



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

### Investing in the Transition of Youth with Disabilities to Productive Careers

Joan Kester, CRC

Statewide Transition Specialist, Pennsylvania Office of Vocational Rehabilitation

Joan Kester delivered the keynote address at the Illinois Transition Summit, "Communities in Partnership Supporting Young Adults for Successful Transition," October 15, 2003, Springfield, IL. Sponsorship of this meeting across agencies and organizations - Illinois State Board of Education-ISBE Transition Outreach Training for Adult Living, Department of Human Services/Office of Rehabilitation Services, Illinois Association of Rehabilitation Facilities, RSA Region V CRP-RCEP at the University of Illinois, Urbana-Champaign, and the RCEP at Southern Illinois University- models the growing importance of collaboration and cooperation in the transition process.

Ms. Kester's presentation was based on the forthcoming publication, *Investing in the Transition of Youth with Disabilities to Productive Careers*, by the 28<sup>th</sup> Institute on Rehabilitation Issues (IRI) Study Group and promotes the vision of the Transition Summit.

- Empowered youth with disabilities access the community of their choice to achieve their desired careers, life-long learning, and a rich quality of life.

Why is transition one of the most critical issues in the field, across systems, today and in the future?

- *Youth with disabilities continue to experience:*
  - A high drop-out rate
  - Limited linkages with agencies prior to graduation
  - Low participation and poor completion rates in higher education
  - High unemployment rates
- *The purpose of the 28th IRI and the Illinois Transition Summit is to promote shared solutions for all partners involved in transition planning for youth with disabilities by:*
  - Practicing the spirit of the law - moving from compliance to commitment
  - Recognizing youth with disabilities as the center of the community and a valuable asset to our society, raising expectations and focusing on empowerment
  - Valuing families as equal partners in the transition process
  - Engaging community transition partners

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- Changing how we do business through community collaboration
- Developing local transition team strategies to address real-life issues
- Learning together as a transition community
- Transition partners must use the existing knowledge base, stop reinventing the wheel, and get down to the business of creating a network of support which empowers students to achieve successful post-school outcomes

Ms. Kester presented a “call to action,” talked about the make-up of the community transition team and the importance of communities of practice, emphasized leadership responsibilities of all partners, and reminded the audience of the importance of self-determination/advocacy skills by the student.

### ■ *Take Action Today:*

- Expand your knowledge of the requirements of legislation.
- Share this knowledge with others at a local, state, and national level.
- Educate youth and families, direct service staff, management and administration of all transition team partners.
- Take a leadership role.
- Be open to new ways to create a seamless system of transition.
- Identify all potential transition partners and develop a strategy to build relationships with each of them individually and collectively.
- Bring key partners to the table, and be sure to address how they can benefit from the partnership.
- Develop and implement state and local interagency agreements that facilitate collaborative transition services. (See article on page 3.)
- Build capacity and incentives through demonstration projects and shared resources.
- Sustain involvement of committed individuals by setting attainable goals and achieving them.
- Involve ALL stakeholders.
- Use evaluation information for continuous improvement.

### ■ *The Most Important Partner: The Student*

- The student’s dreams, interests, and goals should drive transition planning.
- Students should be given every opportunity to understand their options and lead the process.
- These are skills that students must develop with appropriate supports and opportunities. Depending upon their disability and its effects, levels of self-advocacy and self-

determination differ, but ALL students need to know and practice self-advocacy and self-determination skills.

- Develop an understanding of self, including strengths and needs. Be able to communicate desires, ideas, and values.
- Be able to disclose his or her disability, when appropriate and be able to request preferred accommodations.
- Understand disability culture.
- Learn and practice self-determination skills.
- Prepare to take on adult roles and responsibilities.

### ■ *Importance of Families*

- Although families come to the transition process from many different circumstances, certain kinds of information and technical assistance from VR and the transition team are essential. This includes information about entitlement versus eligibility; community supports, including agency programs, services and funding; career and employment options; post-secondary educational requirements; and community living opportunities. Families should be equal partners.

### ■ *Community Collaboration*

- Carefully nurtured partnerships contribute to an atmosphere of shared vision, beliefs and ultimately, resources.
- The collaborative process and atmosphere of trust lead to profound change in attitude and actions such as willingness to give up turf and reallocate resources, and in a recognition that effective partnerships take a great deal of time and a commitment of sustained effort.
- Many people, government agencies, and organizations have distinct roles *and* responsibilities in ensuring the successful transition of youth to productive careers.
- Intuitively, it may seem that with so many people involved successful student outcomes are inevitable.
- Transition has a multidimensional face. It becomes increasingly important to outline individual roles and responsibilities.
- In the end, everyone in society benefits from effective transition of youth with disabilities into productive careers.

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The 28<sup>th</sup> IRI publication, *Investing in the Transition of Youth with Disabilities to Productive Careers*, will be published and available on-line in the near future from the University of Arkansas - College of Education and Health Professions - Department of Rehabilitation and Research - Region 6 Rehabilitation Continuing Education Center. Please visit <http://www.rcep6.org/> to download a free copy upon its release.

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## Pennsylvania Transition Communities of Practice

**Joan Kester, CRC**

*Statewide Transition Specialist, Pennsylvania Office of Vocational Rehabilitation*

Transition in Pennsylvania is becoming a shared responsibility across agencies represented in the Individuals with Disabilities in Education Memorandum of Understanding (IDEA-MOU). Ten offices from four state departments comprise the IDEA-MOU partnership (Education, Labor and Industry, Public Welfare and Health). The IDEA-MOU identifies how services for youth with disabilities will be provided and coordinated in the state by identifying agency responsibility for services; agency financial responsibility; conditions and terms of reimbursement; procedures to address interagency disputes; and procedures for coordinating services. This agreement provided the springboard for the Transition Initiative in Pennsylvania.

The principles of Communities of Practice (COP) have been applied by creating a shared agenda to support the successful transition of students to post-secondary outcomes including post-secondary education and training, employment and community participation. A COP is a learning community that consists of cross-agency members who have a shared vision. It is goal oriented and results focused. Emphasis is on understanding each member's role, recognizing the validity of all interests and continuously asking who is not represented within the group. The COP for transition issues has gained momentum within the last several years. This COP has planned and continues to plan cross systems' events such as the Pennsylvania Disability Mentoring Day and the Pennsylvania Transition Conference. The Pennsylvania COP has received recognition at the national level from the federal Office of Special Education Programs (OSEP), the Policymaker Partnership (PMP) of the National Association of State Directors of Special Education (NASDSE), the Council for State Administrators of Vocational Rehabilitation (CSAVR) and the National Center on Secondary Education and Transition (NCSET).

This COP transcends the state IDEA-MOU Interagency Team to Local Interagency Transition Coordinating Councils and other Interagency Teams that exist in many counties. Great collaborative efforts already exist and are being supported by the State Team through cross-systems' interaction at this year's Transition Conference. A shared training agenda is planned for the upcoming year for parents, agency staff, and educators. Topics include expanding and strengthening Transition Coordinating Councils and Teams; enhancing cross-system assessment strategies; and promoting interagency self-determination practices.

For more information about this collaborative effort, please visit the Pennsylvania Training and Technical Assistance Network (PaTTAN) Web site, located at [www.pattan.k12.pa.us](http://www.pattan.k12.pa.us).

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## National Goals, the State-of-Knowledge and A National Agenda for Research on Intellectual and Developmental Disabilities: A National Invitational Conference

**January 6-8, 2003**

On the national level, the Arc of the United States convened an invitational conference, Washington, DC, January 6-8, 2003, to address, identify, and review national goals, state-of-knowledge, and a national agenda for research, evaluation and dissemination on intellectual and developmental disabilities. This conference was a collaboration among federal government agencies with primary responsibility for national goals for citizens with intellectual and developmental disabilities, national advocacy and professional organizations, leading academic centers, and others.

*Transition to Adulthood* was one of the 12 topical groups of the conference and emphasized 1.) the importance of collaboration with community agencies during the transition planning process to ensure student's and family's knowledge and

### RSA Region V CRP-RCEP at Illinois Listserv

To date there are 260 subscribers to this growing 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](mailto:leachlyn@uiuc.edu).

awareness of community options and Social Security benefits and eligibility requirements and 2.) the importance of self-determination and self-advocacy skills by individuals with disabilities. Highlights of the national goals, state of knowledge, the knowledge needed to achieve the national goals, and the emerging issues facing special educators, rehabilitation professionals, students, and families for transition include:

## National Goals

- Efforts will increase to promote self-determination and self-advocacy by students.
- Students with intellectual and developmental disabilities will have access to the general standards-based curriculum.
- Graduation rates of students with intellectual and developmental disabilities will increase.
- Schools will work with other appropriate agencies to ensure students' access to, full participation in and support for post-secondary education, employment and community living opportunities.
- Families will have informed participation in educational and life planning, decision-making and promotion of self-advocacy for their transition-age children.
- Collaboration and cross-systems links will be created at all levels to support student self-determination, self-advocacy and achievement of meaningful school, post-school and adult role outcomes.
- A qualified workforce will be available to address the needs of youth with intellectual and developmental disabilities.
- All students with intellectual and developmental disabilities will have full, active participation in all aspects of social, recreational and leisure community life.

## State of Knowledge

- Post-school outcomes for youth and young adults with disabilities are generally poor and have not improved significantly over the past ten years despite the federal mandate for transition services and higher expectations of students and their families.
- Effective policies, educational practice and personnel development programs have been established and validated, but the level of implementation and replication is low.
- Families and youth and adults with disabilities have important knowledge

and resources to contribute to the transition process and to adult life outcomes.

- Interagency collaboration in high schools is more effective when transition-related positions are funded jointly by two or more agencies.
- Stable, knowledgeable, and committed school and agency leadership are essential to establishing and maintaining transition-related programs and services.
- Supported employment strategies and techniques have enabled students with intellectual disabilities to succeed in a variety of job settings prior to graduation.

## Knowledge Needed to Achieve National Goals

- What policies and factors in policy implementation facilitate or inhibit effective processes and outcomes related to transition?
- What strategies can be identified through research and demonstration to "scale up" validated transition practices and systems to make "best practices" more common practices?
- What are the most valued post-school outcomes to serve as benchmarks to validate empirically, effective transition practices on which consensus can be established and communicated in non-jargon to all who have a stake in monitoring transition program effectiveness?
- What are the most effective approaches to monitoring and enforcing transition policy, implementation and outcomes?
- What are the differences in outcomes for students who have completed their educations, who have stayed in the family home, lived on their own, or moved into the "provider world?"

### *Transition is a team effort!*

The school-to-community connection should be the primary focus of rehabilitation counselors and other adult service providers such as developmental disabilities and community mental health agencies. Specifically, adult service providers must address the supports and services that individuals with disabilities require to live, work, and recreate as independently as possible in their community. For example, vocational rehabilitation counselors or employment specialists must work with educators to identify and develop specific assistive technology, accommodations, or modifications of worksites relevant to the student's employment and postsecondary education or training needs. Further, they should be involved in job development and placement when appropriate. Concurrently, a developmental disabilities or other community service provider should address the same issues with respect to independent living and community involvement. By identifying and providing direct services to students prior to their exit from high school, community service agencies reduce the possibility of students "falling through the cracks" and hasten the move to independence.

Kohler, P. D. (1998). Implementing a transition perspective of education. In F. R. Rusch & J. G. Chadsey (Eds.) *Beyond high school: Transition from school to work* (pp. 179-205). Belmont, CA: Wadsworth Publishing Co.

- In what ways and for what students does participating in special education and transition programs help achieve desired post-school outcomes?

## Emerging Issues

- Emphasis on academics in standards-based reform may affect graduation expectations and potential and related attitudes about staying in school
- Increased prevalence of the criminal justice system as a post-school outcome for students with disabilities
- Lack of high school level educators prepared with a focus on transition
- A need for post-school outcome measures to assess the degree to which young adults with intellectual and developmental disabilities are achieving meaningful adult outcomes

For a complete listing of sponsoring and participating organizations and for more information, resources, and updates related to this national agenda, go to: <http://www.rtc.umn.edu/goals/main/index.html>.

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## *Transition and SSA Benefits: Using Work Incentives to Promote Transition Outcomes: Guidance for the Professional Teleconference*

June 24, 2003

**Deb Russell, M.S.**

Illinois Department of Human Services, Office of Rehabilitation Services

**Debbie Shelden, Ph.D.**

Professor, Dept. of Special Education, Illinois State University

Deb Russell and Debbie Shelden, experts in the field of SSA benefits and transition, focused on a.) the importance of benefits planning and b.) the importance of collaboration between special educators and community rehabilitation professionals in the transition planning process for students with disabilities. They described the general purpose of benefits for students transitioning into adult living, how to access them, the work incentives available to students, and the actual transition "team" planning process. They emphasized the eligibility changes at a student's 18th birthday and how going from a system of entitlements (special education) to a

system of eligibility (social security) is something that has to be prepared for early in the transition process.

Highlights from the teleconference:

- Relationship of benefits to transition outcomes
  - Income support
  - Access to healthcare coverage
  - Access to long-term supports
- Accessing the benefits
  - Before age 18
  - SSI Children's
  - Title 2 minor
  - Post 18 benefits
  - SSI (Social Security Income)
  - SSDI (Social Security Disability Insurance)
  - SSDAC (Social Security Disabled Adult Child)
- Eligibility changes at 18<sup>th</sup> birthday
  - Title 2 (SSDI, SSDAC)
  - DI and DAC are only available to individuals over the age of 18.
  - If a Title 2 benefit has been received prior to the 18<sup>th</sup> birthday, it is a benefit because the individual is a minor, not because of disability.
- Title 16 SSI
  - Disability standard (definition) changes to include the impairment's impact on ability to earn money.
  - Parent's income is no longer a factor in eligibility even if the person continues to reside with their parents.
- Application for adult benefits
  - At age 18, so many parts of eligibility change that a new application must be filed or a continuing disability review conducted.
  - At age 18, the definition of disability is no longer functional in nature. It measures the impairment against earning capacity.

- Work Incentives

*How do I keep as much of the SSI check as possible and work too?*

- Earnings exclusions for students
- Individuals who are full time students (or the equivalent) and under the age of 22 are allowed to exclude up to \$1340/month in earnings (maximum

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of \$5410/year) in addition to other work incentives to minimize the impact of earnings on the SSI check.

*PASS (Plan to Achieve Self Sufficiency)*

- Plan to Achieve Self Sufficiency: PASS
  - Allows a person to set aside income and resources to accomplish an occupational goal
  - Requires a formal plan and monitoring
  - Deemed income can be used to pay for costs of PASS
  - Resources set aside do not count toward the resources test
- Disability Benefits, Work Incentives and Transition Planning
    - Include disability benefits issues in transition instruction, e.g.,
      - Impact of work on benefits
      - Responsibilities to SSA
    - Identify who will provide instruction related to disability benefits
      - Education personnel
      - Community advocates
      - Benefit planners
      - Vocational rehabilitation personnel
    - Compile documentation
      - Work and vocational training history, including supports
      - Complete medical documentation
  - Generate ideas of how work incentives can be utilized to enhance employment outcomes
    - Supports needed in current job
    - Plans for long-term career goals
    - Entrepreneurship
  - Benefits Planning, Assistance and Outreach (BPAO) Projects for RSA Region V States

BPAO Projects exist in each state. BPAO staff provides individualized analyses for those wondering what will happen to their benefits when they get a job. All benefits, including Social Security benefits, are covered by BPAO. For a complete listing of BPAOs in RSA Region V states, please go to: <http://www.ed.uiuc.edu/illinoisrcep/links/BPAOs.htm>

The PowerPoint slides from this teleconference can be found on <http://www.ed.uiuc.edu/illinoisrcep/activities/teleconf.htm>.

## ***Self-Determination, Transition, and Employment Supports Teleconference***

**May 13, 2003**

**Mike Wehmeyer, Ph.D.**

Director, Kansas University Ctr. on Developmental Disabilities  
Associate Director, Beach Ctr. on Disability, University of Kansas

Dr. Wehmeyer, noted researcher and author in the areas of secondary education and transition and self-determination, is involved with an RSA model demonstration project that infuses self-determination into the vocational rehabilitation system in Kansas in collaboration with the state vocational rehabilitation agency. He offered several definitions of self-determination, described the history and context of self-determination, and then described the Self-Determined Career Development Model. This model assists people to become their own career decision maker, to problem solve the types of supports that are needed, and to meet some of the Rehabilitation Act requirements regarding promoting choice, empowerment, and participatory planning.

Highlights from the teleconference include:

*Emphasis in Rehabilitation Act on Self-Determination*

- Findings from Congress supporting goals to promote self-determination
- Informed choice in selecting an employment outcome, specific vocational rehabilitation services to be provided under the plan, and the entity that will provide the vocational rehabilitation services

*Self-Determined Career Development Model*

- Self-regulated problem-solving to support adults with cognitive and developmental disabilities to self-direct planning, decision-making, action planning, and evaluation related to getting a job and establishing a career
- Three phases
  - Each phase has a problem to solve.
  - In each phase, consumers solve the problem by answering four questions.
  - Each solution leads to the next problem to solve.
- Participants learn employment support strategies needed to answer questions.

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### **Self-Determined Career Development Model: Phase I**

- Problem to Solve: *What are my career and job goals?*
- Questions to solve problem:
  - What career and job do I want?
  - What do I know about it now?
  - What must change for me to get the job and career I want?
  - What can I do to make this happen?
- Employment Support Strategies to Answer Questions:
  - Communication Instruction
  - Awareness Training
  - Self-Assessment of Job/Career Preferences/Abilities
  - Career and Job Exploration Activities
  - Job Shadowing and Sampling
  - Organizational Skills Training
  - Problem Solving Instruction
  - Choice-Making Instruction
  - Decision-Making Instruction
  - Goal-Setting Instruction

### **Self-Determined Career Development Model: Phase II**

- Problem to Solve: *What is my plan?*
- Questions to solve problem:
  - What actions can I take to reach my career or employment goal ?
  - What could keep me from taking action ?
  - What can I do to remove these barriers ?
  - When will I take action?
- Employment Support Strategies to Answer Questions:
  - Exploration of community resources and supports
  - Problem-solving instruction
  - Self-scheduling training
  - Self-instruction training
  - Antecedent cue regulation training
  - Decision-Making Instruction
  - Self-Advocacy Instruction
  - Assertiveness training
  - Self-Monitoring Instruction

### **Self-Determined Career Development Model: Phase III**

- Problem to Solve: *What have I achieved ?*
- Questions to solve problem:
  - What actions have I taken?
  - What barriers have been removed?
  - What has changed to enable me to get the job and career I want?

- Have I achieved what I want to achieve?

- *Employment Support Strategies to Answer Questions:*
  - Self-Evaluation Instruction

The complete transcript of this teleconference with PowerPoint slides can be found on <http://www.ed.uiuc.edu/illinoisrcep/activities/teleconf.htm>

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## **Transition Planning Can Be As Easy As 1, 2, 3!**

**Wizdom Education *TransPlanner!* and Niles Township District for Special Education #807 and Niles Township High School #219, Morton Grove, IL**

**Dennis Wiznosky, CEO, Wizdom Systems, Inc.  
Camille Mayhall, MS,CRC,DRS Transition Specialist/Supervisor**

Integrated employment outcomes don't just happen. They must be planned and they must be practiced. Wizdom Education, an Illinois company, began its involvement serving individuals with disabilities in 1999 through a grant with the U.S. Department of Education. Wizdom Education staff studied the Transition Planning Process (TPP) and worked with students and parents who often remarked "Transition is like falling off a cliff." After research by the company's special education and automation technology experts, two years of software writing, two pending patents and trials in multiple sites, the Wizdom Education *TransPlanner!* was developed. It integrates 1) Directions for life, 2) Possibilities, sometimes called resource mapping and 3) Method, i.e. specific education, training and employment activities.

How does it work? It is as easy as 1, 2, 3! 1) – Determine Directions the individual wants to go and can go, with a Web survey based on the University of Illinois' Transition Research Institute's "best practices" for student-centered transition planning, 2) – Set the Possibilities with a Web portal (*EducationLive!*) that maintains service provider information guaranteed to be relevant and current to the individual, and 3) Establish the Method with an automatically generated three-year plan that integrates Directions and Possibilities.

Camille Mayhall is in charge of the team that is piloting and implementing the *TransPlanner!* in Niles Township District for Special Education #807 and Niles Township High School #219.

*This Web-based transition planning software automatically links case managers, students and parents to community service providers based on student needs. The software is being piloted this school year with 19 high school students ages 14 ½ to 21. A symposium was held to recruit community service providers to be a part of the pilot. Twenty-five local organizations signed on to be a part of the pilot.*

*Over the summer we had students come in with their parents to complete the Web-based survey. We set up one-to-one appointments as well as group situations. The survey allowed parents and students an opportunity to discuss the students' likes, dislikes, needs, interests, goals, and dreams. Based on the answers to the survey, the TransPlanner! automatically generates a plan. It then links the student needs with service providers that may be appropriate options. A timeline is then developed of what to do (and when) during the transition period. This unique program will assist us in automating much of the planning for transitioning students. NTDSE staff are hoping this software will assist in formalizing the transition process for all students with disabilities. The goal is for case managers, families, and students to become more familiar with student transition needs and developing goals in order to meet their needs, as well as becoming aware of local community service providers. We hope that the use of the TransPlanner! will expand our access to more resources in the community.*

The Wisdom *TransPlanner!* was part of the NTDSE #807 TOTAL Project presentation at the Illinois Transition Summit, October 2003, Springfield, IL.

*TransPlanner!* is a Web-native applications that resides on the Niles server that connects with Wisdom *EducationLive!* for specific service provider information. It is accessible from any browser through Windows Explorer.

If you would like additional information about the project at NTDSE #807, please contact Camille Mayhall, Transition Specialist/Supervisor, at 847-965-2502, or [cmayhall@ntdse.k12.il.us](mailto:cmayhall@ntdse.k12.il.us) or Dr. Melinda Remaly, NTDSE Transition Specialist 847-966-8600 Ext. 1119 or [mremaly@ntdse.k12.il.us](mailto:mremaly@ntdse.k12.il.us).

If you would like additional information about Wisdom Systems Inc., Wisdom Education *TransPlanner!*, please contact Phil Vitkus, Director of Instructional Services, 630.357.3000 Ext. 3004, e-mail [robind@wizdom.com](mailto:robind@wizdom.com), or go to [www.wizdomeducation.com](http://www.wizdomeducation.com).

## References:

Kohler, P.D. (1996). *Taxonomy for transition programming: Linking research to practice*. Champaign, IL: Transition Research Institute. University of Illinois. Retrieved October 27, 2003 from the World Wide Web: <http://www.ed.uiuc.edu/sped/tri/toc.html>

Kohler, P.D. (1996). *Taxonomy for transition programming*. Champaign, IL: Transition Research Institute. University of Illinois. Retrieved October 27, 2003 from the World Wide Web: <http://www.ed.uiuc.edu/sped/tri/taximage.html>

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## Web Resources

Benefits Planning, Assistance and Outreach (BPAO) Projects for RSA Region V States - <http://www.ed.uiuc.edu/illinoisrcep/links/BPAOs.htm>

Division on Career Development and Transition (DCDT), Council for Exceptional Children - <http://dcdt.org/index.html>

National Center on Secondary Education and Transition, University of Minnesota – [www.ncset.org](http://www.ncset.org) - The following Parent Briefs can be found at <http://www.ncset.org/publications/>

- Supplemental Security Income (Part 1 of 3): A Bridge to Work (March 2003)
- Supplemental Security Income (Part 2 of 3): So You Have Decided to Apply (April 2003)
- Supplemental Security Income (Part 3 of 3): Your Right to Appeal (September 2003)

National Goals, State-of-Knowledge, and National Research Agenda: The Resource Center - <http://www.rtc.umn.edu/goals/main/index.html>

National Information Center for Children and Youth with Disabilities (NICHCY) - <http://www.nichcy.org/index.html> - The following transition guide can be found on this site:

- Defur, S.H. (2002). *Transition planning: A team effort*. (Rev. ed.) Washington, DC: National Information Center for Children and Youth with Disabilities (NICHCY) [Transition Summary 10]. <http://www.nichcy.org/pubs/transum/ts10.pdf>

National Longitudinal Transition Study-2 - (NLTS2) - <http://www.nlts2.org/>

On-Campus Outreach, University of Maryland - <http://www.education.umd.edu/oco> - *Needs assessment for students with significant disabilities* is available on this site.

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Pennsylvania Training and Technical Assistance Network (PaTTAN) - <http://www.pattan.k12.pa.us/>

RSA Region V CRP-RCEP at Illinois, Rehabilitation Information Centers and Resources - <http://www.ed.uiuc.edu/illinoisrcep/links/rehabinfo.htm>

The OHSU Center on Self-Determination - <http://cdrc.ohsu.edu/selfdetermination>

The Self-Determination Synthesis Project - <http://www.uncc.edu/sdsp/home.asp>

Social Security Online – The Work Site - <http://www.ssa.gov/work/>

TransCen, Inc. - <http://www.transcen.org/>. The following manual can be found on this site:

- Luecking, R. & Tilson, G. (2003). *A practical introduction to customized employment*. <http://www.transcen.org/Customized%20Employment.2.pdf>

The Transition Coalition at the University of Kansas - <http://www.transitioncoalition.org/>

Wizdom Education - <http://wizdomeducation.com/>

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## RSA Region V CRP-RCEP at Illinois Advisory Board and State Planning Committee Meeting

**July 28, 2003**

RSA Region V CRP-RCEP staff invited members of its Advisory Board and State Planning Committees to the University of Illinois campus for a day-long meeting to discuss future training topics and activities for RSA Region V community rehabilitation professionals. Newly identified topics with emphases on integrated employment outcomes will be incorporated into new online courses, teleconferences, workshops, and the new Management Certificate Series. Strategies for improving information dissemination to stakeholders and evaluation of project activities were suggested and are beginning to be implemented. Thanks again to those contributing members whose leadership is invaluable! Those who attended are: Steve Bixler, Illinois ORS, Paul Scher, Illinois Council of

Rehabilitation Affiliates, Sue Walter, Illinois Transition Systems Change Project, Doug Beebe, Indiana Vocational Rehabilitation, Tom Fish, Ohio Nisonger Center, Jon Alexander, MN Kaposia, Derek Nord, Minnesota Access to Employment, Tony Wong, Michigan Association for Centers of Independent Living, Harry Smith MARO Employment and Training Association, Tammy Liddicoat, Rehabilitation for Wisconsin, Inc., and Laura Owens-Johnson, Creative Employment Opportunities, Inc. and the University of Wisconsin - Milwaukee.

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## RSA Region V CRP-RCEP Transition Needs Assessment

The RSA Region V CRP-RCEP staff are committed to providing state-of-the-art training and technical assistance to community rehabilitation providers in Region V. As part of this process a short needs assessment on transition services for individuals with disabilities is enclosed. Your feedback will provide the agency perspective on transition services. Transition services have long been regarded as a service that is provided only by the public school system even though current legislation, IDEA of 1990 (Pub.L. 101-476) mandates transition services to be a “coordinated set of activities,” with the Rehabilitation Act Amendments of 1992 (Pub.L. 102-569) reinforcing this. We would like you to help us understand the status and the relationship between your agency and the schools in your area regarding the transition process. Your feedback will enable us to customize our training and technical assistance and improve transition outcomes for youth with disabilities.

We hope you can complete and return the enclosed needs assessment by November 30, 2003. Those who respond by this date will receive:

- A \$25.00 discount on one RSA Region V CRP-RCEP training.
- Entry into a drawing for publications of your choice valued up to \$50.00 - three winners.
- Survey results at your request that can help improve your agency's transition activities.

For more information, please contact Kim Keller at 217-333-2325 or [kkeller@uiuc.edu](mailto:kkeller@uiuc.edu).

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

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## Upcoming RSA Region V CRP-RCEP at Illinois Events

Descriptions with registration materials will be forthcoming for those events with incomplete information. For additional information, or to register, please contact Betty Taylor at ertaylor@uiuc.edu or 217-333-2325.

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### Teleconferences

**Topic:** Job Development Fundamentals: The Employer Meeting

**Date:** Tuesday, November 18, 2003  
2:00 p.m. - 3:00 p.m. (CST)

**Presenter:** Bill Santos  
Executive Vice President  
Employment Management Professionals, Inc.  
470 Davencourt Road  
Toronto, ON Canada M6H 2W4

**Focus:** This presentation will focus on the initial face-to-face meeting between the job developer and the employer. To have a successful meeting, the job developer should come prepared. Answers and options to the following questions will be discussed.

- What things must the job developer consider before meeting the employer?
- What is the best way to start the meeting?
- What is the most effective tool available to a job developer to get an employer to consider their organization and candidates?
- How should the job developer deal with the employer's prior assumptions about the organization and the candidates?
- What information should the job developer get from the employer?
- What should the employer be asked to do at the end of the meeting?
- How long should the meeting last?

There will be time for discussion and questions throughout the presentation.

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**Topic:** Facilitating Employment Success for Individuals with Traumatic Brain Injury

**Date:** Tuesday, December 2, 2003  
2:30 p.m. - 3:30 p.m. (CST)

**Presenter:** Laura Owens, Ph.D.  
University of Wisconsin - Milwaukee

**Focus:** Dr. Owens will discuss neuropsychological reports, assessment, working with individuals with TBI, and providing supports for them when they obtain employment.

**How to Call:** The only cost to you for RSA Region V CRP-RCEP teleconferences is the long-distance fee to the 217 area code.

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### Tools of the Trade Workshops

#### *Putting Up the Signs: Basic Marketing*

Presenter: Tom Sechrist  
Radisson Hotel Indianapolis Airport  
2500 S. High School Road  
Indianapolis, IN 46241

November 19, 2003  
Fee: \$65.00 (additional staff \$35.00)

Benefits and outcomes from this workshop for participants are many. Front-line staff will learn the basics of marketing, how to actively participate in marketing, and how to talk with customers in a way that adds value and enhances an agency's image. CRP managers will learn how to involve staff and customers in marketing efforts, how to teach staff to communicate information about the services, how to communicate with customers, and how to use cost-benefit practices to strengthen marketing efforts. Participants will come away with new skills they can put into practice immediately.

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### Management in Rehabilitation Certificate Series

#### *Recruiting, Hiring, and Retaining Quality Employees*

Presenters: Tom Sechrist and Sue Ann Morrow  
Courtyard Marriott Downtown  
30 East Hubbard St.  
Chicago, IL

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January 14-16, 2004  
Fee: \$125.00 (includes lodging)

High turnover rates continue to plague the rehabilitation field. This module focuses on specific strategies that can be used to lower this costly situation. Developing job profiles, treating employees as customers, understanding the job itself, knowing appropriate interview techniques, and finding potential employment candidates will all be addressed.

### ***Customer-Driven Marketing***

Presenter: Tom Sechrist  
Courtyard Marriott Downtown  
30 East Hubbard St.  
Chicago, IL  
February 18-20, 2004  
Fee: \$125.00 (includes lodging at the Courtyard Marriott Downtown)

A customer-driven marketing philosophy is based on creating genuine consumer satisfaction that leads to organizational prosperity and the achievement of organizational goals. In addition, organization staff need to generate greater demand for existing products and services, create new ones, better penetrate markets and create new, profitable opportunities. Techniques covered in these workshops will help to enhance the effectiveness of organizations' marketing efforts and improve their bottom line.

## **Web-based Courses**

### ***Earn CEUs and CRCs !***

Details with registration information for the following newly designed Web courses will be available soon.

- ***Orientation to Rehabilitation for New Staff (Job Coaches)***
- **Competency-Based Hiring**
- **Customer-Driven Marketing**
- **Financial Management for Rehabilitation Personnel**

*For more information regarding 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.*

## **RSA Region V CRP-RCEP Staff**

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

Cancellation must be received in writing seven 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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