Street  
Owensboro, KY 42301

Eden Express  
799 B Street  
Hayward, CA 94541

(provides assistance to establish similar projects)

## CAN HOSPITALS PROVIDE ADVICE?

### Resources:

#### Hospital Industries Handbook: Using Hospitals as Job Training and Employment Sites for the Developmentally Disabled

By: Richard M. Balser, M.C., C.R.C. (Foreword by Jean K. Elder, and contributions by Michael P. Kotch and Helaine C. Hornby)

Available from: Maine Medical Center  
Department of Rehabilitation Medicine  
Portland, ME 04102  
(207) 871-2463

#### Description:

This book explains a job training demonstration project that was conducted in five hospitals in Maine, New Hampshire, and Massachusetts from September 1983 to February 1985. Rural and urban locations are represented as well as union and nonunion employees. This handbook and an accompanying slide-tape presentation were developed for hospital administrators, rehabilitation professionals, provider agencies, and hospital supervisors.

The project used hospitals to provide training and employment for individuals with developmental disabilities. The hospital environment provided a variety of job evaluation, training, and employment opportunities. The project was based on the development of contractual agreements between hospitals and cooperating rehabilitation agencies. The agencies supplied the individuals for the jobs and guaranteed the results. Because training took place in real work environments with "appropriate role models and a mixed population," it led to permanent employment.

WHERE CAN I OBTAIN HELP IN STARTING A HORTICULTURAL TRAINING PROGRAM  
OR BUSINESS INVOLVING INDIVIDUALS WITH DISABILITIES?

Individuals in horticulture are interested in developing effective partnerships with rehabilitation agencies. Many jobs will be available in a variety of interesting positions. Because of the increasing demand for personnel, the federal government has assisted by initiating the Horticulture Hiring the Disabled (HHD) project.

The Project:

Horticulture Hiring the Disabled (HHD)  
9041 Comprint Court  
Suite 103  
Gaithersburg, MD 20877  
(301) 948-3010

Description:

HHD is sponsored by the government to provide incentives and education for employers in the horticulture industry to hire individuals with disabilities. Demonstration projects are located in Maryland, California, Florida, and Ohio.

The project evolved because of the increased demand for labor by the horticulture industry. Business operators are educated about the capabilities of individuals with disabilities in a variety of horticultural occupations. Employers are provided information on targeted job tax credits, subminimum wage certificates, subsidized employment screening (referral of job-ready applicants to businesses by rehabilitation agencies), and on-the-job training reimbursement (reimbursement to employers for the first few weeks of training the individual on the new job).

The National Horticulture Industry Council advises the project and is composed of the following organizations:

American Association of Nurserymen  
American Seed Trade Association  
Associated Landscape Contractors of America  
Botanical Decorators  
Davey Environmental Services

Florist Transworld Delivery Association  
Gerber Products Company  
Interior Plantscape Association  
National Food Processors Association  
President's Committee on Employment of the Handicapped

Professional Grounds Management Society  
Ralston Purina Company  
U.S. Department of Agriculture  
United Fresh Fruit and Vegetable Association  
Virginia Polytechnic Institute and State University

HHD offices are located in the following locations:

Mid-Atlantic Area Office

Melwood Horticultural Training  
Center, Inc.  
5606 Dower House Road  
Upper Marlboro, MD 20722  
(301) 599-8000

Ohio Area Office

Davey Environmental Services  
117 S. Water Street  
Kent, OH 44240  
(800) 227-1735 (Ohio)  
(800) 321-7572 (Outside Ohio)

Florida Area Office

Palm Beach Habilitation  
Center, Inc.  
4522 S. Congress Avenue  
P.O. Drawer 5529  
Lake Worth, FL 22366  
(305) 965-8500

Northern California (Bay Area)

Rehabilitation Services of  
Northern California  
490 Golf Club Road  
Pleasant Hill, CA 94523  
(415) 682-6330

Universities and Colleges Offering Horticultural Therapy Programs or Courses:

Horticultural Therapy Degrees (B.S. and M.S.)

Kansas State University  
Department of Horticulture  
Manhattan, KS 66502  
Attn: Dr. Richard H. Mattson  
(913) 532-6170

Horticultural Therapy Options Within Horticulture (B.S. and M.S.)

Department of Horticulture  
Virginia Polytechnic Institute and State University  
Blacksburg, VA 24061  
Attn: Dr. P. D. Relf  
(703) 961-6254

Options with Horticulture (B.S.)--

Herbert H. Lehman College  
The City University of New York  
250 Bedford Park Blvd. West  
Bronx, NY 10468  
Attn: D. Michael Paul  
(212) 960-8881

Texas Tech University  
Department of Plant and Soil  
Science  
Lubbock, TX 79405  
Attn: Dr. George Tereshkovich  
(806) 742-2837

Purdue University  
Horticulture Department  
West Lafayette, IN 47907  
Attn: Dr. Leslie Hafen  
(317) 494-1300

Texas A&M University  
Department of Horticulture  
College Station, TX 77840  
Attn: Joe Novack  
(409) 845-7341



Horticultural Therapy Special Students--

Temple University  
Department of Horticulture  
Ambler, PA 19002  
Attn: Dr. George Manaker  
(215) 643-1200

University of Missouri  
Department of Horticulture  
1-43 Agriculture Bldg.  
Columbia, MO 65211  
Attn: David Trinklein  
(314) 882-7511

University of Connecticut  
Plant Science Department U-67  
Storrs, CT 06268  
Attn: Dr. Edwin Carpenter  
(203) 486-3435

Delaware Valley College  
Ornamental Horticulture Department  
Doylestown, PA 18901  
Attn: John C. Mertz  
(215) 345-1500

University of Massachusetts  
Department of Plant and Soil Science  
French Hall  
Amherst, MA 01002  
(413) 545-2249

Horticultural Therapy (A.A.)--

Edmonds Community College  
2000 68th Avenue, West  
Lynwood, WA 98036  
Attn: Denny Strimple  
(206) 771-1506

Botanical Gardens and Arboreta Offering Information-Training in Horticultural Therapy:

The Living Desert Reserve  
P.O. Box 1775  
Palm Desert, CA 92260  
Sue Fuller

Tours and classes

Sherman Library and Gardens  
2647 East Coast Highway  
Corona Del Mar, CA 92625  
Wade Roberts

Tours, workshops, and classes

Strybing Arboretum and Botanical Garden  
9th Avenue and Lincoln Way  
San Francisco, CA 94122  
Glenn Keator  
Mary Sullivan

Workshops, classes, training  
programs, and written information

<p>Denver Botanic Gardens            909 York Street            Denver, CO 80206            Judy Carrier</p>	<p>Workshops, classes, garden plots,            and training programs</p>
<p>Atlanta Botanical Garden            P.O. Box 77246            Atlanta, GA 30357            Brenda Dreyer</p>	<p>Tours, workshops, classes, and            training programs</p>
<p>Chicago Botanic Garden            P.O. Box 400            Glencoe, IL 30357            Linda Lutz            Gene Rothert</p>	<p>Tours, workshops, garden plots            off-site visits, and training            programs</p>
<p>Kentucky Botanical Gardens            814 1/2 Cherokee Road            Louisville, KY 40204            M. Joni Carter</p>	<p>Tours, workshops, classes, garden            plots, off-site visits, and            written information</p>
<p>Berkshire Garden Center, Inc.            Stockbridge, MA 01262</p>	<p>Tours, workshops, classes, garden            plots, off-site visits, and            written information</p>
<p>Fernwood            1720 Raneline Road            Niles, MI 49120            Stan Belkman</p>	<p>Workshops, classes, off-site            visits, and training programs</p>
<p>Morris County Park Commission            P.O. Box 1295R            Morristown, NJ 07960</p>	<p>Tours, workshops, classes,            garden plots, off-site visits            and training programs</p>
<p>Brooklyn Botanic Garden            1000 Washington Avenue            Brooklyn, NY 11225            Doris M. Stone            Mary Sullivan</p>	<p>Tours, workshops, and classes</p>
<p>New York Botanical Garden            Bronx, NY 10458            Dr. Arnold E. S. Gussin            Dr. Damon Olszowy</p>	<p>Tours and training programs</p>

Planting Fields Arboretum  
Planting Fields Road  
Oyster Bay  
Long Island, NY 11771  
Gordon E. Jones  
Naida Eisenbud

Tours, workshops, and classes

Queens Botanical Garden  
43-50 Main Street  
Flushing, NY 11358  
Ferdinand Gerber  
Lou Marano

Tours, workshops, classes, garden plots, off-site visits, and training programs

North Carolina Botanical Garden  
Totten Center, 457A, UNC-CH  
Chapel Hill, NC 27514  
Dot Wilbur

Tours, workshops, classes, off-site visits, and training programs

Garden Center of Greater Cleveland  
11030 East Boulevard  
Cleveland, OH 44106  
Susan A. McClure  
Nancy Stevenson

Workshops and classes

The Holden Arboretum  
9500 Sperry Road  
Mentor, OH 44060  
Paul C. Spector  
Marilyn Birkner

Tours, workshops, classes, off-site visits, and training programs

Wilcox Park  
Westerly, RI 02891  
William A. Albin

Tours, workshops, classes, garden plots, and off-site visits

Dallas Civic Garden Center  
P.O. Box 26194  
Dallas, TX 75226  
Mike Kasper  
Mary Phinney

Tours, classes, and off-site visits

State Arboretum of Utah  
University of Utah, Building 436  
Salt Lake City, UT 84112  
Dr. Betty Wullstein

Tours, workshops, garden plots, off-site visits, and written information

Norfolk Botanical Garden  
Airport Road  
Norfolk, VA 23518  
JoAnne Donlan

Tours, classes, and training programs

University of British Columbia  
Botanical Gardens  
6501 NW Marine Drive  
Vancouver, British Columbia V6T 1W5  
David Tarrant

Tours and off-site visits

Royal Botanical Gardens  
Box 399  
Hamilton, Ontario L8N 3H8  
John Lamoureux

Workshops, classes, off-site  
visits, training programs,  
and written information

Publications:

The Development of Funds for Horticultural Therapy Programs - \$6.00

Horticultural Therapy: A Comprehensive View of Horticulture and the Blind - \$3.00

Horticultural Therapy: A comprehensive View of Horticulture and the Aged - \$5.00

Proceedings: 1979 National Council for Therapy and Rehabilitation through Horticulture Conference - \$7.00

Proceedings: 1980 National Council for Therapy and Rehabilitation through Horticulture Conference - \$10.00

1984 National Council for Therapy and Rehabilitation Membership Directory - \$20.00

National Council for Therapy and Rehabilitation through Horticulture  
Conference monthly newsletter, single copy - \$1.00

"Green Therapy for the Disabled." April 1980. Reprint from Kiwanis Magazine  
- no charge

"Dynamics of Horticultural Therapy." May-June 1981. Reprint from  
Rehabilitation Literature - no charge

WHERE CAN I FIND INFORMATION ABOUT WHAT UNIONS ARE DOING  
TO INCREASE EMPLOYMENT OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES?

Labor unions have increased their committment to provide employment assistance to individuals with disabilities. Representative resources are listed below.

Resources:

Industry-Labor Council  
National Center on Employment of the Handicapped  
Human Resources Center  
Albertson, NY 11507  
(516) 747-5400

Description:

This organization consists of corporations and labor unions that are interested in expanding employment opportunities for individuals with disabilities. The organization provides a variety of information and technical assistance, such as reviewing job application forms, recruiting individuals with disabilities, providing job accommodation, removing architectural barriers, advancing technology, changing legislation, and establishing partnerships in local communities.

AFL-CIO Human Resources Development Institute  
Handicapped Placement Program  
AFL-CIO Headquarters Building  
815 16th Street, NW  
Washington, DC 20006  
(202) 638-3912

Description:

The Human Resources Development Institute has established placement services in some cities to help individuals with disabilities secure employment. The institute also provides technical assistance to labor organizations that want to increase the number of individuals with disabilities in the unions.

Labor and Handicapped People  
President's Committee on Employment of the Handicapped  
1111 20th Street, NW  
Washington, DC 20036  
(202) 653-5044

Description:

The President's Committee on Employment of the Handicapped is an excellent resource because it has numerous resources concerning the employment of individuals with disabilities. Issues pertinent to unions are discussed in Labor and Handicapped People.

ARE THERE RESOURCES AVAILABLE TO HELP CITY AND STATE GOVERNMENT OFFICIALS  
DEVELOP EMPLOYMENT OPPORTUNITIES FOR INDIVIDUALS WITH DISABILITIES?

Numerous opportunities are available for employing individuals with disabilities in local and state governments. The following publications offer advice to managers.

Resources:

Employment of the Handicapped in State and Local Government: A  
Guide for General Program Implementation

By: U.S. Civil Service Commission

Available from: U.S. Office of Personnel Management  
Bureau of Intergovernmental Personnel Programs  
Regional Offices

Description:

This pamphlet is designed for managers in local and state government. It includes information about establishing effective programs in the work force for individuals with disabilities.

Employment of the Handicapped in State and Local Government: A  
Guide to Specific Disabilities

By: U.S. Civil Service Commission

Available from: U.S. Office of Personnel Management  
Bureau of Intergovernmental Personnel Programs  
Regional Offices

Description:

This pamphlet is designed for the supervisor who works directly with an employee with a disability. It provides information about vocational opportunities, testing, and job orientation. It also includes material about the needs of individuals with mental retardation; emotional disorders; and physical, visual, or hearing impairments.

# FINANCE

This section provides information about financial resources for programs which serve or employ individuals with disabilities as well as information about the financial concerns of individuals with disabilities.

- Where can I find information about financial resources?
- Are low-interest loans available for programs that employ individuals with disabilities?
- Where can I obtain information about foundations?
- What service organizations have projects for individuals with disabilities?
- Where can I obtain information about how employment affects disability benefits?



## WHERE CAN I FIND INFORMATION ABOUT FINANCIAL RESOURCES?

Every year many individuals, including rehabilitation professionals, advocates, and employers, develop better ideas on how to meet the financial needs of individuals with disabilities. Every year federal and state governments and private foundations award grants to support projects that assist these individuals. The following resources identify sources of funding and provide information about application procedures.

### Resources:

#### The Guide to Federal Benefits and Programs for Handicapped Citizens and Their Families (1980)

By: The Governmental Affairs Office, National Association for Retarded Citizens

Available from: The National Association for Retarded Citizens  
1522 K Street, NW  
Suite 516  
Washington, DC 20005

#### Description:

This guide provides extensive information about federal agencies and funding sources that are available for individuals with disabilities. It includes information about community development, health, income, knowledge and skills, support services, research and training, protection of rights under federal law, and federal information sources.

The guide is practical, easy to use, and a must for any agency providing services and responsible for developing financial resources.

#### Commerce Business Daily

By: U.S. Department of Commerce

Available from: Public libraries

#### Description:

The Commerce Business Daily is published by the U.S. Department of Commerce Monday through Friday. It provides information about federal funding projects and government contracts--who qualifies, time limits, and who to contact to apply for funds. It is available in most public and university libraries.

The Federal Register

By: The National Archives and Records Administration

Available from: Public libraries

Description:

This publication is published by the National Archives and Records Administration. It also includes information about federal funding projects, who qualifies, time limits, and who to contact to apply for funds. It is also available in most public and university libraries. The Federal Register is published Monday through Friday, except for legal holidays. A subscription includes three other publications: the Federal Register Index, Code of Federal Regulations, and List of CFR Sections Affected.

Handicapped Funding Directory

By: Burton J. Eckstein, Ed.

Available from: Research Grant Guides  
P.O. Box 357  
Oceanside, NY 11572

Description:

This guide provides information about over 600 funding sources for programs for individuals with disabilities. It includes information on government agencies, corporations, foundations, and associations.

ARE LOW-INTEREST LOANS AVAILABLE FOR PROGRAMS  
THAT EMPLOY INDIVIDUALS WITH DISABILITIES?

Yes, handicapped assistance loans, low-interest loans, are available through the U.S. Small Business Administration. These loans can be made available to individuals with disabilities or to agencies that employ them. Such loans are intended to assist in establishing or expanding businesses. For more information contact the Small Business Administration office near you or

U.S. Small Business Administration  
1141 L Street, NW  
Room 804 B,  
Washington, DC 20416  
(202) 653-6470

## WHERE CAN I OBTAIN INFORMATION ABOUT FOUNDATIONS?

Thousands of private foundations throughout the United States provide financial resources for many projects. Public libraries can provide most of these resources.

### Resources:

#### National Data Book

By: The Foundation Center

Available from: The Foundation Center  
79 5th Avenue  
New York, NY 10003

#### Description:

This publication lists nearly all of the private foundations in the country. It provides a one-line description of the purpose of each foundation.

#### The Foundation Directory

By: The Foundation Center

Available from: The Foundation Center  
79 5th Avenue  
New York, NY 10003

#### Description:

This publication lists the 4,500 largest foundations in the United States, and because it is not inclusive, the descriptions are somewhat more detailed than those in the National Data Book.

#### The Source Book Profile

By: The Foundation Center

Available from: The Foundation Center  
79 5th Avenue  
New York, NY 10003

#### Description:

The Source Book Profile lists detailed descriptions of the 1,000 largest foundations in the United States. It is published every 3 months; information is updated every 2 years.

Foundations:

The Dole Foundation  
220 Eye Street, NW  
Washington, DC 20002  
(202) 543-6303

Description:

The Dole Foundation provides grants to promote greater economic independence for individuals with disabilities through competitive employment. The foundation promotes access to job opportunities in the marketplace and applies entrepreneurial techniques to create new jobs by expanding economic ventures. Special seed-money grants may be awarded for rural initiatives.

Funds are made available for establishing or expanding programs, enhancing the quality of services, and improving provider-oriented programs.

Grants or loans are not made available to individuals. Eligible applicants include "501(c) (3)" nonprofit organizations whose primary purpose is service to individuals with disabilities. Priority is given to applicants whose focus is on competitive employment, but consideration is also given to programs which focus on transitional, sheltered, or supported employment.

The Easter Seal Research Foundation  
2023 W. Ogden Avenue  
Chicago, IL 60612  
(312) 243-8400

Description:

The Easter Seal Research Foundation awards grants to various organizations to promote projects which combine research and rehabilitation and are significant to Easter Seal programs. The Board of Trustees selects awardees, and allocates up to \$25,000 per year for 3 years. Proposals must be submitted by March 1 or August 1 for board review.

WHAT SERVICE ORGANIZATIONS HAVE PROJECTS  
FOR INDIVIDUALS WITH DISABILITIES?

Many organizations made up of business and professional leaders in the community sponsor projects that benefit individuals with physical and mental disabilities. Because these organizations are already involved in business and economic development in your area, they may be interested in increasing employment opportunities for individuals with disabilities.

Service Organizations:

Civitan International  
P.O. Box 2102  
Birmingham, AL 35201  
(205)591-8910  
(aid to physically and mentally handicapped and special olympics)

Elks Benevolent Protection Order of USA  
2750 Lakeview Avenue  
Chicago, IL 60614  
(312) 477-2750

Lions International  
300 22nd Street  
Oak Brook, IL 60570  
(civic, benevolent)

Kiwanis Foundation  
1735 DeSales Street, NW  
Washington, DC 20036  
(civic, benevolent, fraternal)

Kiwanis International  
101 East Erie Street  
Chicago, IL 60611  
(civic, benevolent, fraternal)

Knights of Columbus  
Columbus Plaza  
New Haven, CT 06510  
(fraternal, benevolent, religious)

Pilot Club International  
P.O. Box 4844  
244 College Street  
Macon, GA 31213  
(912)743-7403  
(executive and professional women)  
(cosponsor the Handicapped Professional Woman of the Year Award  
with the President's Committee on Employment of the Handicapped)

Quota International  
1828 L Street, NW  
Washington, DC 20036  
(202)331-9694  
(executive women)  
(present Outstanding Deaf Woman of the Year Award; assist hearing  
and speech impaired)

Rotary International  
1600 Ridge Avenue  
Evanston, IL 60201  
(community service)

Sertoma Foundation  
750 Montclair Road  
Birmingham, AL 35213  
(regional center for speech and hearing impaired)

Venture Clubs of the Americas  
1616 Walnut Street  
Philadelphia, PA 19103  
(215) 732-0512  
(business and professional women)  
(student aid award for handicapped individual)

Women's Educational and Industrial Union  
356 Boylston Street  
Boston, MA 02116  
(617) 536-5651  
(career counseling, placement, assistance with independent living  
for individuals who are handicapped or elderly in the Boston  
area)

WHERE CAN I OBTAIN INFORMATION ABOUT HOW EMPLOYMENT  
AFFECTS DISABILITY BENEFITS?

One of the biggest disincentives to employment for individuals with disabilities is the fear that they may lose disability benefits or become ineligible for benefits in the future. If a job does not work out, the economic result for the individual could be devastating. In recent years, the Social Security Administration has allowed benefits and eligibility to continue until individuals become secure in their new jobs.

Individuals who have questions are encouraged to contact a claims representative at the local Social Security Administration office.

Resources:

Disability Benefits and Work (1985)

By: U. S. Department of Health and Human Services  
Social Security Administration

Available from: Social Security Administration Offices  
SSA Publication No. 05-10095

Description:

This publication discusses the relationship of Social Security, Supplemental Security Income, Medicaid, and Medicare to employment in terms of eligibility, special provisions, and payments. The pamphlet offers concise information for individuals with disabilities and their families.

Social Security Incentives to Work (1985)

By: Association of Rehabilitation Facilities

Available from: National Association of Rehabilitation Facilities  
P.O. Box 17675  
Washington, DC 20041  
(703) 556-8848

Description:

This publication highlights basic Supplemental Security Income and Social Security Disability Insurance provisions and work incentives for individuals with disabilities. The booklet also contains a glossary of terms and a listing of Social Security Administration publications.

Work Incentives for the Disabled and Blind Under the Social Security and Supplemental Security Income Programs: A Training Aid for Vocational Rehabilitation Counselors



By: U.S. Department of Health and Human Services  
Social Security Administration

Available from: Social Security Regional Offices  
SSA Publication No. 64-015

Description:

This publication provides detailed information for vocational rehabilitation professionals.

# TECHNOLOGY

This section provides information about technical innovations which support the employment of individuals with disabilities.

- Where are rehabilitation engineering centers located?
- Where can I obtain information about adapting the work environment for individuals with functional limitations?
- How can I create a barrier-free environment?
- What technical aids and assistance are available to individual with disabilities?
- How can personal computers be helpful to individuals with disabilities?
- Where can I find information on computer training?
- How can traveling be made easier for individuals with disabilities?

## WHERE ARE REHABILITATION ENGINEERING CENTERS LOCATED?

Rehabilitation engineering centers with a variety of specializations are located throughout the country. Researchers in these centers provide technical innovations which improve the quality of life for individuals with disabilities.

### Rehabilitation Engineering Centers:

Cerebral Palsy Research  
Foundation of Kansas, Inc.  
2021 North Old Manor  
Wichita, KS 67208  
(316) 588-1888  
(Specialization: Work-site modification for neurologically  
impaired individuals)

Louisiana Tech University  
Department of Biomedical Engineering  
P.O. Box 7923 T.3  
Ruston, LA 72172  
(Specialization: Innovations which allow individuals with  
physical disabilities to drive)

Southwest Educational Development Laboratory  
211 East Seventh Street  
Austin, TX 78701  
(515) 476-6861  
(Specialization: A diffusion network project)

University of Arkansas  
Board of Trustees  
Fayetteville, AR 72701  
(501) 371-1654  
(Specialization: Improving vocational rehabilitation for  
individuals in postsecondary educational programs with hearing  
impairments)

Northwestern University  
Regional Engineering Center  
633 Clark Street  
Evanston, IL 60201  
(312) 649-8560  
(Specialization: Research on prosthetics and orthotics)

Case Western Reserve University  
School of Medicine  
2119 Abington Road  
Cleveland, OH 44106  
(216) 444-4900  
(Specialization: Research on functional electrical stimulation  
for the restoration of musculoskeletal impairment)

Related Information Centers:

IMPART  
(Innovative Matching of Problems to Available Rehabilitation  
Technology)  
Texas Rehabilitation Commission  
118 E. Riverside Drive  
Austin, TX 78704  
(512) 447-0106

Rehabilitation International  
432 Park Avenue South  
New York, NY 10016  
(212) 679-6520

Rehabilitation International-USA  
1123 Broadway  
New York, NY 10010  
(212) 620-4040

World Rehabilitation Fund  
400 E. 34th Street  
New York, NY 10016  
(212) 679-2934

WHERE CAN I OBTAIN INFORMATION ABOUT ADAPTING THE WORK ENVIRONMENT  
FOR INDIVIDUALS WITH FUNCTIONAL LIMITATIONS?

The evolution of technological resources has been so overwhelming in the past 5 years that it is difficult for program staff to keep up with the changes. Adaptations and technology are available to compensate for many disabling conditions. The resources listed below will be helpful in locating new equipment and services.

Organizations:

Rehabilitation Engineering Society of North America  
4405 East-West Highway  
Suite 210  
Bethesda, MD 20814  
(301) 657-4142

Computerized Information Centers on Accommodation:

Job Accommodation Network (JAN)  
P.O. Box 468  
Morgantown, WV 26505  
1-800-JAN-PCEH

Description:

JAN is a national information and consulting service sponsored by the President's Committee on the Employment of the Handicapped. It provides information to employers about how to accommodate individuals with disabilities on the job. The toll-free number enables employers to contact trained consultants who work to find suitable cost-effective solutions to problems caused by functional impairments of individuals with disabilities. JAN also enables companies to share their knowledge and experience in accommodations with each other at no charge.

National Rehabilitation Information Center (NARIC)

Catholic University of America  
4407 Eighth Street, NE  
Washington, DC 20017  
(202) 635-5826

Description:

REHABDATA offers computerized information on various topics related to rehabilitation and independent living.

ABLEDATA is a computerized information resource center which contains entries about adaptations and rehabilitation products. REHABDATA and ABLEDATA provide about 19,000 research entries. Both are accessible via computer through a program offered by the Bibliographic Research Service, NARIC.

Resource Centers:

Maryland Rehabilitation Center  
2301 Argonne Drive  
Baltimore, MD 21218

Description:

This center serves adults with multiple and severe disabilities. It provides devices to access microcomputers (such as, switches operated by an individual's hand, foot, or head movement), evaluation, remedial training, and help with job placement.

REHABTECH

Texas Rehabilitation Commission  
118 E. Riverside Drive  
Austin, TX 78704  
(512) 445-8348

Description:

REHABTECH keeps track of the latest innovations and equipment designed to help individuals with disabilities, disseminates information, and refers individuals to other resources if necessary. Individuals who have problems that technology could remove or lessen can contact REHABTECH to find out what products are available commercially. If products are not available, individuals are referred to engineering centers and therapists who may be able to find a solution.

Independent Living Rehabilitation Unit  
College of Home Economics  
University of Nebraska-Lincoln  
Lincoln, NE 68508

Description:

The unit examines ways to overcome a variety of disabilities through the use of low-cost technology that is created for businesses, schools, and the general public. Adapting or developing computers that are currently on the market can replace disabilities with capabilities. Many products, including the ability phone which gives security and assistance through several commands, a speech synthesizer, and environmental controls, are available through the Independent Living Rehabilitation Unit.

George Washington University  
Job Development Laboratory  
Rehabilitation Research and Training Center  
2300 Eye Street, NW  
Room 240  
Washington, DC 20037

Description:

This center conducts studies in bioengineering and job accommodation to provide employers with information about how they can meet the specific needs of individuals with disabilities in the work place.

Publications:

International Directory of Job-Oriented Assistive Device Sources  
(1983)

By: Marjorie Golter, M.S., C.R.C., with a preface by  
Dr. Leonard Matheson

Available from: Lifeboat, Inc.  
14938 1/2 Ventura Boulevard  
Sherman Oaks, CA 91403  
(818) 783-6500

Description:

This book not only provides information about assistive devices but it also includes an excellent, cross-referenced collection of problem-solving ideas for accommodating the work environment to the needs of the individual. It provides information about devices based on type of disability, job title, and specific function.

Handbook for Analyzing Jobs (1972)

By: U.S. Department of Labor

Available from: U.S. Government Printing Office

Description:

The Handbook for Analyzing Jobs is a useful manual on how to do an effective task analysis of a particular job, a critical step in the successful employment of individuals with disabilities.

Designing for Functional Limitations

By: James Mueller

Available from: Job Development Laboratory  
Room 420  
2300 Eye Street, NW  
Washington, DC 20037

Description:

This workbook is designed for employers, engineers, designers, counselors, and evaluators and offers advice about how to design the work environment more efficiently. The workbook contains information about how to design environments for a variety of functional limitations, including: difficulty in interpreting information; limitations of sight, hearing, and speech; susceptibility to fainting, dizziness, and seizures; lack of coordination; limitations in stamina; difficulty in moving the head; limitations of sensation; difficulty in lifting and reaching with arms; difficulty in handling and fingering; inability to use upper extremities; difficulty in sitting; difficulty in using lower extremities; and poor balance. The workbook contains product-supplier information about specific products, as well as a useful bibliography.



## HOW CAN I CREATE A BARRIER-FREE ENVIRONMENT?

An accessible environment is essential for individuals with disabilities to function successfully. The following organizations and publications can provide useful information.

### Organizations:

National Center for a Barrier Free Environment  
1140 Connecticut Avenue, NW  
Suite 1006  
Washington, DC 20036  
(202) 466-6896

#### Description:

This center provides educational and technical assistance to organizations that are interested in creating facilities which are accessible to individuals with disabilities. The National Technical Assistance Network maintains a computerized listing of local specialists in accessibility. The center also provides slide-tape presentations on accessibility.

American Institute of Architects  
1735 New York Avenue, NW  
Washington, DC 20006

#### Description:

The American Institute of Architects publishes many guides about removing architectural barriers for the handicapped.

American National Standards Institute  
1430 Broadway  
New York, NY 10018

#### Description:

The American National Standards Institute develops standards for eliminating architectural barriers. These standards are cited as official guidelines by many federal agencies.

Architecture and Transportation Barriers Compliance Board  
U.S. Department of Health and Human Services  
Room 1010, Mary Switzer Building  
3rd and Independence Avenue, SW  
Washington, DC 20201

#### Description:

This board enforces the Architectural Barriers Act of 1968-- Section 502 of the Vocational Rehabilitation Act.

National Center for a Barrier Free Environment  
1140 Connecticut Avenue, NW  
Room 1006  
Washington, DC 20036  
(202) 466-6896 (Voice or TTY)

Description:

This national clearinghouse maintains a computer listing of accessibility specialists at the local level.

Publications:

The Guide: Facilities Evaluation and Modification Guide

By: Ronald L. Mace

Available from: Information Development Corporation  
360 St. Alban Court  
Winston-Salem, NC 27104

Description:

A three-piece training package, the book helps users decide whether facilities are accessible to individuals with disabilities and elderly individuals. Various structures are evaluated, such as parks, pools, and polling places. The guide helps users identify specific problems while avoiding unnecessary alterations.

The System: Accessible Design and Product Information System

By: Ronald L. Mace

Available from: Information Development Corporation  
360 St. Alban Court  
Winston-Salem, NC 27104

Description:

These manuals contain step-by-step advice and illustrations showing how to solve design problems. They illustrate design solutions, compare the merits of alternative designs, describe products and installation procedures; provide manufacturers' literature and product ordering information, present information on how to preserve historical buildings, and offer advice about saving money on necessary modifications.

Note: The Guide sells for \$154.90; The System sells for \$234.90. They may be purchased together for \$299.95.

Tools for Accessibility

By: National Center for a Barrier Free Environment

Available from: National Center for a Barrier Free Environment  
1015 15th Street, NW  
Suite 700  
Washington, DC 20005 (1982)

Description:

This fairly comprehensive and up-to-date bulletin lists the most significant documents on accessibility.

American National Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped

Available from: American National Standards Institute, Inc.  
1430 Broadway  
New York, NY 10018

Description:

This publication defines the specifications required to make buildings and facilities accessible to individuals with disabilities.

Architectural Barriers: Bibliography

Available from: Division for the Blind and Physically Handicapped  
Library of Congress  
Washington, DC

Description:

This valuable bibliography provides many useful references on architectural barriers and design.

Federal Contract Compliance Manual

Available from: Superintendent of Documents  
U.S. Government Printing Office  
Washington, DC 20402

Description:

The manual is the official compliance publication of the federal government.

Newsletters:

Report

National Center for a Barrier Free Environment  
1140 Connecticut Avenue, NW  
Suite 1006  
Washington, DC 20036  
(202) 466-6896

WHAT TECHNICAL AIDS AND ASSISTANCE ARE AVAILABLE  
TO INDIVIDUALS WITH DISABILITIES?

Various technical aids can provide the extra support needed to allow individuals with disabilities a wider range of job opportunities. The following organizations and publications specialize in technical aids.

Organizations:

Trace Research and Development Center, University of Wisconsin  
314 Waisman Center  
1500 Highland Avenue  
Madison, WI 53706

Description:

The center specializes in communication by providing communication systems to nonvocal individuals or those who have speech impairments. Activities include: research on communication problems, assessments, training, development and promotion of communication aids, and dissemination of current information through workshops and publications.

Bioengineering Program, Association for  
Retarded Citizens of the United States  
2501 Avenue J  
Arlington, TX 76011

Description:

The staff of the bioengineering program uses technology to adapt or create assistive devices to improve the quality of life for individuals with mental retardation (especially those with severe or profound disabilities). A technological resource library is also available.

Technology Resources  
AT&T National Special Needs Center  
2001 Route 46  
Parsippany, NJ 07054  
1-800-233-1222 (voice)  
1-800-833-3232 (TTY)

Description:

The center is designed to meet the communication needs of individuals with disabilities. It provides special services and equipment to customers, such as handsets for speech amplification or hearing amplification, portaprinters, portaviewers, emergency call systems, signaling devices, cordless telephones, directelephones for individuals with motion impairments or an

artificial larynx, adapters for hearing-aid wearers, large number decals, large number dial overlays, and raised face plates. A catalog is available.

Better Hearing Institute  
1430 K Street, NW  
Suite 600  
Washington, DC 20005  
(202) 638-7577

Description:

The institute provides information on hearing aids and assistance. Call their toll free number (800-424-8576) for more information.

Brain Information Services  
Center for Health Sciences  
University of California  
Los Angeles, CA 90024  
(213) 825-6001

Description:

The Brain Information Services Center for Health Sciences has a large selection of literature related to neurological disorders.

Green Pages  
P.O. Box 1586  
Winter Park, FL 32790  
(305) 628-0545

Description:

Green Pages concerns technological aides for individuals with disabilities.

Newsletters:

Aids and Appliances Review  
Carroll Center for the Blind  
770 Centre Street  
Newton, MA 02158  
(617) 969-6200

The Almanac  
American Orthotic and Prosthetic Association  
1444 N Street, NW  
Washington, DC 20005  
(202) 234-8400

Bulletin of Prosthetic Research  
Rehabilitation Engineering Research and Development Service  
Department of Medicine and Surgery  
U.S. Veterans Administration  
Washington, DC 20420

Bulletin on Science and Technology for the Handicapped  
American Association for the Advancement of Science  
Office of Opportunities in Science  
1515 Massachusetts Avenue, NW  
Washington, DC 20005

Communication Outlook  
Artificial Language Laboratory  
Computer Science Department  
Michigan State University  
East Lansing, MI 48824

HOW CAN PERSONAL COMPUTERS BE HELPFUL TO INDIVIDUALS  
WITH DISABILITIES?

Personal computers can help individuals with disabilities overcome some physical obstacles. The organizations and publications listed below can provide helpful information about innovative uses of personal computers.

Organizations:

Association for Computing Machinery  
11 W. 42nd Street  
New York, NY 10036  
(212) 869-7440

Description:

This group is interested in using computers to help individuals who are deaf, blind, or motor impaired.

Committee on Personal Computers and the Handicapped  
2030 Irving Park Road  
Chicago, IL 60618

Description:

This consumer-based organization provides members with technical assistance, personal computer loans, use of a resource library, and networking opportunities. The committee also designs and produces keyguards to prevent keys from being struck by mistake. It also publishes a quarterly newsletter and conducts public education meetings.

Computers to Help People, Inc.  
1221 West Johnson Street  
Madison, WI 53715

Description:

Computers to Help People, Inc., is a small business which performs accounting, billing, data entry, consulting, and software development and offers courses and one-to-one tutoring to individuals with disabilities who want to purchase and use microcomputers. The founder of the program, who is deaf and blind, has 12 years of experience with computers. The founder's colleague has limited speech due to cerebral palsy. Their standard computers have special hardware and software to enable them to communicate with one another.



California State University at Hayward  
Computer Center  
Hayward, CA 94542  
(415) 881-3099

Description:

The center specializes in computer equipment for individuals with disabilities.

Publications:

Personal Computers and the Disabled: A Resource Guide

By: Apple Computer, Inc.

Available from: Authorized Apple dealers (free)

Description:

This guide was prepared as a public service to encourage investigation into personal computer applications for individuals with disabilities. It includes articles on how the computer is helping to conquer obstacles that once limited career opportunities and job performance. The guide also provides information about how to communicate when motor and speech functions are limited. It includes a list of products available for special needs and helpful organizations.

The SIGCAPH Newsletter

Available from: Special Interest Group on Computers and the  
Physically Handicapped Association for  
Computing Machinery  
1133 Sixth Avenue  
5th Floor  
New York, NY 10016  
(212) 684-3505

Personal Computers and the Disabled (1985)

By: Peter McWilliams

Available from: Doubleday and Company, Inc.  
501 Franklin Avenue  
Garden City, NY 11530

Description:

Individuals who are deaf or blind or who have motor or learning impairments are given information about how to use personal computers to enhance the quality of their lives. A buying guide and photographs are included.

Personal Computers and Special Needs

By: Frank G. Bowe

Available from: SYBEX, Inc.  
2344 Sixth Street  
Berkeley, CA 94710  
(800) 227-2346  
(415) 848-8233

Description:

This book illustrates, through information and examples, how individuals with various physical and learning disabilities can use computers as aids for independent living, employment, and education. In addition, a resource guide provides information on personal computers, adaptive devices, and other publications.

## WHERE CAN I FIND INFORMATION ON COMPUTER TRAINING?

The availability of jobs in data processing and computer programming is increasing. The organizations listed below specialize in teaching individuals with disabilities such skills.

### Resources:

#### Business Information Processing Education for the Disabled (BIPED)

Available from: Joseph P. LaMaine  
Director of Instruction  
BIPED Corporation  
26 Palmer's Hill Road  
Stamford, CT 06902  
(203) 324-3935  
(203) 324-4823

#### Description:

BIPED is a nonprofit organization funded by over 30 Fortune 500 corporations to demonstrate that the business community can do a cost-effective job in rehabilitating individuals with disabilities.

Its goal is to place individuals with disabilities as programmers in private industry. The curriculum is designed, and revised periodically, by the business community. BIPED locations include Stamford, Connecticut, and White Plains, New York.

#### Disabled Programmers, Inc. (DPI)

Available from: Tom Puorro, President  
Disabled Programmers, Inc.  
One W. Campbell Avenue  
Palo Alto, CA 94306  
(408) 866-5818

#### Description:

DPI is a nonprofit organization which specializes in teaching individuals with disabilities data processing skills. DPI offers a 6-month training course in programming mainframes, intermediate systems, and microcomputer systems and provides job placement services.

LIFT, Inc.

Available from: LIFT, Inc.  
Computer Programming by the Severely Disabled  
350 Pfingsten  
Northbrook, IL 60062  
(312) 564-9005

Description:

LIFT is a national nonprofit organization which provides computer training and job placement for individuals with severe physical disabilities. A 6-month training program is provided at no charge to the student. Upon completion of the training program, students are hired by corporate sponsors on a yearly contract negotiated by LIFT.

Center for Independent Living Computer Training Program

Available from: Center for Independent Living  
Computer Training Program  
2020 Milvia  
Suite 470  
Berkeley, CA 94704  
(415) 849-2911

Description:

The Center for Independent Living has over 200 facilities nationwide. The computer training programs provide individuals with severe disabilities training that enables them to obtain full-time data processing jobs.

Association of Rehabilitation  
Programs in Data Processing  
P.O. Box 2404  
Gaithersburg, MD 20879

Description:

This program provides training in data processing for individuals with disabilities.

Baruch College Computer Center for the Visually Impaired  
Manufacturers Hanover Trust Company and the University of Manitoba  
Baruch College Computer Center for the Visually Impaired  
17 Lexington Avenue  
P.O. Box 264  
New York, NY 10010  
(212) 725-7644

Description:

This program provides computer training for individuals who are blind.

Control Data Institute  
Control Data Corporation  
8100 Thirty-fourth Avenue  
Minneapolis, MN 55420  
(612) 853-4748

Description:

This program trains individuals with disabilities to become computer programmers and operators.

IBM Corporation  
Federal Systems Division  
18100 Frederick Pike  
Gaithersburg, MD 20760  
301-840-4980

Description:

A project with industry grant allows this program to assist in establishing rehabilitation projects in data processing.

Medcomp Research Foundation  
2400 Reading Road  
Cincinnati, OH 45202  
513-721-3356

Description:

Medcomp Research Foundation trains individuals who are blind to become computer programmers.

Ohlone Community College  
43600 Mission Boulevard  
P.O. Box 3909  
Freemont, CA 94538  
(415) 647-2100

Description:

This program trains individuals who are deaf and blind in computer programming.

Systems Development Corporation  
3000 Olympic Boulevard  
Santa Monica, CA 90404  
(213) 829-7511, ext. 2977

Description:

This program trains individuals who are blind to become computer programmers.

U.S. National Bank of Oregon  
555 Southwest Oak Street  
Portland, OR 97204  
503-225-5981

Description:

Individuals with severe disabilities are trained in computer programming. The program also helps individuals find home-bound employment.

Vocational Training and Curriculum for Multihandicapped Youth with Cerebral Palsy

By: Wendy Pietruski, Jane Everson, Roberta Goodwyn,  
and Paul Wehman

Available from: Vocations in Technology  
School of Education  
Virginia Commonwealth University  
1314 West Main Street  
Richmond, VA 23284-0001

Description:

The Virginia Commonwealth University of Richmond, Virginia, was awarded a U.S. Department of Education contract, Vocations in Technology. The project was developed in cooperation with the Richmond Cerebral Palsy Center. The purpose of the project is to develop and implement a vocational training curriculum and training program for youth with multiple handicaps. The project

identified areas for opportunities in employment, developed a curriculum to train individuals in these areas, provided training to students and work experience in job sites in the community, and implemented a transition planning process that enabled students to obtain employment. This publication is a curriculum guide developed through the project.

## HOW CAN TRAVELING BE MADE EASIER FOR INDIVIDUALS WITH DISABILITIES?

In order to obtain employment, it is often necessary to be able to travel. Many cities, states, hotels, and airports print accessibility guides. The following publications provide information about traveling for individuals with disabilities.

### Publications:

#### Access to the World, A Travel Guide for the Handicapped

By: Louise Weiss

Available from: Facts on File, Inc.  
New York, NY

#### Description:

A publication designed to aid the traveler with a disability, it includes details about all kinds of travel. It also includes a guide about access in various cities and a list of questions for travelers with disabilities to ask hotel personnel.

#### LTD Travel

By: Marian Allen-Brownson and Mary F. Smith

Available from: LTD Travel  
116 Harbor Seal Court  
San Mateo, CA 94404  
(415) 573-7998

#### Description:

This newsletter is published quarterly and includes tested itineraries and tips for travelers with disabilities. A 1-year subscription costs \$15.00, but a sample copy is available for \$2.00. The publication emphasizes travel on the west coast.

#### Travel for the Disabled

By: Helen Hecker

Available from: Twin Peaks Press  
Box 8097  
Portland, OR 97207



Description:

This book provides important travel tips to travelers with disabilities, including how to obtain free access guides to cities and airports and where to find travel agencies that can assist individuals with disabilities.

Accessibility

By: The Minnesota Office of Tourism and Council for  
the Handicapped

Available from: Minnesota Travel Information Center  
Minnesota Office of Tourism  
240 Bremer Building  
419 N. Robert Street  
St. Paul, MN 55101  
(800) 328-1461  
(800) 652-9747 (in Minnesota)

Description:

Minnesota developed a 12-page brochure which describes activities and events taking place in the state that are accessible, provides information on organizations within the state that can be helpful, and identifies recreational services available to individuals with disabilities. It includes a variety of related travel and recreational information.

Frommer's Guide for the Disabled Traveler: The United States,  
Canada and Europe (1984)

By: Frances Barish

Available from: Pasmantier Publishers  
Simon and Schuster, Inc.  
1230 Avenue of the Americas  
New York, NY 10022

Description:

This book provides valuable information for individuals who are physically disabled and want to travel in the United States, Canada, and Europe.

## Chapter IV

### METHODOLOGY AND RESULTS

The following description of a research methodology is not traditional. It is a chronical of the procedures the researchers used to find examples of alternatives to sheltered workshop throughout the nation.

Nebraska was one of the first states to make an early transition into community-based programs for the mentally retarded. Nebraska developed a vocational education curriculum based on the theory that individuals with severe disabilities would learn work skills in sheltered workshops and then move on to other types of jobs. However, training in sheltered workshops does not result in career advancement, meaningful work, fair wages, or exposure to role models. Recently, some agencies in Nebraska have been experimenting with business-type models.

Our goal was to find alternatives to sheltered workshops, determine how the programs operate, and identify sources of information and technical assistance to help agency personnel develop least restrictive work environments for individuals with developmental disabilities.

An advisory committee, consisting of agency personnel, members of advocacy groups, and employers of the developmentally disabled in Nebraska, was established. The researchers and the members of the advisory committee worked closely on this project.

The researchers developed a questionnaire (appendix A) and sent it to human service agencies (for example, vocational rehabilitation offices, councils for the developmentally disabled, and mental health organizations) and advocacy groups in every state to locate training and placement programs for individuals with developmental disabilities.

We also designed a questionnaire for business and industry (appendix B). Originally, we planned to send this questionnaire to a random sample of the Fortune 500 companies. Instead, the Industry-Labor Council (ILC) of Albertson, New York, sent a cover letter, our questionnaire, and our postage-paid return envelope to each of its members. Most of the ILC members are also in the Fortune 500. The International Association of Business, Industry and Rehabilitation (I-NABIR), located in Maryland, provided us with a list of members and we mailed our business and industry questionnaire to them.

We asked respondents to both questionnaires to identify resources (programs, companies, and organizations) that they felt were worthy of study. Our advisory committee members identified some additional programs. Lois Rood, our consultant, contacted some businesses and agencies, and we contacted agencies that were suggested by the National Restaurant Association, the Menninger Foundation, and the Regional Rehabilitation Exchange of the Southwest Educational Development Laboratory.

Based on the information survey respondents supplied, we asked 308 program directors to describe their programs. We selected programs that looked promising and asked program directors to send us additional information.

We mailed the Program Description Information Form (appendix C) to program directors who seemed to have unusual programs that offered alternatives to sheltered workshops. We sent another questionnaire (appendix D) to the directors of 30 businesses that were operated for the benefit of individuals with developmental disabilities. Thus, some organizations responded to appendix B and C.

Next, we reviewed our list of programs with members of our advisory committee; Eric Evans, Director, Developmental Disabilities Planning Unit; Claude Whitehead, National President of the Developmentally Disabled Councils; and Brother Philip Nelan, Director of the National Restaurant Association's Handicapped Employment Program. Based upon telephone interviews with these individuals, we planned visits to some program facilities and to Washington, DC, to attend the conference of the President's Committee for Employment of the Handicapped. Budget and time constraints did not allow us to visit all of the facilities that we wanted to visit, so we conducted some telephone interviews with program personnel to obtain additional information.

We visited 22 facilities in seven states and the District of Columbia. In Connecticut, we visited the Shoreline Association for Retarded and Handicapped Citizens, Inc. In the District of Columbia, we visited some of the operations of the Fairfax Opportunity Center, which is headquartered in Springfield, Virginia. In Kansas, we visited the Kansas Elks Training Center for the Handicapped, Center Industries, and Projects With Industry, Kansas. In Massachusetts, we visited Microtek, Incentive Community Enterprises, Community Options, Inc., Bay State Skills Center, and Children's Hospital of Boston. In Maryland, we visited Community Services for Autistic Adults and Children. In New York, we visited Job Path, Fountain House, and the Industry-Labor Council Handicapped Research Center. In Nebraska, we visited facilities in three mental retardation service regions; in all cases, we visited more than one of their satellite operations. In Vermont, we visited Competitive Employment for Individuals with Mental Retardation in Rural Areas. In Virginia, we visited the Fairfax Opportunity Center and the Virginia Commonwealth University Rehabilitation Research and Training Center.

Originally, we intended to select ten models that would work for Nebraska from which to build strategies. We asked each of our program respondents to answer questions such as:

- How did you get started?
- What is your organizational structure, staffing?
- What are your purposes, goals, and objectives?
- What are your funding sources?
- What type and how many clients do you serve?
- What do you think are critical factors for a successful program?

We wanted to include some additional programs, but we simply did not receive the program descriptions in time to include them in this report.

We hope our readers will see the value of replicating our project and, thus, keep up with changes and developments. We also hope that this research and information exchange will increase networking and ultimately increase opportunities for productive employment for individuals with disabilities.

QUESTIONNAIRE ON EMPLOYING PERSONS WITH DEVELOPMENTAL DISABILITIES

1. If you were to identify two or three programs/projects in your state that you think are most innovative and successful in placing persons with developmental disabilities into an employment environment which ones would they be?  
\_\_\_\_\_  
\_\_\_\_\_
  
2. Please give us example(s) of what these programs are doing to make them work. (Give names and phone numbers of a contact person we might talk with.)  
\_\_\_\_\_  
\_\_\_\_\_
  
3. Give examples of what is needed in your state to increase employment of persons with developmental disabilities.  
\_\_\_\_\_  
\_\_\_\_\_
  
4. Are there programs operating in your state which would be alternatives to the sheltered workshop model? If so, please circle the type of model(s) below, which best describes your program(s) and give the address, contact person and phone number where we could obtain more information.
  1. Competitive employment \_\_\_\_\_
  2. On-the-job training \_\_\_\_\_
  3. Work station in industry; short-term \_\_\_\_\_
  4. Work station in industry; continuous \_\_\_\_\_
  5. Mainstreamed workshop \_\_\_\_\_
  6. Traditional workshop (machines provided) \_\_\_\_\_
  7. Traditional workshop (machines not provided) \_\_\_\_\_
  8. Agency operated business \_\_\_\_\_
  9. Simulated work facility \_\_\_\_\_
  10. Other \_\_\_\_\_
  
5. Which programs within your state utilize community or technical colleges to train persons with developmental disabilities? Please identify the more successful ones, briefly describe what they do, and list a contact person.  
\_\_\_\_\_  
\_\_\_\_\_
  
6. If you are aware of any written partnership arrangements with business and industry in your state which offer considerable potential for placement, please list and provide a contact person who could provide additional information about the arrangements.  
\_\_\_\_\_  
\_\_\_\_\_
  
7. What types of job opportunities do you think would be most successful to pursue for persons with developmental disabilities in your state?  
\_\_\_\_\_  
\_\_\_\_\_

8. Are you aware of any programs in your state that have federal contracts (i.e., food service on military installations, sheltered workshops that manufacture materials for the federal government) which provide jobs for persons with developmental disabilities? Where appropriate, please provide a contact person and phone number.

---

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9. List the two or three most innovative programs in your state that are actively involved in transitioning persons with Developmental Disabilities from high school to employment. Please provide a contact person and phone number.

---

---

10. Has your state passed legislation which acts as incentives to training and employing persons with developmental disabilities? Please explain these incentives.

---

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11. Has your state initiated any set-aside programs for purchasing contracts or jobs for persons with developmental disabilities? Please explain this program and the types of goods and/or services purchased.

---

---

12. We are particularly interested in identifying businesses which have been established by or on behalf of persons with developmental disabilities. Can you think of any businesses in your state that have been started by advocacy organizations or families for persons with developmental disabilities? Please give a contact person, address, and phone number.

---

---

13. Please list any programs outside of your state that you believe are particularly innovative in providing employment opportunities. Please give a contact person, address, and phone number.

---

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Thank you!

Please send any brochures or other information which you feel might be helpful to us.

If you are interested in receiving notice of publication of this report please fill in:

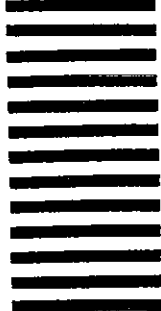
Name \_\_\_\_\_

Address \_\_\_\_\_

Please refold this questionnaire so that the "POSTAGE WILL BE PAID BY..." side is out, staple or tape the open end, and send back by November 26, 1984. No postage is necessary.



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P.O. Box 3588 Acct: 0096  
Omaha, Nebraska 68103 - 9960

## SURVEY OF EMPLOYMENT PROGRAMS FOR DISABLED PERSONS 1985

### IMPORTANT

We are interested in learning about ways to adapt, structure, and support jobs and the work environment so persons with disabling conditions may be valuable employees. We know that sometimes a firm has employees who become disabled and are continued in their employment. These experiences are useful and might possibly be applied in other companies. We want to hear about them. Please complete the survey, and if it doesn't have a response or condition that fits your experience, please write in your own comments, attach an extra sheet if necessary.

Definitions of disabling conditions can sometimes be confusing, so we have provided definitions we think might be useful, but please do not be limited by them.

#### Physically Disabled

Persons with notable physical impairments which would ordinarily prove a serious hindrance to securing employment. The impairment must be notable and relatively permanent. Impairments may be external and/or internal (i.e., heart, back, hearing, or nervous system).

#### Mentally Retarded

Mental retardation is a chronic and lifelong condition. In most cases it is an improvable handicap, involving limited, but nonetheless existing ability to learn, to be educated, and to be trained for useful productive employment.

#### Mentally/Emotionally Restored

A mentally/emotionally restored person is one who has experienced some mental or emotional difficulty, has received professional treatment either in or outside of an institution, and has been judged by competent medical authority as ready for return to his or her normal activities including employment.

#### Developmentally Disabled

*Developmentally Disabled* is a broader term that attempts to define functionally those who have a severe, chronic disability that is attributed to either mental and/or physical impairments manifested before the person reached the age of 22. This term includes mental retardation, cerebral palsy, autism, epilepsy, and others.

### BOX 1

Please answer all appropriate questions in this box

1. Indicate whether your company or organization has ever employed anyone in the disabling conditions or categories listed below by checking the appropriate box/boxes.  
 physically disabled  
 mentally or emotionally restored  
 mentally retarded  
 developmentally disabled  
 don't know  
 never employed such a person

2. Does your company have a formal program or recruitment policy to employ persons who are physically disabled, mentally retarded, mentally/emotionally restored, or developmentally disabled?  
 yes (1)                       no (2)

**If your company or organization HAS NEVER EMPLOYED anyone in ANY of these categories, PLEASE PROCEED TO box numbers 5 and 6 on page 4 and complete the last portion of the survey. Thank you!**

3. If you answered YES to question 2, does your formal program and recruitment policy include persons who are: (please check all that apply)  
 physically disabled  
 mentally or emotionally restored  
 mentally retarded  
 developmentally disabled

4. If you answered YES to question 2, please rank the factors below, in order of importance, that most contribute to your program's existence. (1=most important).  
\_\_\_ Affirmative Action Requirements  
\_\_\_ Targeted Job Tax Credits  
\_\_\_ Human Resources Programs  
\_\_\_ good public relations  
\_\_\_ meeting community needs  
\_\_\_ assisting with the labor pool  
\_\_\_ workman's compensation claims  
\_\_\_ disabled are more reliable employees  
\_\_\_ compassion for "less fortunate"  
\_\_\_ other (please specify) \_\_\_\_\_

5. If you answered YES to question 2, where within your company or organization is your program managed?  
 personnel office (1)  
 EEO/Affirmative Action (2)  
 training department (3)  
 human resource center (4)  
 other (please specify) (5) \_\_\_\_\_

6. Were specific personnel assigned to manage your program?  
 yes (1)                       no (2)

7. If you answered YES to question 6, please tell us how you established your program.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please answer the questions in this box only if you have ever employed persons who are physically disabled, mentally retarded, mentally/emotionally restored, or developmentally disabled.

8. In recruiting or hiring, did you have the assistance of any of the following training or referral agencies? (Check all that apply.)

- state employment office
- state vocational rehabilitation agency (DVR)
- local mental health or retardation program
- public or private social service agency
- transitional employment program
- public school systems
- unions
- local or regional Veterans Administration offices
- college or university placement services
- private employment agencies
- projects with industry
- veterans organizations
- private industry councils
- Job Training Partnership Act

9. Please check all statements that describe your company's involvement with training and referral agencies mentioned under question 8.

- company gets referrals from these agencies
- company personnel serve on agency advisory committee
- counselors from these agencies oversee the work adjustment of the disabled persons company hired
- company offers technical assistance to these agencies (e.g., help in designing training programs) (please specify) \_\_\_\_\_
- company has a training and employment partnership with an agency (please specify) \_\_\_\_\_
- other involvement (please specify) \_\_\_\_\_
- company subcontracts work to workshops serving persons who are disabled

10. What could training and referral agencies do to improve their relations with your company and also increase the probability of hiring their clients? (Check all that apply.)

- provide more follow-up
- provide more information regarding disabling conditions
- provide more assistance in training workers
- provide supervisors for disabled workers
- enter into contracts
- other (please specify) \_\_\_\_\_
- don't know

11. Do you have any in-house programs, such as an employee assistance program, to help the disabled employee adjust to employment?

- yes (1)
- no (2)

12. In what types of jobs were these individuals employed? (Check all that apply.)

- professional/managerial
- clerical/bookkeeping
- technical
- construction
- light manufacturing
- heavy manufacturing
- communication
- transportation
- retail sales
- wholesale sales
- repair service
- food service
- child care
- cleaning
- janitorial
- laundry/dry cleaners
- unskilled labor
- farm labor
- grounds crew
- other (please specify) \_\_\_\_\_

13. What conditions in your company have contributed to the successful employment of disabled employees? Please rank in order of importance (1=most important).

- \_\_\_ management's concern for the safety and well-being of all employees
- \_\_\_ careful placement of disabled employees to maximize their abilities
- \_\_\_ an effective safety program
- \_\_\_ cooperation of nonimpaired employees
- \_\_\_ reasonable accommodations to address the special needs of disabled employees
- \_\_\_ sensitivity of supervisors
- \_\_\_ good internal teamwork
- \_\_\_ training programs for managers/supervisors
- \_\_\_ other (please specify) \_\_\_\_\_

comments

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Please answer all the questions in this box only if your company has made accommodations for employees who are disabled.

14. What accommodations has your company made that have enabled disabled employees to perform their jobs? (Check all that apply.)

Training

- longer training cycles
handwritten communications for persons who are deaf
verbal communication of written material for persons who are mentally retarded
sign language for persons who are deaf
other (please specify)
none

Job Progression

- job simplification for persons who cannot perform all regular job functions
job restructuring to compensate for the inability to perform all job functions
reassignment to different job category
adaptation of the actual job task
designation of a job specifically for a worker who is disabled or who is from a training agency program
protection from involuntary job displacement
provisions for a career ladder for persons who are disabled
finding technological solutions to accommodation problems
other (please specify)
none

Equipment

- adapted typewriters
adapted telephones or dialing systems
talking clocks
optical readers
telephone headsets
light touch typewriters
wheel chairs
adapted vehicles
adapted machinery
CRT terminals
other (please explain)
none

Facilities

- Braille signs in elevators
modified parking
modified cafeteria
ramps
desk height
handrails
elevated chairs
automatic doors
emergency escape equipment
insurance coverage
other (please explain)
none

15. Of which accommodations listed in Question 14, do you feel the most proud? (Please explain.)

BOX 4

Please answer all the questions in this box. We are in need of your ideas and experiences in program development.

16. Is there anything else about your company's program that you would like to share with us?

17. Please provide the name of a person to contact for further information about your company's program.

Name: Title:
Address:
Telephone: (area code

18. Do you know of an interesting program from another company that you think we should learn about? If YES, please provide the name of company, contact person, address, telephone.

19. What advice would you give to other companies that are contemplating an increase in their efforts to employ workers who are disabled?



Please answer all of the questions in this box.

20. Name of your company: \_\_\_\_\_

Your name and title: \_\_\_\_\_

Telephone number: (        ) \_\_\_\_\_ Address: \_\_\_\_\_

City, state, zip code: \_\_\_\_\_

21. What type of business is your company? (Please check appropriate box or boxes.)

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> professional/managerial      | <input type="checkbox"/> educational         | <input type="checkbox"/> delivery service |
| <input type="checkbox"/> transportation               | <input type="checkbox"/> light manufacturing | <input type="checkbox"/> personal service |
| <input type="checkbox"/> heavy manufacturing          | <input type="checkbox"/> retail sales        | <input type="checkbox"/> utilities        |
| <input type="checkbox"/> wholesale sales              | <input type="checkbox"/> communication       | <input type="checkbox"/> cleaning         |
| <input type="checkbox"/> research                     | <input type="checkbox"/> processing          | <input type="checkbox"/> lodging          |
| <input type="checkbox"/> mining                       | <input type="checkbox"/> food service        | <input type="checkbox"/> health-related   |
| <input type="checkbox"/> other (please specify) _____ |  |   |

**BOX 6**

Please answer the question in this box ONLY IF YOU HAVE NEVER employed a person who is physically disabled, mentally retarded, mentally/emotionally restored, or developmentally disabled.

22. If your company has an opportunity to do so in the future, will you employ a person who is: (Check all that apply.)

- physically disabled
- mentally retarded
- developmentally disabled
- mentally/emotionally restored
- would not employ such a person

23. If you have never employed a person with disabilities in your company indicate why. (Check all that apply and add comments if you wish.)

- Nobody approached us about hiring them.
- We never thought about it before.
- We were afraid their work would be of poorer quality.
- Persons with disabilities have never applied on their own.
- We were afraid of government regulations.
- We feared additional paperwork.
- They might not be able to accomplish enough work.
- They require special training.
- They present safety problems or hazards.
- We never had any agency make referrals.
- We were concerned what other employees might think.
- We feared other employees wouldn't want them around.
- They might require special supervision.
- It might mean extra work for supervisors.
- They might have a lot of absenteeism.
- We didn't know about their work habits.
- other (Please explain.) \_\_\_\_\_

**THANK YOU FOR YOUR ASSISTANCE!**

Please include any brochures or reports that give more information on your company's approach to employing persons with disabilities.

**PLEASE RETURN QUESTIONNAIRE TO:**

Developmental Disabilities Project  
 Center for Applied Urban Research  
 PKCC 330  
 University of Nebraska at Omaha  
 Omaha, NE 68182  
 Telephone (402) 554-2764

**PLEASE RETURN THIS QUESTIONNAIRE PROMPTLY.**

Appendix C

CENTER FOR APPLIED URBAN RESEARCH

University of Nebraska at Omaha

Developmental Disabilities

Project

PROGRAM DESCRIPTION INFORMATION\*

Program or business name: \_\_\_\_\_

Organization/facility name: \_\_\_\_\_

Street/Mail Address: \_\_\_\_\_

City/State: \_\_\_\_\_ Zip Code \_\_\_\_\_

Contact Person: \_\_\_\_\_

Title: \_\_\_\_\_ Telephone ( ) \_\_\_\_\_

1. **SERVICES PROVIDED** (Please check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Job placement               | <input type="checkbox"/> Human factors engineering |
| <input type="checkbox"/> Follow along/follow-up      | <input type="checkbox"/> Psychological services    |
| <input type="checkbox"/> On-the-job-training         | <input type="checkbox"/> Personal counseling       |
| <input type="checkbox"/> Training for jobs (not OJT) | <input type="checkbox"/> Physical restoration      |
| <input type="checkbox"/> Vocational assessment       | <input type="checkbox"/> Social/rec. opportunities |
| <input type="checkbox"/> Pre-vocational training     | <input type="checkbox"/> Residential services      |
| <input type="checkbox"/> Job readiness training      | <input type="checkbox"/> Other _____               |

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\*Adapted from: Job Placement/Job Development Information Request Form of Regional Rehabilitation Exchange, Southwest Educational Development Laboratory, Austin, TX 78701

**2. CLIENT/PROFILE INFORMATION**

A. Do you serve the severely disabled? Yes \_\_\_\_\_ No \_\_\_\_\_ If Yes, what percentage of the persons you serve are severely disabled? \_\_\_\_\_%

B. How do you define severely disabled? \_\_\_\_\_

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C. What is the age range of the disabled you serve? \_\_\_\_\_ to \_\_\_\_\_ years.

D. Specific disability groups served. (Please check all that apply and indicate the number you serve annually if these data are available)

<u>Disability</u>	<u>Number Served</u>	<u>Disability</u>	<u>Number Served</u>
_____ amputation	_____	_____ deaf and blind	_____
_____ epilepsy	_____	_____ cerebral palsy	_____
_____ hearing impaired	_____	_____ visual impairment	_____
_____ or deafness	_____	_____ or blind	_____
_____ head injury	_____	_____ learning disorders	_____
_____ orthopedic	_____	_____ spinal cord injury	_____
_____ impairment	_____	_____ mental illness	_____
_____ speech disorders	_____	_____ mental retardation	_____
_____ autism	_____	_____ all disabilities	_____
_____ cardiovascular	_____	_____ neurological	_____
_____ disorders	_____	_____ disorders	_____
_____ multiple	_____	_____ dual diagnosis	_____
_____ disabilities	_____	_____ others (specify)	_____

(Note: These totals might exceed total number served because of multiple disability groups applying to a single individual)

3. **CLASSIFICATION OF PROGRAM.** How would you generally classify your program? Please circle all items below that are appropriate. If your type program is not represented, describe on reverse side.

	Model Type	Goods or Services Produced by...	Machinery & Materials Provided by...	Co-workers from...	Floor Space in...	Pay Administered by...	Disabled Supervised by...	Skill Training by...	Type of Work
A	Competitive employment	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	
B	On-the-job training	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	AGENCY	
C	Work station in Industry; short-term (enclaves)	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	AGENCY	AGENCY	
D	(PWI) Work station in Industry/ continuous	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	AGENCY	AGENCY	AGENCY	
E	Affirmative Industry mainstreamed workshop	INDUSTRY	INDUSTRY	INDUSTRY	AGENCY	AGENCY	AGENCY	AGENCY	
F	Sheltered workshop traditional workshop (machines provided)	INDUSTRY	INDUSTRY	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY	
G	Sheltered workshop traditional workshop (machines not provided)	INDUSTRY	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY	
H	Agency operated business	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY	
I	Vocational training center simulated work facility	SIMULATED	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY	
J	Job placement agency								

4. **PROGRAM DESCRIPTORS.** (Please use reverse side of sheet if needed)

A. Program purpose. What is the purpose of your program?

B. Program goals. What are the major goals of your program?

C. Philosophy. What is the philosophy which guides your program?

D. History. Please give a brief history of your program. For example, When and why was your program started? Who was responsible for its development? Did you have a mentor or some individuals or program to whom you looked for inspiration? Are there significant factors in the development of your program that others looking at information on your program should be made aware?

E. Organizational structure. Please explain how your program fits into your overall organizational structure? Is it part of a national program? Does the sponsoring organization have other programs that may be slightly different?

F. Program setting. Please describe the physical location of your program.

G. Program description. Please describe your program so that others will have a clear understanding of what your program is about.

5. **PROGRAM OPERATIONS.** (Please use reverse side if necessary)

A. Program objectives. What are the objectives of your program?

B. Governance of program. Please explain how your program is organized and managed. Include descriptions of any advisory boards or boards of directors. Who makes major decisions regarding program activities and policies?

C. Specific operations for clients (members, employee). Please describe how the typical employee (client, member) would progress through your program. Please make a flow chart showing each of the steps. The chart should show client (member, applicant, employee) from first point of contact (referral) to involvement and to exit of program.

D. Management/staffing. Please describe how the program is staffed. Include job titles and general responsibilities of personnel.

E. Coordination with other agencies or business groups. Describe how you coordinate with other agencies of your community, state, or other social groups. Explain any coordination with business or industry outside of your organization.

6. **PLANNING FACTORS** (Please use reverse side if needed)

A. Local labor requirements. Please describe to what extent your program is developed around local labor needs.

B. Future labor market. To what extent does your program staff monitor future labor needs? What future needs, if any, have been identified?

7. **FISCAL FACTORS** (Please use reverse side if needed)

This information may be useful to others who are interested in replicating your program. Detailed financial statements are not needed or desired; only those items which would be helpful to someone trying to model after your program.

A. What start-up costs or factors were involved in establishing your program? Did you have equipment or physical plant costs that others should be made aware of?



B. What is the annual operating budget for your program? \_\_\_\_\_

C. How is your program funded?

	<u>Source</u>	<u>Percentage of Total Budget</u>
City:	\$ _____	_____ %
County:	\$ _____	_____ %
State:	\$ _____	_____ %
Federal:	\$ _____	_____ %
Fees paid by clients/members:	\$ _____	_____ %
Trade Associations/Unions:	\$ _____	_____ %
Foundations/grants/contracts:	\$ _____	_____ %
Contributions/fund drives:	\$ _____	_____ %
Insurance company payments:	\$ _____	_____ %
Sale of products or services:	\$ _____	_____ %
Others:	\$ _____	_____ %

**8. PROGRAM RESULTS**

A. Training. In which occupational categories have clients (members, employees, trainees) been trained or placed into employment?

Occupational Category	Number Trained	Number Placed	Type of Job in which client is placed	Range of Wages	Fringe Benefits
Professional,					
Technical					
Managerial					
Clerical					
Sales					
Communications					
Craftsmen					
Service (custodial, food)					
Construction workers					
Farm workers					
Machine operators					
Factory bench work					
Other					

B. Training/Supervision. Who (agency/company) provided the training? \_\_\_\_\_ Supervision on the job? \_\_\_\_\_.

C. Adaptability/Transportability. Do you think your program could be replicated and work successfully in another setting?

Yes \_\_\_\_\_ No \_\_\_\_\_ Don't Know \_\_\_\_\_ Explain any unique features or constraints to which others would need to be alerted.

9. **OPINIONS** (Not necessarily related to the program under discussion)

What are the three most important things to help severely disabled individuals to move into quality employment?

1.

2.

3.

10. **PUBLICATION RELEASE.** CAUR reserves the right to edit material but will submit to the local program for final review. We would also like to list the contact person as the author of the segment of your program.

A. Do you agree to serve as the author and submit the material requested?

Yes \_\_\_\_\_ No \_\_\_\_\_

B. Do you have some black and white glossy photographs which you would like to submit for consideration as possible illustrations?

Yes \_\_\_\_\_ No \_\_\_\_\_.

Will you also be responsible for obtaining publication release for those individuals in the photographs? Yes \_\_\_\_\_ No \_\_\_\_\_.

C. I hereby agree to have our program description included in the publication which is being published by the Center for Applied Urban Research, University of Nebraska at Omaha.

\_\_\_\_\_ Date: \_\_\_\_\_

Signed

Typed Name and Title \_\_\_\_\_  
\_\_\_\_\_

APPENDIX D

University of Nebraska at Omaha

QUESTIONNAIRE ON STARTING UP A BUSINESS  
FOR DISABLED INDIVIDUALS

Business Planning and Management

1. Business Form: Proprietorship \_\_\_\_\_ Partnership \_\_\_\_\_  
Corporation \_\_\_\_\_ (Please check appropriate item.)
  
2. What type of business do you operate?
  
3. Why did you select the type of product or service you offer?
  
4. When was your business established? (Year, Date)
  
5. What educational background(s) did the organizers have?
  
6. Who (or what agency) was responsible for starting the business? Why did you start the business? (Or, please provide a brief history of the development of the business.)
  
7. What role, if any, did the community play in establishing and/or supporting the business?

8. Were parents of the disabled individuals involved in starting the business? Did any of them have previous business experience?  
Yes \_\_\_\_\_ No \_\_\_\_\_
9. Are parents of disabled involved in management and/or operation of the business?
10. What kinds of business background or experience did the organizers of the business have?
11. Did you encounter prejudice or hostile attitudes as you started your business?
12. Were outside consultants used in setting up the business?
13. Did you consult with colleges of business or university personnel regarding the business?
14. Did you conduct a feasibility study before starting your business?
15. How is the business managed? (Manager, Board of Directors, Agencies involved?) How is the agency operated on a day-to-day basis?
16. Are the management personnel disabled individuals themselves?

## Marketing

17. How did you decide upon your location for the business? Did an agency provide the floor space? Did you rent or purchase the building?
  
18. How many competitors do you have? Is your service or product unique in your neighborhood?
  
19. How do you compete with similar businesses?
  
20. How does the business market its products or services?
  
21. Do you have a "targeted" market or clientele you strive to serve?
  
22. In your advertising do you mention that the business is operated by disabled persons?

## Finance

23. How was initial capital obtained? (Bank loan, Small Business Admin. Loan, Agency sponsored capital, Equipment/operating expenses? Other) Please describe. Who in the financial arena was most helpful to work with? (Use reverse side for additional information)

24. Are any special tax advantages afforded the business by local, state, or federal governments?

#### Production/Operations

25. What types of equipment are used? Are safety precautions or equipment modifications beyond the usual safety standards necessary? Is anything else involved in operations? Please specify.

26. What types of liability and business insurance do you carry? Please specify. Were there any problems in obtaining insurance coverage?

#### Legal

27. How did you handle the legal aspects of starting up and operating your business? What is involved that a person starting this type of business should know about?

28. What types of licenses did you have to obtain? Any problems in obtaining them?

#### Personnel/Management/Staffing

29. How many employees are involved in the company? \_\_\_\_\_ What percentage have disabilities? \_\_\_\_\_% Is there a particular supervisor in charge of disabled workers? Yes \_\_\_\_\_ No \_\_\_\_\_ What types of disabilities are involved with the disabled who are employed?



30. Are disabled individuals trained on the job or do they come to the company job-ready? On-the-job-training \_\_\_\_\_ Job-ready \_\_\_\_\_ Both \_\_\_\_\_
31. What types of fringe benefits are provided employees? Is hospital insurance utilization higher for disabled than for non-disabled employees?
32. Are disabled employees salaries subsidized in any way? Yes \_\_\_\_\_  
No \_\_\_\_\_ Are the disabled employees generally self-sufficient from their employment in this business? What, if any, agencies (federal, state, community services, etc.) contribute to payment of disabled employees?

#### Accounting

33. How do you handle your bookkeeping and accounting?

\_\_\_\_\_ Own staff  
 \_\_\_\_\_ Contracted out  
 \_\_\_\_\_ Other, Please explain.

34. What is the annual business volume in dollars? \_\_\_\_\_
35. Is the business showing a profit? Yes \_\_\_\_\_ No \_\_\_\_\_ How long were you in business before showing a profit?

#### General Questions

36. What types of supportive services (transportation, counseling, socialization programs, recreational, etc.) are available to disabled employees?

37. What are the most important elements in making the business work?
38. Please list the major steps that a "typical" business person would follow in starting a business on behalf of disabled persons.
39. What advice would you give to anyone starting such a business?
40. How is starting a business for disabled compared to starting any other type of business?

**PLEASE RETURN PROMPTLY.** Mail to:

(If you have any brochures training manuals or literature describing your program, we would appreciate receiving it.)

DEVELOPMENTAL DISABILITIES PROJECT  
CENTER FOR APPLIED URBAN RESEARCH  
UNIVERSITY OF NEBRASKA AT OMAHA  
OMAHA, NE 68182-0096

(402-554-2764)





