



Practice through Research...Facilitating Integrated Employment Outcomes for Individuals with Disabilities

Issues in Supported Employment for People with Psychiatric Disabilities

Lisa A. Razzano, Ph.D. and Judith A. Cook, Ph.D.
*Mental Health Services Research Program
Department of Psychiatry, University of Illinois at Chicago*

Employment is an important priority among people with psychiatric disabilities (Cook & Pickett, 1995). Research regarding vocational rehabilitation services and employment outcomes has yielded powerful evidence that mental health consumers not only want to work, but can successfully participate in the labor market in a variety of competitive jobs (Cook & Razzano, 2000; Crowther et al., 2001). In fact, many of these studies have identified personal, as well as social, benefits of work among consumers in a number of areas, including:

- alleviating poverty (Polak & Warner, 1996);
- therapeutic gains (Bond et al., 2001);
- improvements in quality of life (Arns & Linney, 1998);
- reductions in the use of disability entitlements (Kouzis & Eaton, 2000); and
- overall decreases in the costs of mental health care (Drake et al., 1996).

Greater opportunities for people with psychiatric disabilities to enter and remain in the labor force also have been facilitated through social and scientific developments (Cook & Burke, 2002). Advancements in mental health and recovery-focused rehabilitation services and strong advocacy movements which

include consumers and their family members have asserted the right to equal employment opportunities for people with mental illnesses (Cook & Wright, 1995), and federal legislation has mandated fair hiring and reasonable accommodation practices for people with disabilities (Americans with Disabilities Act [US DOJ] 1990). Despite these advances, the overwhelming majority of mental health consumers remain outside of the American labor force. In fact, some national surveys estimate that unemployment rates among people with mental disorders are three to five times higher than among those with no disorders (Sturm, Gresenz, Pacula, & Wells, 1999).

Over the last few decades, major developments have occurred in our understanding of research-based, best practices in the field of vocational rehabilitation for people with psychiatric disabilities. Based on consensus among experts as to "what works well" for mental health consumers, a series of principles of vocational rehabilitation, rather than endorsement of any single program type or model, has emerged (Cook & Razzano, 2000). Findings from a recent multi-site, longitudinal study of diverse employment models, the Employment Intervention Demonstration Program (EIDP) (Cook et al., 2002), contribute

RSA Region V CRP-RCEP Listserv

To date there are 200 subscribers to this listserv that includes rehabilitation professionals from all six states. The purpose of this electronic discussion list is to facilitate information sharing and communication quickly and easily. If you'd like to subscribe to this free listserv, please e-mail Lynda Leach at leachlyn@uiuc.edu.

additional evidence that services grounded by these principles produce beneficial employment outcomes among people with psychiatric disabilities. One of the key principles identified involves *integrating vocational services with mental health services*, typically on teams in which service planning and delivery are done by clinical and employment staff who interact at least three times per week (Mowbray et al., 2000; Reed & Merz, 2001). Another major principle of vocational rehabilitation includes the importance of offering consumers *competitive employment placements in socially integrated settings*, rather than sub-minimum wage, subsidized, set-aside, sheltered, or unpaid work (Bond, 1998; Cook & Razzano, 1995). Studies also have shown the value of respecting *consumer choice and career preferences* in the kinds of job placements developed for consumers (Chandler et al., 1999), the need for *rapid job placement* as soon as possible after program entry (Becker et al., 1999; Bedell et al., 1998), the importance of *on-going vocational support services* with no time limits (Bustillo, et al., 2001; Cook & Rosenberg, 1994), and the inclusion of *peer-facilitated or peer-run support services* among those offered within vocational rehabilitation programs (Kaufmann, 1995).

Each of these principles characterizes elements of “supported employment” (SE) that have been specifically adapted for people with psychiatric disabilities. SE services can be organized under a wide variety of vocational and rehabilitation service delivery models and can incorporate elements of a number of different program and agency types. But unless the foregoing principles are adhered to, research shows that less positive outcomes will be achieved by service recipients.

In considering your own organization, the following questions, from a consumer toolkit on choosing the right supported employment program entitled, *Seeking Supported Employment: What You Need to Know*, developed by Cook and Petersen (2003), can assist you in determining to what extent SE services are available at your program.

1. Do at least 80% of your clients work in competitive jobs that are open to anyone who applies? Yes (✓at least 80%) or No (✗less than 80%) of clients?
2. Do at least 80% of your clients work in settings where most of the co-workers are **not** people with disabilities? Yes (✓at least 80%) or No (✗less than 80%) of clients?
3. Are there time limits on how long your program provides services after clients start working? Yes (✗) or No (✓)?
4. Does your program work with anyone interested in employment, regardless of his or her abilities? Yes (✓) or No (✗)?

5. Do at least 80% of your clients earn minimum wage or above? Yes (✓at least 80%) or No (✗less than 80%) of clients?
6. Do at least 50% of your clients get a job in the field they want? Yes (✓at least 50%) or No (✗less than 50%) of clients?
7. Does your program terminate clients from services even though clients still want to continue receiving services? Yes (✗) or No (✓)?
8. Will your agency accept clients who want to work AND keep their SSI and/or SSDI benefits at the same time? Yes (✓) or No (✗)?
9. Does your program help clients keep their jobs if they go into the hospital or need to take some time off for mental health reasons? Yes (✓) or No (✗)?
10. Will your staff talk frequently with case managers or psychiatrists if clients ask them to? Yes (✓) or No (✗)?
11. Do at least 25% of your clients have psychiatric disabilities? Yes (✓at least 25%) or No (✗less than 25%) of clients?

Drs. Lisa Razzano and Judith Cook were the instructors for the RSA Region V CRP-RCEP-sponsored Web-based course, *Employment Support for People with Psychiatric Disabilities* online course, April 21-May 30, 2003. 45 participants completed the course and participants gave high marks to the content and the instructors.

Student Comments.....

The course was excellent and the information was very helpful in my role as case manager working with individuals from all walks of life. I have already began to use some of the information gained from this course in working with my customers.

I thought the course was a good overview of the issues dealing with individuals with long-term psychiatric disabilities. This is what I anticipated from the class and it met my expectations. I thought the course design was well planned and the course assignments matched the materials presented.

12. Does your program have peer support services available from other people with mental health problems? Yes (✓) or No (X)?

Overall, the more questions where you have a "✓", the more the services at your agency reflect these core, research-based principles of supported employment.

For issues on which your response had an "X", to what extent can services be refined to move more toward the supported employment framework?

For additional information regarding research on supported employment or to obtain a copy of the *Seeking Supported Employment* toolkit, visit www.psych.uic.edu/mhsrp.

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Lisa Razzano, Ph.D. is Associate Professor of Psychiatry in the UIC Department of Psychiatry and Director of Research for the UIC National Research and Training Center on Psychiatric Disability. She has over 14 years of experience in mental health services and rehabilitation research, including projects in vocational services and employment outcomes. Dr. Razzano is the author of numerous peer-reviewed journal articles, book chapters, technical reports, and training materials regarding psychiatric rehabilitation research, and has presented outcomes and results from her own projects, as well as those of the MHSRP, at more than 100 professional conferences, federal project meetings, and consumer/advocacy organizations.

Judith A. Cook, Ph.D. is Professor of Psychiatry at the University of Illinois at Chicago (UIC), Department of Psychiatry. Currently she directs the Mental Health Services Research Program (MHSRP) which houses several federally funded centers, including the National Research and Training Center and the Employment Intervention Demonstration Program, as well as other projects that focus specifically on employment and vocational rehabilitation services research. Dr. Cook has consulted on employment and income support issues with a variety of federal agencies including the U.S. Department of Labor, the General Accounting Office, the Social Security Administration, Health and Human Services Office of the Inspector General, the Veteran's Administration, the National

Institute of Mental Health, the U.S. Department of Education, and the White House, including both the Clinton and Bush Administrations.

Online Survey about Mental Health and Personal Choice

Staff at the University of Illinois at Chicago National Research and Training Center are preparing to conduct a survey of adults who have used mental health services or have experienced emotional or mental health problems. They would like to know how much control people feel they have over their lives and important life decisions, such as where they live, what kind of work they do, and how they spend their money. They would also like to know about the role of computers and the Internet in people's lives. The results of this research will help to inform the mental health field about these important topics. The survey will be available online and will take about 10 to 20 minutes to complete. It will be voluntary and anonymous; people will not be asked for their names or other identifying information. Watch for an upcoming announcement in this newsletter and on the RSA Region V CRP-RCEP listserv providing the Web address for the survey, as well as information about participation. If you know people who may be interested in making their opinions known, please help by telling them about the Web survey and urging them to complete it when it is posted.

This survey is being sponsored by a grant from the *National Institute on Disability and Rehabilitation Research, USDOE*, and the *Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, (SAMHSA)*.

Resources on Psychiatric Disabilities from the National Research and Training Center (NRTC) on Psychiatric Disability, University of Illinois at Chicago (www.psych.uic.edu/UICNRTC)

Research-Based Principles of Successful Vocational Rehabilitation Strategies: Are These Available in Your Area?

1. People with significant psychiatric disabilities can be successfully engaged in competitive employment.

2. Vocational rehabilitation services should involve employment in integrated settings for minimum wage or above.
3. Consumers should be placed in paid jobs as quickly as possible and according to their preferred pace.
4. Ongoing vocational support should be available as needed and desired.
5. Consumers should be helped to find jobs that match their career preferences.
6. Vocational rehabilitation services should explicitly address financial planning and provider education/support around disability benefits and entitlements.
7. Vocational and mental health services should be integrated and coordinated.
8. Vocational service providers should work collaboratively with consumers to address issues of stigma and discrimination, and to help negotiate reasonable accommodations with employers.
9. Vocational rehabilitation services should be made available to all mental health consumers.
10. Vocational services should involve family and friends in supporting consumers' efforts to work.

Self-Determination for People with Psychiatric Disabilities: An Annotated Bibliography of Resources. This annotated bibliography contains references to numerous articles, monographs, unpublished reports, and books regarding self-determination, self-advocacy, and self-sufficiency for people with psychiatric disabilities and other kinds of disabilities. It also is available in manual form. (<http://www.psych.uic.edu/UICNRTC/self-determination.htm>)

UIC National Research & Training Center on Psychiatric Disability and the Self-Determination Knowledge Development Workgroup. (2002). *Self-determination for people with psychiatric disabilities: An annotated bibliography of resources.* Chicago, IL: Author.

Self-Determination Framework for People with Psychiatric Disabilities. This framework serves as a foundation for identifying values and approaches that can foster self-determination for people with psychiatric disabilities. It highlights what self-determination means, how it can be achieved, and how it can reflect the needs of people with psychiatric disabilities from a variety of backgrounds. (<http://www.psych.uic.edu/UICNRTC/self-determination.htm>)

UIC National Research & Training Center on Psychiatric Disability and the UIC NRTC Self-Determination Knowledge Development Workgroup. (2002). *Self-determination framework for people with psychiatric disabilities.* Chicago, IL: Author.

© 2002. The Employment Intervention Demonstration Program, Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. (www.psych.uic.edu/eidp)

Two Voices: Perspectives of Vocational Rehabilitation and Mental Health

Vocational Rehabilitation

Time Limited
 Rehabilitation
 Sequential Rehabilitation Planning
 Multiple Disabilities
 Readiness to Work
 Case Management
 Job Market Experts
 Targeted Vocational Approach
 Assess Functional Impairments and Severity of Limitations
 Closure Status System Defines Successful Outcome

Mental Health

Cradle to Grave
 Therapy and Support
 Comprehensive Treatment Planning
 Single Disability
 Decision to Work
 Case Management Focus
 Emotion Experts
 Holistic Bio-Psychosocial Approach
 Assess Psychiatric Symptoms and Community Functioning
 Individualized Definition of Successful Outcome

To cite the above: Cook, J.A. (2003). *Strategies for collaboration among mental health and vocational rehabilitation providers and systems.* Chicago: University of Illinois at Chicago. National Research and Training Center on Psychiatric Disability.

Supporting Vocational Staff Who Work in Mental Health Agencies

- Ensure that staff training needs are met for key areas :
 - Identifying prodromal symptoms of impending relapse
 - Developing and refining listening skills
 - Learning relevant observation skills
 - Dealing with confidentiality issues
 - Being aware of principles of psychosocial rehabilitation and recovery
 - Understanding reasonable accommodations specific to mental health consumers
- Ensure that staff feel like they are part of the team, which is especially important if they work alone or are the sole link to community-based job supports and services.
- Ensure that staff understand how their contribution is part of the mental health agency's entire recovery and rehabilitation mission.
- Ensure that staff have adequate supervision, which may require creativity on your part:
 - Your staying late or coming in early to meet with them
 - Your paying staff for their time in supervision and training
 - Your scheduling team meetings when vocational staff are available to attend
- Remember that staff must “work the edges” among consumers, employers, vocational rehabilitation, and social service settings:
 - Acknowledge that this can be stressful
 - Discuss ways to avoid professional burn-out
 - Run interference with managers from other systems when necessary

Collaboration Between Vocational Rehabilitation and Mental Health Providers: Creating Community Linkages

- Make lunch plans with colleagues from local mental health agencies and area vocational rehabilitation offices so that providers can get to know each another.
- Call at least one new service provider per month to establish linkages (outside of your own setting).
- Establish a “Training Exchange Network” to share expertise between agencies and systems.
- Set up a “Professional Round Table” for networking by exchanging business cards, program brochures, and other written information about services. Follow up by making a mailing list of the participants and circulate it to all attendees.
- Organize a “Provider Dinner Club” for networking and swapping business cards and information.
- Send vocational rehabilitation and mental health staff to local conferences together, by sharing a car or van, so that people can talk and build relationships.
- Invite mental health clients/consumers who are working to make presentations at staff trainings or professional round table meetings/events.
- Identify supportive resources outside of the mental health and vocational rehabilitation systems for consumers (e.g., church groups, Rotary Clubs, ethnic associations, community centers, etc.).
- Develop a joint mental health/vocational rehabilitation “Resource Booklet” with names and addresses of all potential referral sources for both agencies’ clients and take turns updating it with new information.

To cite the above: Cook, J.A. (2003). *Strategies for collaboration among mental health and vocational rehabilitation providers and systems*. Chicago: University of Illinois at Chicago. National Research and Training Center on Psychiatric Disability.

Web Resources for Psychiatric Disabilities

CCER - Center for Continuing Education in Rehabilitation, Western Washington University - <http://www.ccer.org/>

Center for Psychosocial Rehabilitation, Sargent College of Health and Rehabilitation Sciences, Boston University - <http://web.bu.edu/cpr>

Internet Mental Health - <http://www.mentalhealth.com>

NAMI - The Nation's Voice on Mental Illness - <http://www.nami.org>

National Institute on Mental Health - <http://www.nimh.nih.gov>

National Mental Health Association - <http://www.nmha.org>

National Research and Training Center (NRTC) on Psychiatric Disability at the University of Illinois at Chicago - <http://www.psych.uic.edu/UICNRTC/>

Teleconference - Employment Support for People with Psychiatric Disabilities

April 15, 2003

Laurie Ford

Director, Community Rehabilitation Training
Center for Continuing Education Rehabilitation (CCER)
Western Washington University (www.ccer.org)

Laurie Ford, expert in the field of employment services for individuals with psychiatric disabilities, described various psychiatric disabilities and discussed the various supports that can be accomplished through job restructuring and accommodation. Highlights from this teleconference can be found on <http://www.ed.uiuc.edu/illinoisrcep/activities/teleconf.htm>.

Common accommodations that can be made for people with long-term psychiatric disabilities include:

- Flexible scheduling
 - Part-time work or job sharing
 - Frequent or flexible breaks
 - Changes in start/finish times
 - Time off for appointments
 - Flexible policies for paid or unpaid leave

- Supervision and Job Structuring
 - Extra supervision
 - Providing written assignments or instructions
 - Breaking down assignments into smaller tasks
 - Use of checklists
 - Job coaching
 - Providing frequent feedback
- Modified Work Environment
 - Allowing employees to eat or drink as needed
 - Allowing phone calls at work for information or support
 - Work at home to minimize stimuli
 - Workspace with walls or sound barriers
 - Opportunities for movement
 - Give choices regarding work area
- Assistive Technology
 - Typewriter or PC to compensate for tremors
 - Magnifying devices, large print
 - Earphones, radio, white noise
 - Non-glare work or flooring surfaces
 - Watch, computer beeper with prompts
 - Noise modulation
 - Simple ergonomic modifications

The complete transcript of this teleconference will be on: www.ed.uiuc.edu/illinoisrcep/activities/teleconf.htm.

RSA Region V CRP-RCEP at Illinois Graduate Students . . . Invaluable Members of the CRP-RCEP Staff

Stephen Hofmann

Ph.D. Candidate, Department of Special Education
University of Illinois at Urbana-Champaign

Stephen Hofmann is currently pursuing a Ph.D. in Special Education at the University of Illinois. As a program assistant for the CRP-RCEP at Illinois, he is involved in development of an online self-determination class that will be offered this year, as well as other training and technical assistance activities. Stephen has a background in regular and special education. He was a classroom teacher for eleven years in the San

Francisco Bay area and an education consultant on many state and federal education projects. His previous project experiences include two federal Office of Special Education and Rehabilitation Services (OSERS) projects. The first one was a curriculum development/in-service training model to develop methods, materials and curriculum for children in regular education regarding a wide spectrum of disabling conditions. The second model demonstration project funded by OSERS was a self-determination project. Stephen was the coordinator of project *Able, Capable and Dependable*, through the school-to-work program within the transition department of a local California school district. His research interests include utilizing qualitative methods to investigate issues related to self-determination.

Christie Gilson

**Ph.D. Candidate, Department of Special Education
University of Illinois at Urbana-Champaign**

Christie Gilson is a doctoral student in the Special Education Department at the University of Illinois at Urbana-Champaign. Her research interests center on transition from high school to adult life for students with significant disabilities. Christie has held jobs as a coordinator of accommodations for students with psychiatric and health disabilities at Illinois State University, associate camp director for a computer literacy camp for students with physical and visual disabilities at the University of Illinois, youth advocate at Lake County Center for Independent Living, and as a consultant for independent living centers and other entities. As a graduate assistant at the University of Illinois at Urbana-Champaign, Christie has several roles including serving as a member of the RCEP team, a research assistant on a grant investigating access to the general curriculum for high school students with cognitive disabilities, and as a teaching assistant during the academic year. Being blind herself, Christie believes in the importance of giving back to the disability community. She serves as vice-president of the Coalition of Citizens with Disabilities in Illinois and is on the board of directors for the Illinois Council of the Blind and PACE Center for Independent Living in Urbana, Illinois. Understanding the vital role that mentoring plays in the lives of youth with disabilities, Christie will serve as a mentor for the Illinois Youth with Disabilities Leadership Summit in Springfield in July. His research interests include utilizing qualitative methods to investigate issues related to self-determination.

Karin Brockelman

**Ph.D. Candidate, Department of Special Education
University of Illinois at Urbana-Champaign**

Currently a doctoral student in the Department of Special Education at the University of Illinois, Karin is working on the

CRP-RCEP grant this summer. As a research assistant on this grant, she works with others developing web-based rehabilitation courses. Karin has a Master's Degree in Rehabilitation Counseling and a Bachelor's Degree in Psychology. She worked for several years at a psychiatric hospital as a mental health technician working with a diverse team of professionals to serve clients with a variety of psychiatric diagnoses. Mental health is her passion. Her own research is in the area of stigma reduction and psychiatric disability. As a person with a psychiatric disability, one who has studied psychology, and one who has worked in the field, she brings extensive knowledge to the field of rehabilitation as well as an insider perspective. Working with the team on this grant is a welcome opportunity for her to contribute to the field of rehabilitation, which has taught her to see the value that disability adds to society and to her life.

Upcoming RSA Region V CRP-RCEP Events

Descriptions with registration materials will be forthcoming for those events with incomplete information. For additional information, please contact Tony Plotner at plotner@uiuc.edu or 217-333-2325.

Teleconferences

Topic: *Matching Needs and Services: Suggestions for Inclusion of Persons Who Are Deaf or Hard of Hearing*

Date: Tuesday, July 15, 2003
2:00 - 3:00 CST

Presenter: Steven R. Sligar, Ed.D.
Vice President of Community Services
Center for Sight and Hearing
8038 McIntosh Lane
Rockford, IL 61107

Focus: Employment specialists need to be familiar with accommodations and best practices for providing employment services for people who are deaf or hard of hearing. In this teleconference, Steve Sligar will discuss ways in which programs can be made accessible, effective business practices, individual-centered service planning, employment services that include vocational evaluation, employee development, and community employment. The format of this presen-

tation will parallel portions of the *CARF Employment and Community Services Standards Manual* (2003-2004).

How to Call: Dial 217-265-8030. The only cost to you is the long-distance fee to the 217 area code.

Topic: *Diversified Funding Sources*

Date: Tuesday, August 26, 2003
2:00 - 3:00 CST

Presenter: Gary Baker
University of Missouri at Kansas City

Focus: Details forthcoming on the Web site: www.ed.uiuc.edu/illinoisrcep/teleconf.htm.

How to Call: Dial 217-265-8030. The only cost to you is the long-distance fee to the 217 area code.

Working with People Who Are Deaf or Hard of Hearing....another successful training!

One participant's comment.....

I just wanted to write you to let you know how impressed and pleased I was with the presentation. My co-worker and I are meeting with our vice president of rehabilitation services and are devising plans to revamp our procurement techniques and strategies. We are heavily emphasizing your techniques. Once again I appreciate all the input and advice you presented on June 18, 2003. We will receive a higher rate of success while using the techniques demonstrated yesterday.

Tools of the Trade Workshops

Assistive Technology in the Workplace: Seeking Solutions to Real-Life Problems for Individuals with Disabilities

Presenter: Leonard Anderson
Goodwill Industries of Greater Grand Rapids
3035 Prairie Avenue, SW
Grandville, MI 49418
July 18, 2003
Fee: \$60.00

This workshop offers the opportunity for rehabilitation professionals to update their knowledge and skills regarding assistive technology (AT) in the workplace. Mr. Anderson will overview AT and present reasonable accommodations that can be facilitated with AT, introduce real life examples of AT tools, and examples of modifications made for persons with cognitive deficits, physical limitations, and sensory impairments. In an interactive setting, participants will review basic job analysis and learn to apply these methods using AT to enhance the employability of persons with disabilities.

Job Placement in Difficult Times

Presenters: Sue Ann Morrow and Tom Sechrist
Holiday Inn Downtown Waterfront
200 W. First Street
Duluth, MN 55802-1952
July 22, 2003

Holiday Inn City Centre
220 S. Broadway Ave.
Rochester, MN 55904
July 23, 2003

IARF
206 S. Sixth Street
Springfield, IL 62701
July 24, 2003

Fee: \$60.00 (additional participants from same agency-\$40.00)

Job placement is a balancing act between satisfying the needs of the potential employee and the needs of the employer, as well as developing lasting relationships among the employee, employer, and employment agency staff. It is critical that job placement personnel assist both the potential employee and the employer to make good decisions during the employment process. In the best of times assisting people with disabilities to secure good jobs can be difficult. When times get tough the business of job placement gets significantly more difficult. This balancing act becomes even more crucial to successful employment outcomes for individuals with disabilities.

Summer Leadership Institute

Summer Leadership Institute

Presenter: Ray Price, Ph.D., University of Illinois
Illini Student Union
Champaign, IL
July 29-30, 2003
Fee: \$195.00 (includes lodging at the Illini Student Union - additional from agency - \$125.00)

This two-day leadership program for managers, supervisors, directors and other staff from community rehabilitation programs will focus on skills necessary to increase organizational effectiveness and to address key organizational challenges such as succession planning, turnover, performance management, and organizational expansion. Attendees will learn the communication skills necessary to engage colleagues at all levels in crucial conversations about performance management, goal setting, career planning, and conflict. Participants will examine an organization's capability and the leadership capacity necessary to expand and grow an organization.

Leadership in Rehabilitation Certificate Series

Performance Coaching

Presenter: Sally Siewert, M.Ed., Georgia State University

Illini Student Union

Champaign, IL

July 31 - August 1, 2003

Fee: \$125.00 (includes lodging at the Illini Student Union)

In this two-day workshop participants will examine the use of performance coaching as a tool for increasing individual and organizational effectiveness. Beginning with performance man-

agement as a core business process, participants will gain an understanding of the scope and value of performance management. Coaching is an integral part in team growth and development within the arena of performance management. The coaching relationship between the supervisor and staff members will be outlined. Participants will analyze performance discrepancies, practice giving feedback, and learn how to create an individualized action plan.

Advanced Employment Services Simulation Training

Kellogg Hotel and Conference Center

Michigan State University

E. Lansing, MI

August 10-15, 2003

Fee: \$325.00

Designed for direct-service staff who provide supported or inclusive employment services, the Advanced Employment Services Simulation (AESS) training is a week-long immersion simulation. Participants assume the role of an employment specialist for a simulated community rehabilitation agency and face many critical issues throughout the week in providing quality employment services. Using a team approach, participants will meet these challenges and take risks to solve problems and improve their skills in negotiating difficult situations. These challenges will be similar to ones encountered "back home." However, unlike working "back home," an immersion simulation offers a friendly environment for learning by doing. It is an ideal environment for discovery learning, risk taking, and "thinking outside the box." Sign up now!!

Web-based Courses

Self Determination for People with Significant Disabilities

July 7 - August 22, 2003

Fee: \$85.00

Individuals who have disabilities and professionals working with them need to have an understanding of self-determination and how it can improve one's quality of life and promote independence and improved employment outcomes. An overview of self-determination with an historical context for individuals with disabilities will be presented. The importance of having the skills to be self-determined will be presented with appropriate strategies for teaching, learning, and evaluating. For improved job retention and job development, as well as satisfaction on the part of employees with disabilities and their employer, it is important for rehabilitation professionals to understand the value and benefits of a self-determined employee.

RSA Region V CRP-RCEP at Illinois Co-Sponsored Training on *Working with People Who Are Deaf or Hard of Hearing a Big Success!*

RSA Region V CRP-RCEP at Illinois co-sponsored training in Monticello, MN, April 22, 2003, with The Center for Sight and Hearing, Midwest Centre for Post-secondary Outreach, and the Minnesota Department of Economic Security's Rehabilitation Services Branch. Dr. Steven Sligar, Vice President of Community Service at the Center for Sight and Hearing, Rockford, IL, presented "People Get Ready, There's a Train Load a Comin,'" a six-hour workshop on writing plans, providing services, and other useful information pertinent to employment of individuals who are deaf or hard of hearing. Rubin Latz and Ken Lundquist reported in the *Spotlight*, the Minnesota Rehabilitation Association newsletter, June 2003, that evaluations showed overwhelming satisfaction with the training and the accommodations.

Transition....to Post-School Success Through the CRP Partnership

August 25 - November 14, 2003

Fee: \$125.00

The purpose of this class is to provide participants with a practical guide for best practices in transition planning for persons with disabilities. The emphasis will be on the application of exemplary transition services. The class includes a brief overview, as well as several methods to write an effective Individualized Plan for Employment (IPE). It will also include person-centered planning, development of the plan, continuation of the plan throughout an individual's lifetime, evaluation of the plan, collaboration, linkages and resources, as well as linkages to help provide services such as SSI, Ticket to Work, etc. It is participatory, collaborative, useful and fun! This course will provide methods you can use tomorrow. Please sign up today for this unique opportunity!

For more information on these training opportunities, please go to the Web site: <http://www.ed.uiuc.edu/illinoisrcep/calendar/whatsnew.htm>, contact staff at 217-333-2325, or complete and return the form on the last page.

Other Region V CRP-RCEP-Sponsored Trainings

RSA Region V CRP-RCEP/IARF

Job Coach Training

August 20, 2003, Tinley Park, IL

August 21, 2003, Springfield, IL

RSA Region V CRP-RCEP/IARF

Assistive Technology

Presenter: Leonard Anderson

September 9, 2003, Tinley Park, IL

September 10, 2003, Springfield, IL

RSA Region V CRP-RCEP/INPACT

Getting More Out of Your Job Development Efforts

Crown Point, IN

September 27, 2003

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RSA Region V CRP-RCEP Staff

John Trach, Ph.D., CRC

Director and Principal Investigator

jtrach@uiuc.edu

Tony Plotner, M.S., CVE, Project Coordinator

plotner@uiuc.edu

Lynda Leach, M.S., Information Specialist

leachlyn@uiuc.edu

Kim Keller, M.S., Program Assistant

kkeller@uiuc.edu

Chanidprapa (Boom) Suriya, M.S., Program Assistant

suriya@uiuc.edu

Karin Brockelman, Program Assistant

brockelm@uiuc.edu

Stephen Hofmann, M.S., Program Assistant

shofmann@uiuc.edu

Christie Gilson, M.S., Program Assistant

cgilson@uiuc.edu

Becky Dey, Program Assistant

rdey@uiuc.edu

Betty Taylor, Administrative Assistant

ertaylor@uiuc.edu

RSA Region V CRP-RCEP

Transition Research Institute

University of Illinois at Urbana-Champaign

117 Children's Research Center

51 Gerty Drive

Champaign, IL 61820

217-333-2325

fax: 217-244-0851

www.ed.uiuc.edu/illinoisrcep

Please contact RSA Region V CRP-RCEP staff for alternate formats of this newsletter.

**RSA Region V CRP-RCEP Training
Registration Form**

Cancellation must be received in writing 7 days prior to event for refund.

Name: _____

Agency: _____

Mailing Address: _____

Phone #: _____ E-Mail: _____

Event: _____

Date: _____

Check here if you require special assistance to fully participate. Describe your needs below.

Payment Enclosed: _____ (Please make checks payable to the **University of Illinois.**)

For more Information Contact: Tony Plotner at 217-333-2325 or plotner@uiuc.edu

Send or fax your registration to: **RSA Region V CRP-RCEP**
Transition Research Institute
ATTN: Betty Taylor
117 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
Phone: 217-333-2325
fax: 217-244-0851

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117 Children's Research Center
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Champaign, IL 61820**