

BEYOND SEVERE DISABILITY:
BEYOND SEVERE DISABILITY:
BEYOND SEVERE DISABILITY:
BEYOND SEVERE DISABILITY:

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



BEYOND SEVERE DISABILITY:
MODELS AND STRATEGIES FOR CHANGE

by

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

Project Advisory Committee

Andrea Albert-Buss, Executive Director
Epilepsy Association of Nebraska

Jason D. Andrew, Ph.D., Director
Division of Rehabilitation Services
Nebraska Department of Education

James Baulder, Job Training Program Planner
Division of Job Training
Nebraska Department of Labor

Roy Butler, Director Food Services
Nebraska Methodist Hospital

Pauline Castro, Equal Employment Opportunities/
Affirmative Action
Mutual of Omaha Insurance Company

Joseph Edwards, Commissioner
Lancaster County

David Evans, Director
State Office of Mental Retardation

James Faimon, Chairperson
Governor's Committee on Employing
the Handicapped

Deborah Johnson, Vocational Placement Director
Region III Mid-Nebraska Mental Retardation
Services

Cheri Kahrhoff, Accommodations Specialist,
Affirmative Action
Northwestern Bell Telephone Company

Kenneth Keith, Ph.D., Department of Psychology
Nebraska Wesleyan University

Marion McGee, Member
Developmental Disabilities Council
Region II

Stuart Miller, Director
Research Division Nebraska Department
of Economic Development

Philip Nelan, F.S.C., Ph.D., Director,
Handicapped Employment Programs
National Restaurant Association

Carol Olson, Area Director
South Central Developmental Services

David Powell, Executive Director
Nebraska Association of Retarded Citizens

Lyn Rucker, Executive Director
Region V Mental Retardation Services

Michael Schafer, Executive Director
League of Human Dignity, Inc.

Timothy Shaw, Executive Director
Nebraska Advocacy Services

Eric Evans, Director
Developmental Disabilities Division
Nebraska Department of Health
(ex officio)

Project Staff

Coordinator: Floyd T. Waterman, Ed.D.
Researcher: Carole M. Davis
Consultant: Lois S. Rood
Editor: Gloria Ruggiero
Research Assistants: Cathy Wells, Carol Light, Anne Miller, W. H. Gill
Word Processing: Joyce Carson, Loni Saunders, Joyce Turner
Office Support: Betty Mayhew, June Turner
Cover Design: Andrew Barela

Project Monitor

DeAnn Hughes
Developmental Disabilities Grant Management Unit
Nebraska Department of Health

This research project was conducted under a grant (NE 850-729161) funded by the Nebraska Department of Health. Researchers were encouraged to express opinions freely and to carry out the research as contracted. However, the opinions expressed do not imply policy or official approval by the Nebraska Department of Health and they do not reflect official policy of the University of Nebraska at Omaha.

November 1985

Center for Applied Urban Research
College of Public Affairs and Community Service
University of Nebraska at Omaha
Vincent J. Webb, Ph.D., Director

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.

CONTENTS

	<u>Page</u>
Chapter 1	1
INTRODUCTION	1
The Meaning of Work	2
Historical Overview	3
Chapter 2	7
INDIVIDUAL VOCATIONAL PLANNING—TRADITIONAL AND ALTERNATIVE APPROACHES	7
The Traditional Continuum	7
Limitations of the Traditional Approach	9
Punishing Success	11
An Alternative Approach—Supported Employment.....	12
Chapter 3	17
POSSIBLE PROGRAM MODELS	17
Factors Relating to the Vocational Environment.....	17
Model Types	18
Model Comparisons	25
Chapter 4	30
INDUSTRY AND HABILITATION—A WINNING RELATIONSHIP	30
How Industry Can Help Rehabilitation	30
Providing Competitive Employment for Individuals with Disabilities...	30
Providing Supported Employment for Individuals with Disabilities...	30
Communication in Developing Partnerships	34
How Rehabilitation Agencies Can Help Industries	35
The Winning Partnership	38
Guidelines for Working with Industry	39
Major Factors for Success	41
Conclusions	42
FOOTNOTES	43

Chapter 1

INTRODUCTION

It is important to acknowledge the kind of work we do
because **we are what we do, and what we do** shapes society. (J. Naisbitt)

This is a monograph about new careers for individuals that society has labeled disabled. It is not, however, about disabilities. Instead, it describes how society can effectively use the unique capabilities of each individual in the work place.

The principles outlined in this monograph could apply to any individual, not just those who have mental, physical, or emotional impairments. We believe that in the future successful career development will be the same for all individuals. Career planning which meets the needs of individuals with severe disabilities is presented as an alternative to the segregated workshop model of the past.

Individuals with mental or physical limitations have much to contribute to society. Individuals who are labeled "handicapped" are as diverse in their talents, interests, and abilities as any other segment of society. Many of these individuals have the ability to perform valuable functions for employers. But, these individuals need challenging jobs, appropriate and adequate training, and consideration for their limitations in the job matching and training process.

conditions. Instead, they have been the stereotypes, expectations, and attitudes of individuals who do not have disabilities. These prejudices have resulted in individuals with disabilities being excluded from the experiences they need to qualify for and obtain jobs. They have also been victimized by a rigid model that has not kept pace with a changing society.

Throughout the country, new careers are being developed for individuals with disabilities, and technology is being applied to compensate for physical and mental limitations. These new approaches should be nurtured. However, there are far too many places where the old traditional models are being used and not working. Consumers, advocates, agencies, and employers are seeking more successful models. In this monograph we present new methods that have been effective. We ask decisionmakers to consider and, perhaps, implement these methods.

Individuals, rehabilitation professionals, and employers are committed to changing traditional approaches to career planning for individuals with disabilities. The technology is available to analyze and structure jobs, adapt environments, and match and train individuals who are severely disabled. The goal is to make this new model the norm rather than the exception.

The old, traditional, segregated workshop model is expensive, and it does not consider the needs of employees with severe disabilities or the needs of employers. Individuals with severe disabilities should be trained well; in the long run it is cost-effective. The cost of change is small. The price we

pay for not changing is high, it fosters lifelong dependence, and it is morally debilitating.

The Meaning of Work

Individuals with disabling conditions have the same needs for basic subsistence and self-actualization as other members of society. Because their basic needs are the same, it is important that individuals with disabilities have the opportunity to secure challenging work. Work not only provides us with the basic necessities of life, but it has many other meanings for the average adult.

Identity

What we do helps to define who we are. Work gives us an identity and a place within our community. It provides us with a social role and a social status. When we meet people socially one of the first questions we ask is, "What do you do?" Our occupation is important to us and others because it tells others something about who we are, what we know, what we are able to do, the associations we have, and our values.

Social Contacts

Work is important because it provides us with many of our social contacts. Although we have more labor-saving devices today than in previous years, work consumes more of our total energy. In previous years, our social contacts centered around the community where we lived, our families, and our church. Today, the work place often determines where we live and with whom we spend our time; most of our affiliations depend upon the work place.

Work as a Social Value

In America, work is not only a way to make a living, it is a social value in and of itself. Individuals who are unemployed are seen as misfit, lazy, or indulgent. They are considered as takers rather than contributors in our society. Individuals who work hard are valued and respected. Work is often the basis from which we judge an individual's total character. There is a belief in America that individuals who work hard will achieve. If individuals do not achieve, it is believed that it is because they have not worked hard enough.

Work and Creativity

The work place becomes the major outlet for an individual's creativity. Today, because adults spend most of their time working and because in most households both adults work, individuals expect their jobs to provide their material and nonmaterial needs. For many, work is a means to self-actualization as an individual. People expect challenge and creativity in their work.

Work and Choices

Independence and self-sufficiency are valued characteristics in our society. Work provides most individuals with autonomy in their lives. Work

increases our choices in other aspects of living, such as where we live, our life-style, our friends and associates, and how we spend our leisure time. Work is also the means to social, economic, and geographic mobility.

So, work is not just a means to basic subsistence. It is a social value that is important in developing our character. It gives us an identity and a place in society. It helps us to actualize our personal uniqueness, and it expands our choices in all aspects of our lives.

In addition to serving the psychological needs of individuals with disabilities, employment provides many other benefits, such as greater independence, autonomy, and self-sufficiency. The family gains a contributing member to the family unit. The employer maintains reliable, capable, motivated, and safety-conscious employees (1).* The community benefits from an increased number of taxpayers, and a decreased number of tax recipients receive public subsidies for less time.

Historical Overview

Traditionally, individuals with severe disabilities have been excluded from participating in our nation's work force. The alternatives for these individuals have been institutionalization, dependent care at home, placement in nursing homes, or full-time care in medical facilities.

Efforts to provide vocational training and employment improved conditions but still resulted in discrimination against workers with disabilities. In many institutions, residents provided the labor for agricultural activities and ongoing service and maintenance functions, but they did not receive fair compensation for their labors. This condition, known as peonage, existed until 1966, when the provisions of the Fair Labor Standards Act were applied to institutions (2). Peonage in institutions, however, was not challenged successfully until 1973 (3).

When individuals with severe disabilities were moved out of institutions and into the community, generally, they were placed in adult day-care centers where they performed make-work activities. Frequently, they were not paid. Many of the programs were combined with children's programs, and often children's activities were provided. Some of these facilities still exist in the United States.

The slogan, "real pay for real work," became popular during the sixties and seventies. Sheltered, segregated workshops became the solution to the problem and developed across the nation. Many of these opportunity centers were started by concerned parents of individuals with disabilities.

In many of the centers, clients performed pretend work and they were not paid. Others made items that were labeled "made by the handicapped." The handicapped, however, did not receive the profits in many cases. When sheltered workshops tried to obtain contract work from local industries,

Underscored numbers in parentheses refer to footnotes at the end of this report.

problems arose when they did not bid competitively. Therefore, the workers were underpaid.

In an attempt to make sheltered workshops more productive, individuals who could have been employed competitively were often kept at the workshop. Bigger and better sheltered workshops were the signs of success among professionals in vocational training. Employment in the workshop became the ultimate goal for most individuals with severe disabilities. This helped to foster an attitude among vocational rehabilitation personnel that individuals with severe disabilities could not become employed in the competitive work force.

Individuals with severe disabilities were also discriminated against in competitive employment. Those who were lucky enough to get jobs were sometimes taken directly from institutions and placed in jobs that were not covered by the Fair Labor Standards Act (prior to the 1966 amendments). Therefore, many individuals with disabilities were not paid adequate wages.

Several issues resulted in long-term discrimination against full participation in the work force by individuals with developmental disabilities.

- Environmental segregation—Individuals with disabilities have been denied equal opportunity because, traditionally, they have been institutionalized (either in long-term care facilities or in segregated workshops).
- Public attitude—Many stereotypes exist about the abilities of individuals with disabilities. Myths prevail that they are child-like and incapable of learning a marketable skill, that individuals with physical disabilities need special medical care, and that all individuals who are mentally ill are dangerous and deviant and need to be isolated from the rest of society.
- Employee selection criteria—Individuals with developmental disabilities often have limited access to employment because the testing and selecting processes require educational diplomas or degrees. However, these prerequisites are often irrelevant to the individual's ability to perform the job. Historically, individuals with physical and mental disabilities have been barred from public educational systems, this made it impossible for them to receive the training they needed to qualify for many jobs.
- Safety concerns—Individuals with disabilities have been denied job access because employers often feel that these individuals represent a safety risk, that they will jeopardize the safety of the nondisabled employees, and that they will increase the company's insurance rates.
- Job complexity—Job functions are often grouped in such a way that individuals with mental or physical disabilities have difficulty performing parts of the job. Tasks that require transporting material and reaching and lifting may limit opportunities for individuals with physical disabilities. Tasks requiring addition, subtraction, and reading abilities may limit opportunities for individuals who are

mentally retarded, although these tasks may be a minor part of the job.

All of the factors mentioned previously contribute to the perception that individuals with disabilities are unable to compete in the work force and participate in society with nondisabled individuals. The sheltered workshop, in many cases, has become the stopping point for individuals with disabilities. Community-based programs, once the dream of the future, may become the institutions of the next few years, unless we begin to create an array of vocational services that allow individuals with developmental disabilities access to training programs and real work environments.

America's Hidden Work Force

In 1976, the U.S. Department of Labor reported that 145,000 individuals with physical and mental disabilities worked in sheltered workshops. In 1975, these individuals earned more than \$100 million, generally performing subcontracting work for businesses and Industries. A few individuals were also employed in light manufacturing and some in service occupations.

Most of these individuals were hidden from the mainstream of society. Their wages increased by only 7 percent from 1968 to 1976, compared with a 44-percent increase in the minimum wage set by the Fair Labor Standards Act. The average workshop client earned 43 cents an hour, worked about 20 hours a week on contract work, and received monthly earnings of about \$31.

Half of these individuals depend on supplemental support income, and some depend on their families for survival. About 12 percent of workshop clients advance to competitive employment. Only 7 percent of individuals with severe disabilities from work activity centers obtain competitive employment.

Individuals in sheltered workshops have a variety of disabilities and they often have multiple disabilities. But, 80 percent of the workshop clients are either mentally retarded or mentally ill. Cerebral palsey and neurological disorders are also prevalent disabilities among workshop clients. Only 20 percent of the workshop clients have physical disabilities (4).

Some workshops are exemplary programs, capable of sophisticated manufacturing techniques; their employees can perform the most difficult contract work. Other workshops lack the equipment, facilities, and expertise to perform even the most elementary industrial operations, and their clients are dependent on simple crafts and handwork.

In 1983, the U.S. Commission on Civil Rights reported that 50-80 percent of working age adults with disabilities were jobless (5). Individuals waited for a long time to gain admittance to sheltered workshops. In 1984, the Office of Special Education and Rehabilitative Services reported that 250,000-300,000 students leave special education programs in public schools each year (6). The cost of providing special educational services is high. Yet, most of this investment is wasted because there are no vocational training programs for adults.

Issues Today

Specific problems face us today. A growing number of individuals with severe disabilities need job opportunities and vocational training because they have been moved from institutions to communities. Public schools are graduating more individuals with disabilities because in 1975, Public Law 94-142 mandated education for them. While the need for services is increasing, the availability of funding for these services is decreasing at the local, state, and federal levels. The lack of revenue is creating more competition among agencies for limited funds.

At the same time, industry is facing higher costs of production, marketing, transportation, and labor. The prevailing attitude is that expensive government regulations concerning safety, health, and environmental protection are interfering with the ability of businesses and industries to make a profit. In addition, the nature of the U.S. economy is changing; it is moving away from a manufacturing economy toward a service and information economy. All of these factors influence the ability of old, traditional, training facilities to place individuals with disabilities in local businesses and industries.

The segregated model, as used throughout the country, is unable to respond to changes in the economy or to meet the expanding needs of individuals with severe disabilities. Currently, Americans are building a more positive value base for individuals with disabilities and supporting their rights to equal employment opportunity and access into the mainstream of society.

It is time for professionals, employers, advocates, and politicians to break their perceptual blocks of individuals with disabilities. To quote an eminent advocate of individuals with severe disabilities, Dr. Marc Gold, "Try another way."

The time for change is here. Economic necessity requires that we reduce the amount of public money spent to support segregated programs which foster lifelong dependence. Transformation of the economy requires that we change the ways in which we prepare individuals with disabilities for employment. Technology has now provided us with a wide range of options to compensate for functional limitations, and a strong, positive value base encourages individuals with disabilities to participate in the mainstream of community life. As Alvin Toffler said, "Values and necessity are coming up on the same side. We experience change when there is a confluence of changing values and economic necessity" (7).

The traditional vocational model, a continuum that requires an individual to move from evaluation, to training, to a work activities center, to a sheltered workshop or a competitive job, has been unable to accommodate many individuals with severe disabilities or multiple disabilities. Most of these programs require that individuals meet entrance and exit criteria before they are considered employable. Many of the programs have become bottlenecked, resulting in waiting lists of individuals who need services. Individuals with severe disabilities have not moved through this continuum successfully.

Chapter 2

INDIVIDUAL VOCATIONAL PLANNING— TRADITIONAL AND ALTERNATIVE APPROACHES

It is generally agreed that the purpose of vocational rehabilitation is to place individuals with disabilities into jobs. Yet, in reality, this does not happen for most individuals. For the few who have become employed, frequently the jobs have been low status, low paying positions with no opportunity for upward mobility. For the most part, vocational rehabilitation has one model of training (segregated workshops) and one model of placement (competitive employment) for individuals with severe disabilities. These models have many limitations.

The Traditional Continuum

In most vocational rehabilitation programs the process is conceptualized as a continuum, a series of steps of achievement leading from one phase to another and often from one physical facility to another. Each step has entrance and exit criteria that lead the client toward the goal of competitive employment (figure 1).

The preadmittance stage may be referred to as prevocational training. The individual learns self-care, community access, and self-preservation skills. After individuals learn these skills, they enter the vocational rehabilitation process. This process consists of an evaluation phase; a training phase; and a decision phase, where a vocational rehabilitation professional decides to place the individual into competitive employment, a sheltered workshop, or a work activity center (figure 2).

Figure 1. Traditional Conceptual Diagram

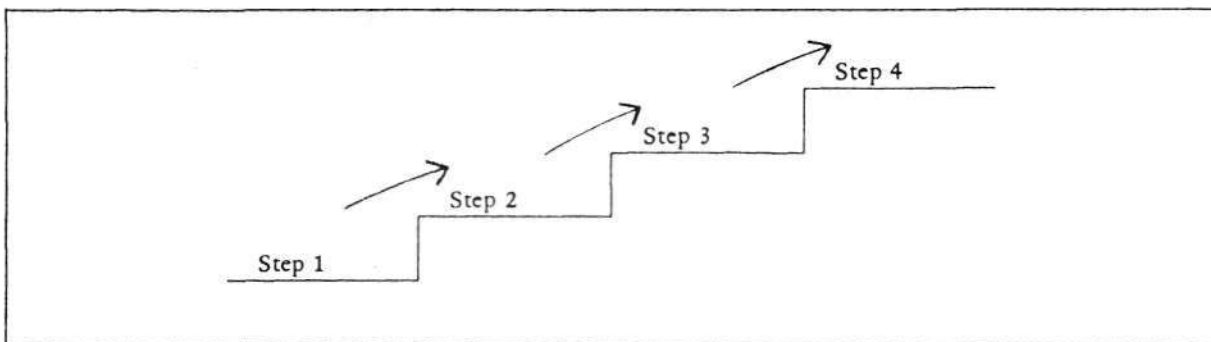
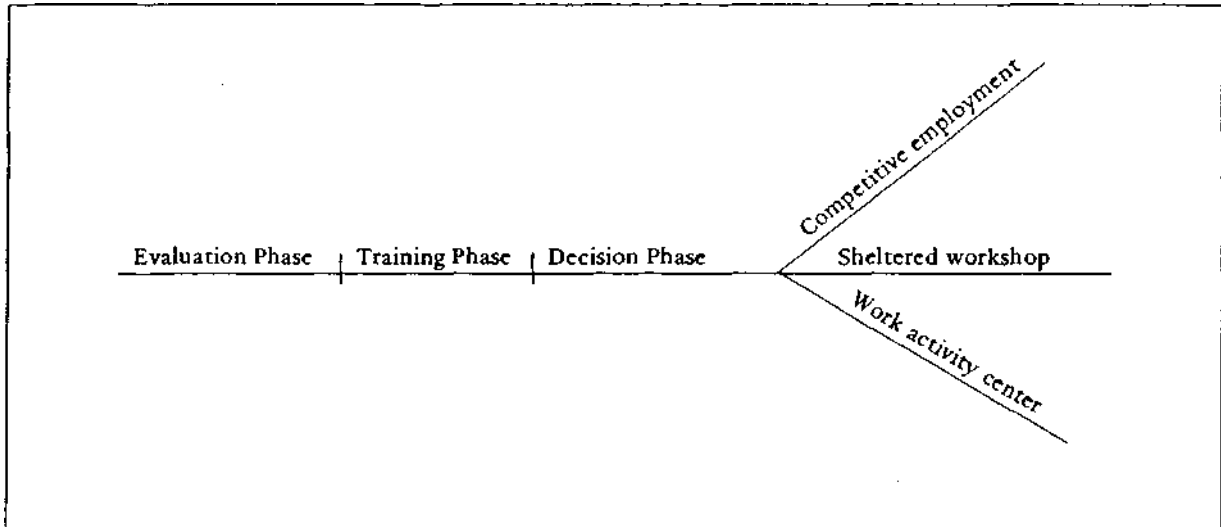


Figure 2. Traditional Continuum and Decisionmaking Process



If the individual can produce at a competitive rate, is reliable and dependable, and has no difficulty in adjusting socially, the individual is deemed employable and considered for job placement and follow-along services. If the individual cannot produce at a competitive rate, is not dependable or reliable, or has difficulty adjusting socially, but produces significantly, the individual enters a sheltered workshop. Individuals who are considered inconsequentially productive are placed in work activity centers.

The traditional approach to the individual program planning process has been to assess the individual, identify the individual's skills and behavioral deficits, and then develop a plan to correct the individual's deficits, usually in a developmental sequence. Individuals are moved physically from one facility to another as their skills increase (figure 3).

Figure 3. Traditional Approach to Assessment and Individual Program Planning

1. Use standardized assessment tools to determine eligibility.
2. Conduct behavioral checklist assessments to determine the individual's skills and behavioral deficits.
3. Develop a plan to correct the individual's deficits in a developmental sequence.
4. Move individuals from one facility to another, based on entrance and exit criteria, as deficits are corrected.

Limitations of the Traditional Approach

The traditional approach has many limitations which directly affect the opportunities for trainees, restrict the programs of agencies, and inhibit the ability of industries to use the skills of individuals with disabilities.

Limitations to the Trainee

Work performed in segregated workshops often does not have a counterpart in industry, and it is often repetitive and unchallenging. The variety of work performed by trainees is insufficient to identify their strengths and weaknesses, and it does not help them decide what kind of work they like. Training occurs outside the actual work environment, which makes training less effective.

Limitations to the Agency

Most publicly funded agencies cannot afford to buy machinery that may be used irregularly. Many workshops are not designed for industrial work, and they are limited in their capacity to serve high-volume contracts. These agencies only solicit labor-intensive contracts that have little training value. Many agencies solicit long-term contracts to ensure that they will have work for trainees.

Most traditional programs rely on labor-intensive contracts for trainees. They are not exposed to machinery, safety procedures, noise, or the pressures of operating machinery. Trainees often perform work which is obsolete in industry. This makes the transition from workshop to industry more difficult.

Limitations to Industry

Industries are apprehensive about hiring individuals with mental or physical disabilities. They are concerned about responsibilities and legal liabilities for their plants and employees. Companies are also concerned about the efficiency of employees with disabilities, a characteristic required to maximize profits. Even when companies want to hire employees with disabilities, supervisors are skeptical about being able to communicate expectations to employees with disabilities. Companies may also be reluctant to hire individuals with disabilities if they have had experience with these employees being late for work, missing work, or displaying inappropriate social behaviors at work. Frequently, individuals with complicated disabilities do not have the opportunity to move into an integrated environment because they cannot produce at the same rate as a nondisabled worker. So, they are confined to a segregated environment for life (8).

Results of the Workshop Model

In 1975, the Greenleigh studies demonstrated the discrepancies between the intent of vocational training programs and the actual reality. These studies reported that only 12 percent of the individuals receiving services in sheltered workshops were placed into competitive jobs (9). The statistics were worse for individuals with mental retardation and severe disabilities. Reed and Miller found that only 55 percent of the individuals received

appropriate placements (10). Most individuals were not placed in jobs for which they were trained.

Passive Role of Individuals with Disabilities

A problem with the traditional model is that individuals with disabilities are often perceived as passive clients. Rehabilitation professionals usually determine if the individuals are employable and eligible for job placement. When individuals are determined to be unemployable, they are often very discouraged. Some individuals actually give up hope of finding employment.

However, determining employability is often subjective. Frequently, rehabilitation professionals do not consider the type of jobs for which individuals are being considered. They often determine employability based on the availability of time and money at the rehabilitation agency.

Time Spent on Job Placement

The Greenleigh studies also provided some shocking statistics regarding the importance of job placement in the overall activities of vocational training agencies. These studies reported that only 5 percent of agencies' staff time and very little of their budgets were devoted to job placements. Sixty percent of the workshops surveyed spent less than \$500 per year on job placement (11).

No Linkage Between Training and Placement

A major weakness in many vocational training and placement programs is that the efforts of the training and placement staffs are not linked. Often, the responsibilities for training and placement are designated to different personnel, sometimes to different agencies, who are governed under different authorities. The job placement specialist does not know the skills, abilities, and interests of each individual with disabilities. Nor, is the placement specialist familiar with the unique needs and characteristics of a particular industry. Therefore, a careful job match is not made.

The duPont studies indicate that a careful job match is crucial to the individual's long-term success (12). Individuals with disabilities, particularly those with severe impairments, should be trained for specific jobs. Placement specialists should be aware of the unique needs of employers and clients.

No Specific Job Goal

Although job success depends on a careful job match, most vocational programs never determine suitable career goals for clients. Usually, job placement plans are not developed or implemented. Clients remain in training at segregated workshops because many are unable to correct all of their deficits to be considered employable.

The Effects of Dichotomous Thinking

A major barrier to expanding the vocational and employment opportunities for individuals with severe disabilities is the dichotomous thinking of

vocational rehabilitation professionals. Dichotomous thinking refers to either/or thinking. Either individuals will be employed competitively or they will spend their lives in segregated workshops. Either individuals will be totally independent or they will live in segregated, congregate-care facilities.

A problem with such dichotomous thinking is that the either/or approach becomes a win/lose approach. When individuals with severe disabilities are unable to function without supports in their living or working environments, the individuals are blamed and left in a dependent status for life. Advocates of increased integration are considered unrealistic. The multitude of options in environments, types of jobs, pay arrangements, supervisory relationships, and support services are not considered by dichotomous thinkers.

Punishing Success

The traditional approach requires individuals to meet entrance and exit criteria in order to move from one step or level of the continuum to the next. This often means moving from one building or part of the building to another. For example, the typical plan moves an individual from an institution, to an activity or prevocational center, to a workshop, and into a job. The typical result, however, is that the system becomes bottlenecked because most individuals never advance to integrated employment.

Individuals do not advance to competitive employment because eligibility for services often depends on an individual's ability to meet arbitrary employability criteria established by vocational rehabilitation professionals. It is common to find the following criteria on employment eligibility forms: "the client does not bring personal problems to work," or "the client does not argue or confront his or her supervisor." Expectations for individuals with disabilities are often much higher than those for nondisabled individuals.

Using this continuum, each time an individual attains success, that is, passes the criteria to move on to the next step, the individual is rewarded by having to learn a new location, new job skills, a new transportation route, and how to relate to a new supervisor and new coworkers. The process that is designed to help the individual achieve independence often creates an environment that increases instability, kills motivation, and decreases the individual's ability to adjust to a job. While the nondisabled population reads about how major life changes, such as job moves, create enormous personal stress, individuals with disabilities are expected to move each time their learning objectives are achieved.

Generally, individuals have little choice in their job placements and job selection is not based on their needs and interests. At a time when the individual needs the most training and social and emotional support, the agency withdraws most of its support. Frequently, the individual's social and emotional relationships are also destroyed. The individual often loses the job simply because the changes are too confusing, too lonely, and too threatening.

An Alternative Approach—Supported Employment

Rather than require individuals with disabilities to adjust to an artificial continuum, it is more feasible to train and support them in an actual employment setting. This concept, supported employment, is more effective and less expensive than the traditional approach.

Supported employment is based on the following key ideas.

Real work settings. Training is most effective when it is relevant, functional, and performed in the actual work environment. Therefore, whenever possible, training should be provided in real employment settings because it is more meaningful to the individual and the demands are actual. Individuals learn how to perform tasks and why it is necessary to perform them.

Learning from peers. Individuals learn best by modeling themselves after other individuals who are engaged in similar tasks. A great deal of natural learning occurs by watching other employees in actual work settings; this does not occur in segregated workshops. Individuals learn how to accomplish work tasks, how to conduct themselves in particular environments, how to relate to their supervisors and other workers, and so on.

A functional approach. Labels have very little value in developing learning objectives and support services for individuals with disabilities. Instead of labeling individuals, we need to develop functional analyses of the individual's skills and limitations, and compare them with the functional requirements of the job. By using a functional approach, we can provide the supports that are required to compensate for a disability that inhibits job performance.

A service orientation. In the traditional continuum approach, staff members concern themselves with moving individuals from one segregated building to another. In the alternative approach, individuals are placed in the actual job setting immediately and services are provided as needed. Intensive services may be required initially, but as they are no longer needed, they are phased out.

Planning Directions

Vocational rehabilitation professionals should evaluate program plans to determine if they are enhancing the overall quality of life for individuals with disabilities. The following are some important considerations (figure 4).

Increased integration. Efforts to integrate individuals with disabilities into society should be increased. Programs and services should be located in actual work environments, individuals with disabilities should work with nondisabled workers, and the required support services should be provided in integrated settings.

Enhanced status. Professionals should be aware of how their services and programs affect the status of individuals with disabilities. Their status should improve; they should become respected, valued, and treated as unique individuals. Professionals must be very careful that facilities, services, materials, and staff relationships do not stigmatize these individuals and create negative perceptions.

Increased competence. Marc Gold refers to competency as a "skill, ability or attribute that is needed, wanted and valued by others." The concept of competency has two important aspects. First, each individual must have some skill, ability, knowledge, or attribute that is valued by other members of the community. Second, competency is a relative term. The values of a community are based on the needs of that community.

Individuals must be able to learn skills or use their attributes and characteristics to meet the needs of their communities. It is extremely important that vocational programs be designed around the needs of local businesses and industries and that industrial communities become involved in the development of curriculum and the evaluation of vocational programs.

Increased autonomy. Individuals must be able to increase choice and control over their lives. This means that options and choices must expand. Vocational programs should lead to greater employment opportunities, higher wages, increased benefits, and an overall improvement in the quality of life for individuals with disabilities. These individuals should become less reliant on caretakers and achieve more equal status with their nondisabled peers.

Figure 4. A Comparison of the Traditional and the Alternative Approaches

Component	Traditional	Alternative
Basic concept	A continuum, steps or levels of achievement.	An array, multiple options, with supports designed for each individual and employer.
Goal	Arbitrary concept of employability.	A specific job goal for a particular business or industry.
Location of training	Segregated workshops.	Actual work settings.
Type of work	Simulated work samples or labor intensive subcontracts.	Actual tasks performed using job-specific skills.
Assessment process	Focus on labels. Assess the client, identify deficits.	Focus on functional abilities and limitations. Focus on functional requirements of job. Assess the individual and the job using a functional approach.
Planning	Plan to correct deficits. No written plan for job placement, no specific employment goals.	Plan provides supports in job setting to compensate for functional limitations. A written plan of individually designed supports for both the employee and the employer.
Support services	Only while in the workshop and during the first few months of employment. Client moves from location to location as objectives are achieved.	Ongoing, continuous, and as needed. Staff is phased in and out as support is deemed necessary.

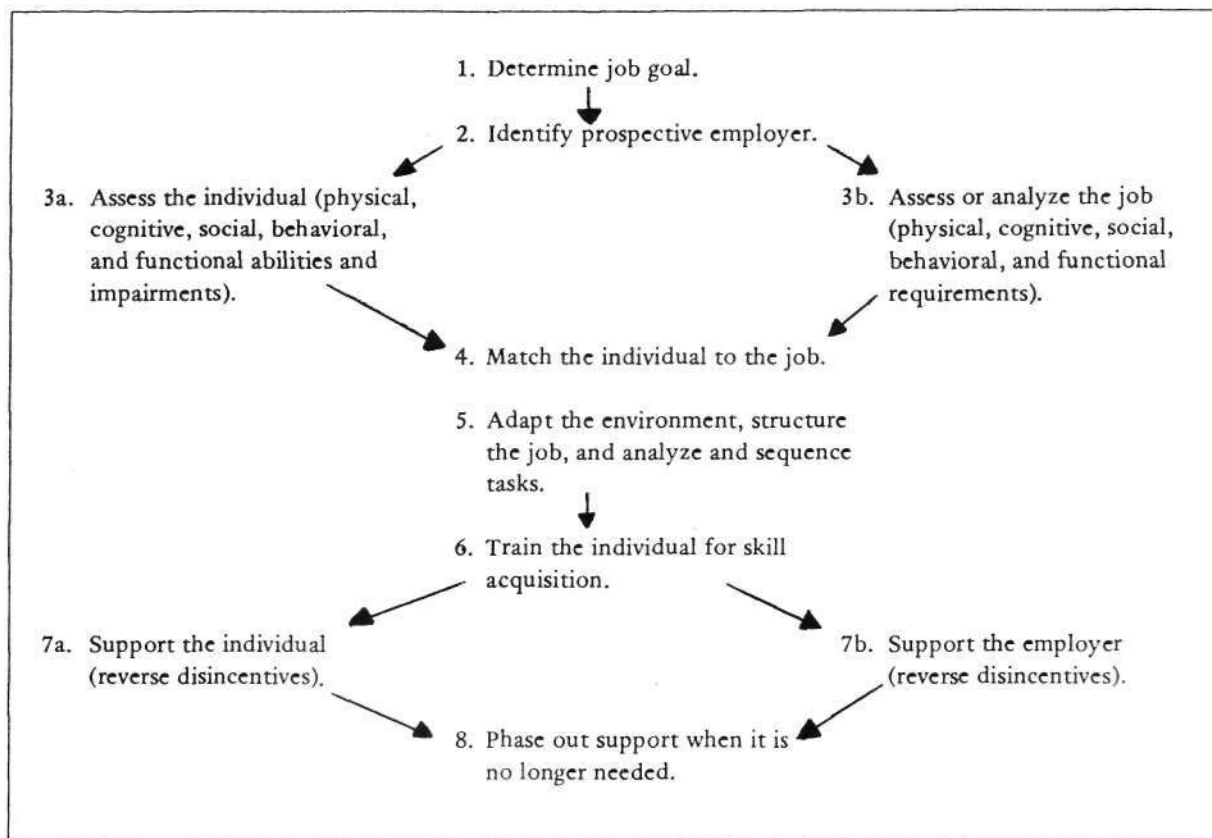
Functional interdependence. No one is totally independent. All individuals develop support systems to help them reach their goals. All individuals compensate for those things that they cannot do for themselves, do not have the time to do, or chose not to do. Individuals constantly make arrangements for child care, housekeeping, tax services, food preparation, and other services to allow more energy for achieving personal goals.

Individuals with disabilities need a support network, but they must also maintain the status of independent adults. The types of support for individuals with physical and mental disabilities may be different from those required by nondisabled individuals (13).

An Alternative Planning Process

In order to successfully employ individuals with severe disabilities both the individual's and the employer's needs must be considered. This can only be done by stating a specific job goal and by identifying a particular employer. Figure 5 shows this parallel planning process.

Figure 5. Alternative Approach



Determine job goal. The first step in this approach is to identify a specific job goal. Therefore, the placement specialists must get to know the clients. What are their unique needs, wants, skills, abilities, interests, and priorities. Individuals may need to be exposed to a variety of jobs in actual work settings to help them determine what kinds of jobs meet their needs. Exposure to real jobs generally does not occur in segregated workshops. Each individual should have a specific job goal before the program plan is written. The job goal should correspond to the labor needs of the individual's community. A goal of competitive employment is too vague to be of any value in planning.

Identify prospective employers. After an employer is identified, the placement specialist analyzes the jobs that are available in the company and selects a job that meets the needs of the employer and the individual. The employer must be seen as a partner for the employment process to be successful. This partnership must be continuous and ongoing.

Assessment of individuals and jobs. This step involves analyzing the skills, abilities, and needs of the individual, and the functional requirements of the job. This analysis makes it easy to identify the functional deficits that the individual may have in performing the job successfully. These deficits may be in the areas of medical, physical, behavioral, or cognitive limitations. By identifying the limitations carefully, a plan can be developed to compensate for the individual's deficits.

Matching the individual to the job. This phase involves matching individuals with jobs for which they are well suited. The agency provides the supports that enable individuals to perform satisfactorily. Many employers have stated that this is the most important aspect of the process.

Adapt the environment. Often a simple adaptation in the environment can help an individual perform successfully. It may be necessary to simplify a job so that it can be performed by an individual who is mentally retarded. The job can be structured so that it is well organized. Devices can be developed to compensate for cognitive deficits, such as counting and adding.

The environment can be structured to lessen distractions or to minimize the number of individuals with whom the employee relates. The environment can also be arranged to compensate for physical disabilities by providing a more accessible work station or by adapting equipment.

Train the individual. After altering the environment to maximize abilities and compensate for functional limitations, the next step is to train individuals and support them in the initial stages of employment. Training can be provided by the employer or the agency. It is important that the training support be continuous until the individual acquires the job skills. Again, traditional training methods may have to be modified for individuals with physical or mental impairments. Employers consider the initial training period to be critical to the success of employees with disabilities.

Support the individual and the employer. In addition to adapting the environment and providing on-the-job training, it may be necessary to provide continued support to the individual and the employer. By identifying the external factors that are disincentives to the employer or the individual, the agency can determine the types of support that are needed and develop ways to overcome the disincentives.

For the individual, the primary disincentive may be the threat of losing disability benefits. Therefore, agency staff can help the individual by working with the Social Security Administration to reduce this threat. Agency staff can help individuals maintain friendships and social affiliations by forming job clubs, self-help groups, and social clubs. Another disincentive to employment may be the fear of change. Therefore, it is important for agency staff to continue providing support, guidance, and counseling throughout employment.

There may be disincentives for the employer too. Employers may be reluctant to accept the cost of making adaptations or providing special supervision and training. Inform the employer of the availability of targeted job tax credits, on-the-job training funds from vocational rehabilitation agencies and the Association for Retarded Citizens, and tax credits for job accommodations.

If the productivity of the individual with disabilities is not yet equal to that of a nondisabled worker, a special certification allows the employer to pay the individual commensurate with productivity. If line supervisors have difficulty including individuals with disabilities in their work force, the agency can help employers by training supervisors about the nature of disabilities.

Phase-out support. Each of these phases is important; none can be ignored. Support is most beneficial to employees when it is provided in the work place. Support should be phased out when the employees no longer need it. But, individuals who have disabilities that strongly impair their ability to produce or to cope with a social environment may require these supports for life.

Chapter 3

POSSIBLE PROGRAM MODELS

The economy is undergoing major changes. Therefore, it is important that vocational rehabilitation professionals begin to consider multiple options, rather than preserve the segregated workshop as the only vocational training model for individuals with severe disabilities. Workshops are a perceptual block to our ability to conceptualize newer, more relevant, and more successful models.

Multiple Options

Instead of thinking of the traditional continuum, imagine instead an array of vocational training and employment models. Such an array would be structured around the unique needs of an industry, the individual requiring services, and the agency providing support services.

Whenever possible, it is best to work with generic training programs, such as community colleges, technical and trade schools, and universities, and to make the curriculum available to individuals with disabilities. When this is not possible, arrangements should be made to meet the needs of the employer, the individual, and the agency.

In this chapter we discuss possible program models. These models are ideal types. Ideal, not in the sense of best, but theoretical models that enable individuals to compare and contrast various types of real arrangements. Actual models may deviate in one aspect or another from these ideal types. However, they give professionals a framework for considering many variations in industry-habilitation partnerships and for comparing and contrasting the advantages and disadvantages of programs.

Factors Relating to the Vocational Environment

The following factors determine the vocational settings and the types of models that are provided by the agency or the industry.

- Goods or services to be produced,
- Integration potential with nondisabled coworkers,
- Floor space for production,
- Administration of pay (wages and benefits),
- Supervision (ongoing and continuous), and
- Training (skill acquisition).

Additional factors, such as job simplification, job structuring, and quality control, are also important, but they do not effect directly the organizational structure of the program model or the contractual development of the partnership arrangement.

Model Types

Relationships between industries and agencies produce the following model types.

- Competitive employment,
- Supported employment (transitional employment or on-the-job training),
- Work stations in industry (enclaves in industry, ongoing and continuous),
- Mobile work crew (short-term or seasonal),
- Mainstreamed workshop,
- Traditional workshop,
- Affirmative industries, and
- Simulated work facility.

Competitive Employment

Individuals with disabilities compete for jobs in exactly the same way as nondisabled individuals. Individuals with disabilities are hired only if they possess all of the employment qualifications, including the knowledge, skills, and abilities required for the job. A full employer/employee relationship exists. The agency assists the individual by locating jobs and by providing support and counseling during the first few months of employment.

Model appropriateness for individuals with disabilities. This model is appropriate for individuals who are skilled, trained, reliable, and capable, and who can adjust to the job socially and emotionally.

Model appropriateness for industry. This model is appropriate for an industry that is seeking qualified individuals for a particular job.

Industry provisions. Industry provides:

- Production of goods and services;
- Materials, supplies, and equipment;
- Coworkers;
- Floor space;
- Pay administration;
- Workers' compensation;
- Insurance coverage and benefits;
- Supervision;
- Training; and
- On-the-job training.

Agency provisions. The agency may or may not provide the following services:

- Referral of a qualified applicant,
- Assistance in job seeking,
- Pre-employment assistance during the application and interview process, and
- Support and counseling during the first few months of employment.

Special considerations. This model requires compliance with all nondiscrimination laws pertaining to race, sex, age, national origin, religion, and disability; the Vocational Rehabilitation Act of 1973, Section 504; the Fair Labor Standards Act as revised; and state laws pertaining to equal opportunity.

Supported Employment

Individuals with disabilities compete in the same way as nondisabled individuals. However, assistance is provided by agency staff. Individuals are hired by the company. They have most of the pre-employment qualifications, including the knowledge, skills, and abilities to perform the job. A conditional employer/employee relationship exists. The individual may require support and training at the work site during the initial phase of employment. This training could be in work skills, employee-supervisor relationships, or social and emotional adjustment to the work place. Employees may receive full wages, employers may be offered incentives, such as tax credits, or employees may be hired using special certificates that allow employers to pay employees with disabilities commensurate with their productivity if it is less than that of nondisabled employees.

Model appropriateness for individuals with disabilities. This model is appropriate for individuals with disabilities who are able to perform jobs as well as nondisabled individuals after they receive specialized support or training, such as social or emotional adjustment aids, adaptations in the work place, or prosthetic devices. Once the skills are acquired, the individual can compete with nondisabled workers. The skill acquisition period may be longer for individuals with disabilities than for nondisabled workers.

Model appropriateness for industry. This model is appropriate for industries that need reliable, capable employees, but do not have the resources to provide specialized training during the skill acquisition stage.

Industry provisions. Industry provides:

- Production of goods and services;
- Materials, supplies, and equipment;
- Coworkers;
- Floor space;
- Pay administration (special worker in commercial industry certification, if needed);
- Workers' compensation;
- Insurance coverage and benefits, and
- Supervision.

Agency provisions. The agency provides:

- Assistance in job seeking;
- Assistance during the job interview and application process;
- Support and counseling during the first few months of employment;
- On-the-job training;
- Assistance with job simplification, job structuring, aides, adaptations, and prosthetics; and
- Assistance with special certification and tax credits.

Special considerations. All of the considerations listed for the competitive employment model apply. In addition, agencies can assist industries by certifying individuals for subminimum wages. This enables industries to pay employees with disabilities commensurate with their productivity. The U.S. Department of Labor office in your area can help you apply for subminimum wage certification. Incentives, such as federal targeted job tax credits or on-the-job training funds, may also be available.

Work Stations in Industry (Enclaves in Industry)

Individuals with disabilities receive specific skill training on the job. This training occurs in a supervised, group setting on the work floor. Supervision and training are provided by an agency supervisor. Employees with disabilities are employed by the agency, not the industry. The agency's contract bid includes wages for the supervisor and the workers with disabilities. The agency is responsible for special subminimum wage certification, if needed; insurance; and workers' compensation. The industry provides the floor space and the equipment.

Model appropriateness for individuals with disabilities. This model is particularly effective for individuals who are capable of meeting normal production standards, but who have behavioral and social-adjustment disorders that do not enable them to maintain employment without structure and supervision. Generally, individuals with these types of needs are capable of earning regular wages in industry. The supervisor's salary can be paid by the agency or the industry.

This model is also effective for individuals who are reliable workers, but who produce at much slower rates than nondisabled workers. The work station can be set up as a satellite of the regular segregated, work activity center. Individuals must be paid commensurate with their productivity in accordance with wage and hour laws.

Model appropriateness for industry. Work stations or enclaves are effective for industries that need a group of reliable and stable workers to perform particular tasks. The supervisor is responsible for production and quality, so there is no possibility of loss to the industry. Enclaves are also effective in industries that expand and contract, that is, those that need flexible work crews. They are also effective in industries that need seasonal work crews.

Industry provisions. Industry provides:

- Production of goods and services;
- Materials, supplies, and equipment;
- Some of the coworkers; and
- Floor space.

Agency provisions. The agency may provide:

- Pay administration,
- Meeting certification procedures,
- Workers' compensation,
- Insurance coverage and benefits,
- Supervision,

- On-the-job training,
- Job structuring and job simplification, and
- Aides, adaptations, and prosthetics.

Special considerations. The agency is the employer of the individuals with disabilities, not the industry. The agency is responsible for meeting all employment laws, special certification procedures, and payroll administration. This model can be set up as a satellite program using the workshop work activities certificate. The agency usually has a formal contract with the industry. Work and quality requirements are bid at a competitive rate. The industry pays the agency for the work provided. The agency is responsible for production quotas, quality control, supervision, training, and providing insurance coverage.

Mobile Work Crew

Individuals with disabilities provide services to businesses and industries. However, the workers are organized into a mobile work crew. They are supervised, trained, and transported to work sites by agency personnel. They provide services to industries on a subcontract basis. Industries pay the agency, and the agency pays the workers. Workers can be employed on a special subminimum wage certificate. The work crews can consist of individuals with and without disabilities. The crew works at an actual work site, rather than at a sheltered, segregated workshop. Equipment can be provided by the industry or the agency. A crew may work for many businesses. Mobile work crews provide janitorial, snow removal, housecleaning, lawn maintenance, house renovation, vehicle maintenance, and landscaping and horticultural services.

Model appropriateness for individuals with disabilities. This model is effective for individuals who are also served by work stations or enclaves in industry.

Model appropriateness for industry. Mobile work crews are effective for jobs that require flexibility among the labor force. Mobile work crews perform nonroutine work. They will work after regular working hours, and they will work during high-volume seasons. The crews can be small or large.

Industry provisions. Industry provides:

- Goods or services to be produced,
- Floor space, and
- Equipment (occasionally).

Agency provisions. The agency provides:

- Supervision,
- Training,
- Pay administration,
- Transportation,
- Equipment (generally),
- Certification procedures,
- Workers' compensation, and
- Insurance coverage and benefits.

Special considerations. The agency is the employer, therefore, the agency is responsible for meeting all employment laws, special certification procedures, and payroll administration. This model can be set up as a satellite program using the workshop activities certificate. The agency usually has a formal contract with the industry. Work and quality requirements are bid at a competitive rate. The industry pays the agency, and the agency is responsible for production quotas, quality control, supervision, training, and insurance coverage. In some cases, the agency needs a marketing department and a billing department to organize the crews and to operate as a small business.

Mainstreamed Workshop

This model is a traditional workshop that provides individuals with disabilities the opportunity to work with nondisabled individuals by hiring workers from industry to work in the workshop. The workshop staff supervises the workers with and without disabilities. The agency is responsible for all special certification procedures.

Model appropriateness for individuals with disabilities. This model is appropriate for individuals with disabilities of all types. It does not provide employment at an actual work site. It provides employment that exposes individuals with disabilities to nondisabled coworkers, industrial pressures, work adjustment, and training. The goal is to move individuals into actual jobs in businesses and industries.

Model appropriateness for industry. This model is effective for industries that are expanding their production capacity but have limited space. The agency can provide the additional space. The business or industry often provides the industrial equipment and the materials and supplies.

Industry provisions. Industry provides:

- Goods or services to be produced;
- Materials, supplies, and equipment; and
- Coworkers.

Agency provisions. The agency provides:

- Floor space,
- Pay administration,
- Workers' compensation,
- Insurance coverage and benefits,
- Supervision, and
- On-the-job training.

Special considerations. This model requires compliance with all U.S. Department of Labor wage and hour laws; subminimum wage provisions of the Fair Labor Standards Act; and all other employment laws. An orientation should be provided for nondisabled individuals who are integrated into the workshop.

Traditional Workshop

This model is a traditional, segregated, sheltered workshop. These

programs include certifications as evaluation and training centers, work activities centers, and regular programs (see U.S. Department of Labor specifications). The agency is responsible for meeting all wage and hour laws as well as all other applicable regulations. This model provides training in a variety of areas, such as work skills, work adjustment, employee/supervisor roles, coworker relationships, production and quality requirements, job safety, and equipment operation. The goal is to move individuals to more independent settings.

Model appropriateness for individuals with disabilities. This model serves individuals with all types and degrees of disabilities. It does not expose individuals to actual businesses and industries or nondisabled peers.

Model appropriateness for industry. This model is effective for industries that want to subcontract to a separate facility. The industry provides the goods to be produced and specifies quality standards and production quotas. Goods are transported between the agency and industry. Often the industry provides the equipment.

Industry provisions. Industry may provide:

- Goods or services to be produced; and
- Materials, supplies, and equipment.

Agency provisions. The agency provides:

- Floor space;
- Pay administration;
- Workers' compensation;
- Insurance coverage and benefits;
- Supervision;
- On-the-job training; and
- Equipment, materials, and supplies.

Special considerations. This model requires compliance with all regulations of the U.S. Department of Labor concerning subminimum wage certificates. The agency must also comply with all other applicable labor laws, rules, and regulations.

Affirmative Industries

This model describes businesses that are established on behalf of individuals with disabilities. These businesses compete to provide goods or services to the community. These may be segregated businesses that market products competitively, or they may be businesses that are located within the community and serve the public. This model has all of the risks, constraints, and opportunities of a small business. Employees with and without disabilities work together.

Model appropriateness for individuals with disabilities. This model is appropriate when it is necessary to create jobs for individuals with disabilities. This model provides exposure to the real pressures of business and industry. The agency supervises and trains individuals and markets, prices, and sells the business' goods and services.

Model appropriateness for industry. This model is a business. Therefore, it must be planned using sound business and financial principles and developed to provide goods and services that are needed in the community.

Industry and agency provisions. The agency provides everything—the facility, materials, equipment, supplies, advertising, sales, personnel, utilities, and transportation.

Special considerations. This model can be an exciting option in small communities and in urban areas. Infinite possibilities exist based on the needs of the community and the expertise and resources of the agency. Business management practices determine whether the business is profitable or not. Special considerations include marketing, sales, production, quality, financing, and legal and tax issues.

Simulated Work Facility

This model describes an agency that operates a training facility, but the agency does not utilize goods or services from regular businesses or industries. The training provides trainees with simulated work tasks. The trainees do not receive wages for their work. This model is not preferred because it does not provide exposure to real work environments or to real work for businesses and industries. Trainees are unable to learn in this kind of environment, and, generally the environment segregates employees from nondisabled individuals.

Model appropriateness for individuals with disabilities. This model may be appropriate while teaching a particular job skill that will lead to employment eventually. It is also a suitable method for evaluating an individual's skills, abilities, and interests. Simulated work should not be considered as a long-term arrangement for any individual, regardless of the severity of the individual's disabilities.

Model appropriateness for industry. The simulated work facility should be used to teach individuals with disabilities tasks that they will use eventually in industries. The training program should lead to a job in industry.

Industry provisions. Industry provides training that simulates work.

Agency provisions. The agency provides everything unless the simulation is performed for a particular business or industry. In this case, the business or industry provides the materials, supplies, and equipment.

Special considerations. Generally, trainees are not paid for their work because it is not actual contract work, it is training for employment. These simulations should be used only for evaluations of individuals who are training for employment. Simulations should not be used for any individual, regardless of the nature of the disability, without a job goal in mind. For years, "make believe" work was used in segregated facilities. This work did not provide employment, opportunities to improve marketable skills, or integration with nondisabled individuals.

Model Comparisons

Figure 1 summarizes the vocational models and shows the relationships that could occur between an industry and a rehabilitation agency.

FIGURE 1 - GUIDE TO POSSIBLE INDUSTRY-REHABILITATION RELATIONSHIPS

MODEL TYPE	1 Goods or services produced by	2 Coworkers from	3 Floor space provided by	4 Pay administered by	5 Supervised by	6 Skill training by
Competitive Employment	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY
Supported Employment	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	INDUSTRY	AGENCY
Work Station in Industry (Enclave)	INDUSTRY	INDUSTRY	INDUSTRY	AGENCY	AGENCY	AGENCY
Mobile Work Crew	INDUSTRY	INDUSTRY	INDUSTRY	AGENCY	AGENCY	AGENCY
Mainstreamed Workshop	INDUSTRY	INDUSTRY	AGENCY	AGENCY	AGENCY	AGENCY
Traditional Workshop	INDUSTRY	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY
Affirmative Industry Agency-operated Business)	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY
Simulated Work Facility	SIMULATED	AGENCY	AGENCY	AGENCY	AGENCY	AGENCY

Figure 1 shows how each model meets the needs of the industry, the agency, or the individual with disabilities. Figure 2 shows how the model responds to these needs.

FIGURE 2 - MODEL APPROPRIATENESS

MODEL TYPE	INDIVIDUAL'S NEED	INDUSTRY'S NEED	AGENCY'S NEED
Competitive Employment	Reliable, skilled individual with disabilities needs a job opportunity.	Qualified individual to fill job opening.	Job placement opportunities.
Supported Employment	Reliable worker needs specific on-site skill training.	Reliable worker with an agency staff to provide on-site training.	Job site to provide training.
Work Station in Industry (Enclave)	Individual with disabilities needs initial training and support.	Group of reliable workers.	Space to provide training.
Mobile Work Crew	Individual with disabilities needs continuous on-site support.	Group of reliable workers.	Space to provide training.
Mainstreamed Workshop	Individual with disabilities needs exposure to nondisabled coworkers and industrial setting.	Space, subcontractor.	Integration, contract work, and diversification.
Traditional Workshop	Vocational training and work adjustment.	Subcontracting.	Contract work and equipment.
Affirmative Industry (Agency-operated Business)	Real work, wages, and benefits.	Not applicable.	Market for product or service.
Simulated Work Facility	Adult day care.	None.	Facility and staff.

Figure 3 shows how each model's program design criteria could affect social integration, physical integration, specific marketable skills, and appropriate supervisory identity. A plus (+) indicates that the program meets the preferred criterion, a minus (-) indicates that the program cannot meet the preferred criterion, and a zero (0) indicates that the program could be modified to fit the criterion.

FIGURE 3 - PROGRAM DESIGN CRITERIA

MODEL TYPE	1 SOCIAL INTEGRATION	2 PHYSICAL INTEGRATION	3 SPECIFIC MARKETABLE SKILLS	4 APPROPRIATE SUPERVISORY IDENTITY
Competitive Employment	+	+	+	+
Supported Employment	+	+	+	+
Work Station in Industry (Enclave)	+	+	+	0
Mobile Work Crew	+	+	+	0
Mainstreamed Workshop	+		0	0
Traditional Workshop	-	-	0	0
Affirmative Industry (Agency-operated Business)	0	0	0	0
Simulated Work Facility	-	-	-	-

Figure 4 shows that each model is based on social and physical integration (Galloway and Hitzing, 1977).

FIGURE 4 - SOCIAL AND PHYSICAL INTEGRATION MATRIX

LOW	SOCIAL INTEGRATION	HIGH
<p>Simulated Work Facility</p> <p>Traditional Workshop</p> <p>Affirmative Industry (if segregated and not serving the public).</p>		<p>Mainstreamed Workshop</p> <p>Affirmative Industry (if segregated but serving the public).</p>
<p>Work Station in Industry (if segregated and seasonal)</p> <p>Affirmative Industry (if located in the community but not integrated and not serving the public).</p>		<p>Competitive Employment</p> <p>Supported Employment</p> <p>Work Station in Industry (Enclave)</p> <p>Mobile Work Crew</p> <p>Affirmative Industry (if integrated and serving the public).</p>
LOW	SOCIAL INTEGRATION-	HIGH

Figure 5 shows how the costs of operating programs and the levels of public subsidy decrease as industry becomes more involved in the partnership. The public cost of maintaining competitive and supported employment models is minimal. The work station in industry and the mobile work crew models add the cost of operation into their contractual agreements with industries, but they do not have overhead costs for facilities. Agencies pay the overhead costs for mainstreamed workshops and traditional workshops. Affirmative industries are entirely dependent on the economic feasibility of the business, and simulated work facilities do not receive income from private enterprises.

FIGURE 5 - COST EFFECTIVENESS OF MODELS

MODEL TYPE	COST OF PROGRAM OPERATION		LEVEL OF PUBLIC SUBSIDY	
Competitive Employment	LOWEST ↓		LOWEST	
Supported Employment				
Work Station in Industry (Enclave)				
Mobile Work Crew				
Mainstreamed Workshop				
Traditional Workshop				
Affirmative Industry (Agency-operated Business)	UNKNOWN		UNKNOWN	
Simulated Work Facility	HIGHEST		HIGHEST	

Chapter 4

INDUSTRY AND HABILITATION-- A WINNING RELATIONSHIP

In order to realize the benefits of the career development process, industries and rehabilitation agencies must create a new partnership. Dichotomous thinking about individuals with disabilities and poor communication between rehabilitation agencies and industries must be replaced with mutual understanding.

How Industry Can Help Rehabilitation

Developing career goals for individuals with severe disabilities requires that businesses and rehabilitation agencies build strong working partnerships. In this chapter, we examine the ways in which businesses and rehabilitation agencies can help each other.

Providing Competitive Employment for Individuals with Disabilities

Competitive employment provides the employee with disabilities a job that pays competitive wages but, the employer does not receive special support services or incentives. This arrangement produces a complete employer-employee relationship. The goal of competitive employment is to obtain jobs in businesses and industries for individuals with disabilities. This is the most important way in which businesses can benefit individuals with disabilities. Jobs enable these individuals to become self-sufficient citizens and valuable members of the community.

Career placement works best when individuals with disabilities secure jobs that maximize their abilities and neutralize their functional limitations. Consequently, they become eligible for competitive wages, full benefits, and opportunities for advancement. They can also be acknowledged as an integral part of the work force by their supervisors and coworkers.

Providing Supported Employment for Individuals with Disabilities

Supported employment (also called conditional employment or transitional employment) is a conditional employment phase when special support services may be provided to the employee and special incentives may be provided to the employer. Employers are often uncertain about the capacities of individuals with disabilities to perform tasks, interact with coworkers, withstand environmental pressures, and meet production and quality requirements. Employers may not be willing to hire these individuals unconditionally, but they may be willing to hire them if the industry is protected against economic losses. These situations give individuals with disabilities the chance to demonstrate their competence. Because some individuals with disabilities can perform at a competitive rate if they receive the proper training, conditional employment may be the answer.

Conditional employment allows employers to hire individuals with disabilities for a limited period of time, for example, 90 days. During this

time the employer provides the employee supports, such as supervision, on-the-job training, task analysis, and modification of the job's structure. At the end of this period, the individual, the agency, and the industry evaluate whether or not the individual will be able to perform the job. If so, the individual can be maintained as a regular employee; if not, the individual can leave the employer without any feeling of failure.

Safeguards are built into the conditional employment agreement by the agency to protect employers from economic losses. The agreement protects employees by stipulating that the employer will provide support in the new job. Employers also receive incentives for their efforts.

Work Stations in Industry

An agency providing agency-supervised work on the contractor's premises is a work station or enclave in industry. The individuals who perform the work are employees of the agency; the contractor reimburses the agency; and the agency, in turn, pays the individuals.

The work station in industry provides group training for a few workers, usually the number required to complete one aspect of production. These workers are supervised, trained, and paid by the agency that secures the contract through competitive bidding. The contractor sets production quotas, quality standards, and safety requirements, and the agency guarantees that the quotas and requirements will be met.

This arrangement is advantageous to all parties. The industry is assured that the work will be completed and risks no loss in production. The agency supervises the trainees and provides a real work environment for them, a step that generally leads to job placement. Rehabilitation professionals have more control over the supervising, training, and selecting of trainees. Work stations in industry benefit trainees because they are trained in structured work environments, exposed to equipment and machinery, and supported through social and emotional adjustments.

The work station in industry model can be used when an industry (1) expands production; (2) experiences problems with production, quality, turnover, or absenteeism; (3) has a fluctuating work load; (4) has a seasonal work load; or (5) has nonroutine work to be performed. Work stations are most effective when a separate, but not segregated, area is designated for the agency's contract work. Here the agency's supervisor controls training, production, quality, and safety.

Mobile Work Crews

A mobile work crew is a group of trainees who originate from a rehabilitation agency. This crew is supervised, trained, and transported by the agency, and provides subcontracting work for a variety of employers. The employers pay the agency, and the agency pays the trainees. The work crew may provide housekeeping, janitorial, or seasonal labor, or the crew may work in an industrial setting.

This model benefits industry because it provides competent and qualified personnel to perform tasks on a contractual basis. This model also benefits trainees by providing experience and access to an actual work environment.

This model, like the work station model, is based on a contract between the rehabilitation agency and the employer. The agency provides supervision, training, equipment (if necessary), insurance, and pay administration. The employer pays for the work to be performed, sets the performance and quality standards, provides the work space, and may provide the equipment, materials, and supplies. The contract can contain a no loss probationary agreement.

Subcontracting

Work that is contracted by an industry to a rehabilitation workshop and performed at the workshop is subcontract work. Workshops throughout the country provide manufacturing, packaging and assembly, woodworking, and other services to employers on a subcontract basis. These services are performed in the agency's facility. The agency bids for the contract work, and it is responsible for meeting production quotas and quality requirements. The agency can help the employer expand production and solve problems. It transports materials from the workshop to the business and bills the industry for the work that is performed. The agency pays individuals on a piece rate.

Providing equipment. Employers can assist rehabilitation agencies by providing equipment for trainees. This reduces the expenses of the training program and enhances the agency's possibility of obtaining more complex contracts. The company should provide preventive and routine maintenance on the equipment to ensure that the agency is maintaining it properly.

Providing a building. If a company wants to increase its production by subcontracting employees of the rehabilitation agency, the company may agree to provide a building where the work can be performed. This is a tremendous financial asset to the rehabilitation agency.

Providing nondisabled coworkers. If subcontractors hire rehabilitation agencies for high-volume or ongoing projects, they may want to provide some nondisabled workers to perform some of the work at the workshop. This reversed mainstreaming integrates individuals with disabilities with nondisabled peers. It also increases the variety of tasks that the agency can perform.

Providing worker advocates or mentors. One arrangement that has not been tried much but could be very beneficial is to hire nondisabled individuals to work with individuals with disabilities as advocates or mentors. These advocates or mentors could help individuals with disabilities adjust socially and emotionally to the work environment, adapt to the new situation, and answer questions. Many individuals with disabilities are very lonely, and these coworkers could help eliminate their feelings of fear and isolation.

Providing evaluation sites for trainees. Industries can provide evaluation sites (sites that are committed to the rehabilitation agency) on their premises. The agency agrees to keep the job sites filled. If the rehabilitation agency can obtain evaluation sites at various companies, individuals with disabilities can be exposed to a variety of tasks, environments, and types of equipment. This helps individuals decide what types of work they enjoy.

Rehabilitation agencies have difficulty determining the interests, talents, abilities, and aptitudes of clients. The workshop environment does not simulate actual work environments and it does not expose clients to a variety of jobs. Therefore, by contracting evaluation sites, the agency can expose clients to a variety of jobs. This arrangement does not require a long-term commitment on the part of the client or the employer. It is also a way to determine in what areas the client might have the most difficulty adjusting.

Labor analysis. One obvious, but frequently overlooked, way that industries can assist rehabilitation agencies is by providing the agency with information on current and projected labor needs. Businesses and industries can provide tours or presentations for rehabilitation professionals. Information about the company, such as the type of work, the number and kinds of jobs, the size of the company, and its organizational structure, could be included. Major problems with the work force, such as safety, production, quality, and turnover, and information about the types of machinery and equipment that are used can also be included.

This information helps rehabilitation professionals design effective curricula, provide training and supervision based on the expectations of employers, and identify areas where individuals with disabilities will be able to find jobs. The tour or presentation can also help industry representatives learn about rehabilitation training and the potential of individuals with disabilities. This initial step should be the beginning of an ongoing and long-term partnership between the rehabilitation agency and the industry.

Providing industry-habilitation apprenticeship programs. In order to design effective vocational training programs, rehabilitation professionals need to examine actual job sites and learn about employer's expectations. One way for rehabilitation trainers to do this is to serve an apprenticeship with the company. The apprenticeship can be formal or informal, and it can help the rehabilitation professional see industry's point of view and experience the pressures of the job.

Providing training programs. In addition to providing internships or apprenticeships, companies can help rehabilitation professionals provide training programs. These programs could include topics such as work process, work flow, job safety, personnel policies, marketing and sales, quality control, time and motion studies, equipment operation, supervision and management, stress management, and time management. These training programs could be provided to the agency, or agency personnel could be included in the industry's programs.

Providing space for meetings and conferences. Industries can help rehabilitation agencies by providing facilities for meetings and conferences. Many businesses have excellent facilities for groups that are not always in use. Sometimes businesses will provide the room at no cost, and, frequently, they will also supply audio-visual equipment, refreshments, and a facilitator for the meeting. This creates an opportunity for personnel from rehabilitation agencies to become more familiar with representatives of businesses and industries. Part of building a partnership is increasing the face-to-face contact between those involved.

Providing publicity or promotional services. Businesses and industries can also assist rehabilitation agencies by promoting the agency to other employers. Advertising departments could help rehabilitation agencies develop brochures, promotional literature, and media presentations. Industry personnel might also participate in speaker's bureaus to promote the rehabilitation agency.

Providing feedback on job-seeking skills. Individuals with disabilities need training in job-seeking skills, particularly in applying and interviewing for jobs. Industries can provide feedback to the agency and the individuals on how they can improve their job-seeking skills.

Resume development. Personnel specialists in industries can help individuals with disabilities develop resumes that will enhance their training and experience. The personnel specialist can prepare resumes that are geared to the specific type of employment that the individual is seeking.

Communication in Developing Partnerships

Effective communication between employers in businesses and industries and rehabilitation personnel is important in developing a successful partnership.

Brainstorming

Free flowing, idea sessions that involve individuals with expertise in various areas can produce innovative ideas. Because of the diversity of the group members, brainstorming often produces creative solutions or alternatives to problems.

Brainstorming works best in a relaxed atmosphere. Participants should be given enough information to understand the current operations of the agency. They should also know what particular problems they are addressing. The purpose of the session is to get as many ideas as possible. Therefore, every idea should be written on a flipchart or a blackboard and placed in front of the group. A good facilitator can obtain many ideas from a group in a small amount of time. The more diverse the group, the more ideas will emerge. The merits or feasibility of each idea can be determined later. Ideas should not be criticized or examined in detail.

Curricula Design

Industry's involvement in designing training curricula is invaluable to rehabilitation agencies. Whether it is computer programming, operating a restaurant, or working on an assembly line it is important to know what and how to teach. Industry personnel can help rehabilitation professionals answer some of the following questions.

- What are the requirements of the job?
- How are the tasks organized?
- In what kind of environment is the work performed?
- What is the level and intensity of supervision?
- How much training is provided on-the-job?
- What kind of equipment is operated?
- What are the safety requirements?
- What are the production requirements?

- What are the quality standards?
- What are the critical safety issues?
- How is an individual selected?
- How do individuals dress for work?
- How many individuals work together?
- What are the social expectations of the employees?
- What causes an individual to fail?
- What causes an individual to succeed?

The answers to these questions may determine whether or not a training program is relevant to the needs of businesses and industries. Individuals should work in the areas they know best to design good curricula instead of trying to generalize the information.

Program Evaluation

Employers can play an active role in evaluating the success of rehabilitation training programs. In order for an evaluation to be useful in improving the program, data must be collected precisely and discussed honestly with employers. A program evaluation should answer the following questions.

- Can the trainee perform the job?
- Can the individual cope with the job environment?
- Can the individual perform at the expected production rate?
- Can the individual perform at the expected standards of quality?
- Can the individual maintain attendance and promptness?
- Can the individual perform the job safely?
- Does the individual's behavior fit the work environment?
- Is the individual suitably groomed?
- Can the individual perform the job with the supervision provided?
- Can the individual interact appropriately with customers and coworkers?
- Does the individual have the skills required to obtain the job?
- Are the training methods successful in teaching these skills?
- Is the equipment current or obsolete?
- Are trainees from the rehabilitation agency being hired?
- Do the trainees stay on the job?
- Why do trainees lose their jobs?
- Are employers satisfied with the trainees' training?
- Why are employers dissatisfied with the trainees' training?
- What supports can be built into the program to eliminate problems for the employer, while supporting the worker?

How Rehabilitation Agencies Can Help Industries

Not only can industries assist rehabilitation agencies, but rehabilitation agencies can help industries. Whenever rehabilitation agencies help industries, they enhance the relationship between the organizations, and they strengthen the commitment to individuals with disabilities.

Refer Qualified Individuals

The most obvious way in which rehabilitation agencies support industries is by referring qualified individuals with disabilities to companies. Rehabilitation personnel can assist individuals with disabilities by taking them to the employment site, preparing resumes, providing assistance, and

filling out applications. A careful job match is very important to the success of the individual. Only qualified and interested individuals should be referred for competitive employment.

Provide Follow-along Services

Agency personnel can monitor individuals during the initial stages of employment and intervene on their behalf if they develop problems.

Provide On-the job Training

The agency can provide a rehabilitation professional at the work site to train new workers. This training can be maintained until the individual learns the skills of the job, maintains an acceptable rate of production, and meets quality and safety requirements. Training support can be phased out systematically as the individual is ready.

Provide On-site Supervision

The agency can provide on-site supervision for individuals with disabilities. Supervision can be provided for a group or for one individual.

Meet Production Quotas

Through contractual arrangements, such as evaluation sites, conditional employment, or work stations in industry, rehabilitation agencies can assist companies by providing goods or services. Agencies guarantee the quality and timeliness of services, thus relieving industries of the pressures that accompany busy seasons and unusually large orders.

Provide Floor Space

Rehabilitation agencies can perform contract work at their facilities to help expanding industries. This work can be performed solely by employees with disabilities, or it can be performed jointly with nondisabled employees from the company.

Provide Task Analysis

When properly trained, the rehabilitation staff can analyze job functions and the sequences in which they need to be performed. This task analysis can benefit the company, the agency, and the employee with disabilities. The rehabilitation agency should make an effort to perform these analyses.

Provide Job Structuring

Once the tasks are analyzed the agency can help the industry structure jobs to maximize the efficiency of the work force. This might mean restructuring jobs so that individuals who are mentally retarded would not perform jobs requiring cognitive abilities and individuals with physical disabilities would not transport materials or lift heavy items. Jobs can be restructured so that individuals who cannot relate with customers do not have regular contact with them. Job analysis also involves simplifying jobs and organizing tasks to reduce the probability of errors. By dividing jobs into

routine tasks and consistent units individuals with disabilities can perform highly complex tasks.

Provide Environmental Adaptations

The agency may also assist the employer in providing environmental adaptations that will allow individuals with disabilities to perform jobs. Some adaptations may be very inexpensive, and they can reduce expenses for the industry and the agency. Most importantly, ideas for modification should be considered in terms of their permanent effectiveness. For example, if a task is made accessible to an individual who has the use of only one arm, either by adapting the environment or by equipping the individual with a device, that type of job should be considered performable by other individuals with the same disability. Because many of these devices are simple to design and inexpensive to purchase or produce, individuals should be allowed to use them if they move to another company or another position.

Rehabilitation professionals can help employers locate adaptive devices, or they can work with employers to create them. Wooden jigs, holding devices, and switches and knobs on machinery are uncomplicated devices that have been effective in compensating for disabilities. Also, widening doors, removing floorboards, adding a light to signal an individual who is deaf, and installing a counter on a machine, are all very inexpensive ways to adapt the environment to the employee. Rehabilitation staff should learn where aides, prostheses, and devices can be obtained. They should also employ individuals who are capable of designing and creating these items.

Adapt Training Programs

Rehabilitation professionals can help employers modify training programs to instruct individuals with disabilities. This may mean hiring specialists to develop training programs for individuals who have difficulty learning because they cannot see, hear, speak, read, or understand complex instructions, or because they have limited mobility.

Provide Sensitivity Training to Employers and Employees

Rehabilitation professionals can provide presentations and training programs to inform members of the community about individuals with disabilities and their needs. This sensitivity training can help companies lower employees' resistance to the idea of hiring individuals with disabilities, and it can reduce coworkers' and supervisors' feelings of threat or fear. Coworkers and supervisors can make the partnership successful by providing informal feedback if difficulties occur.

Interpret Laws

Rehabilitation professionals should be able to explain specific requirements of laws and regulations to employers. The most important of these is the Vocational Rehabilitation Act of 1973, Sections 502, 503, and 504 as amended. Other important laws include the Job Training and Partnership Act, wage and hour laws, state laws, local ordinances, and regulations concerning insurance and workers' compensation.

Offer Incentives

Rehabilitation agencies should inform employers about tax credit programs and other compensation programs for which they may be eligible. The agency can assist the industry in filing for the tax credit. Some states provide additional incentives to encourage employers to hire individuals with disabilities. Rehabilitation professionals should be knowledgeable about these programs so they can help employers use them.

Provide Information on Resources

The rehabilitation agency should be able to put employees in contact with organizations that operate special programs on behalf of individuals with disabilities, such as the AFL-CIO, the National Restaurant Association, and the Federal Projects with Industry.

Provide Special Certification

The rehabilitation professional can help the employer apply for a Special Worker in Commercial Industry Certificate through the Wage and Hour Division of the U.S. Department of Labor. These certificates enable individuals with disabilities to be paid subminimum wages if their productivity is not competitive with nondisabled employees.

Administer the Payroll

If the industry provides an evaluation site, hires a mobile work crew, starts a work station, or provides conditional employment, the agency may agree to keep records of the individuals' productivity and administer their pay. In these cases, the industry pays the agency, and the agency pays the client. The client is technically employed by the agency, not the industry, and the agency is responsible for pay administration.

Use Public Relations

Rehabilitation agencies should inform the community of industries' attempts to employ individuals with disabilities. This may encourage other industries to participate in these programs and it will allow individuals with disabilities to become productive members of the community.

Inform Employers of Affirmative Action Requirements

Effective affirmative action programs meet local, state, and federal requirements and they qualify industries for federal contracts. Rehabilitation agency personnel can help businesses by sharing their expertise in this area.

The Winning Partnership

Rehabilitation agencies should provide supports and resources to industries, and they should respond to industries' needs in a timely manner. In order for successful partnerships to be developed between businesses and industries, the needs of both organizations must be met. This approach enables businesses to make a profit, individuals with disabilities to obtain jobs, and taxpayers to save money. Industries need stable, reliable, and

capable workers. Work must be performed correctly and promptly, and materials, facilities, and equipment must not be damaged. The agency needs working space, training equipment, materials and supplies, and money to pay for staff support. Industries and agencies must be able to fulfill each others needs without compromising goals. Effective partnerships result in better vocational training and more cost-effective services.

Guidelines for Working with Industry

Your success with employers depends, to a great extent, on your ability to assess your position and to understand the industry's point of view.

Know What You Want

If you ask companies for help, know exactly what you want them to do. Identify your goals and needs. This will help them decide how they can help your agency and who the best individuals are to help you.

Know the Company

First, and foremost, know something about the company that you are contacting. Visit the library, contact the chamber of commerce, and talk to members of the community to obtain information about the company. What kinds of goods or services do they provide? Who owns the company, and how large is it? How is it structured? How is it managed? How old is the company? Is it part of a larger conglomerate, and, if so, where is its headquarters?

Make a Good Impression

When visiting companies make a good impression—dress appropriately. Try to fit into the company using your style and manner. Represent your organization professionally.

Do Not Use Jargon

Don't use jargon. Use terms that are understood by representatives of business and industry. If it is necessary to use jargon, define it first.

Learn from Industry

Establish from the outset that the purpose of your program is to develop jobs for qualified individuals with disabilities. Listen to the employers and learn as much as you can about all aspects of their companies. Don't presume that you understand what is expected; each company is unique and experiences different pressures. After you understand the company, develop a mutually profitable relationship.

Be Flexible

Your job is to design programs that work, not to perpetuate models that are ineffective. Listen to the needs of the employer and design a program that will accommodate the company and the individual. Have a winning attitude.

Look for mutual solutions; develop relationships that will benefit everyone. Do not refer clients who are disinterested in the type of work that is being performed or those who do not have the qualifications to perform the job. Meet production quotas, quality standards, and safety requirements. The subtleties of fitting into the work place should not be ignored—don't create jealousies on the part of coworkers or threaten supervisors. Create solutions for employers.

Be Patient

Building a partnership between rehabilitation agencies and businesses is an ongoing process. Try not to look for immediate results; move slowly and do not place demands on the company immediately.

Be Realistic

Never offer services that you are unable to provide. Be certain that your commitments to the employer can be fulfilled. Always follow through. Employers do not expect perfection, but they do expect you to make a serious and professional effort. Try to communicate with the same company personnel to reduce misunderstandings and confusion.

Be Honest

If you are unable to provide a specific service, say so. If you do not know the answer to a particular question, admit it. Then, find the information and give it to the employer as soon as possible.

Don't Waste the Company's Time

Use the company to help you meet your goals, without detracting from your commitment to the employer. Always be prepared for meetings; be prepared to provide information and to make decisions.

Don't Stereotype Employers

Try not to stereotype the employers with whom you will be working. Most employers are receptive to the idea of hiring qualified individuals with disabilities. Don't start with the expectation that the company is only concerned about profits and not concerned about individuals. Most employers believe that good employees maximize the success of companies, and they are concerned with the welfare of their employees.

Don't Stereotype Individuals with Disabilities

It is equally important not to stereotype individuals with disabilities. Use a functional approach to describing your clients. Tell employers about your clients' abilities and how they relate to the jobs that are available. Be straightforward about the physical, mental, and emotional limitations of your clients and how to compensate for them so productivity, quality, or safety will not diminish.

Don't Stereotype Jobs

Try not to separate jobs by types of disabilities. This only limits possibilities for individuals with disabilities. Because each individual has unique marketable characteristics, it is important to discuss abilities and limitations as they relate to jobs.

Don't Judge or Moralize

Passing judgment or moralizing to employers will only build barriers to employment for individuals with disabilities. A failure affects the employer, the employee, and the agency. If a situation fails, ask the employer for detailed information about why it failed, and use that information to redesign and improve your training program and support services.

Major Factors for Success

Successful career development programs require a working partnership between rehabilitation professionals and industry representatives. Successful programs also require the following characteristics.

Make a Careful Job Match

The rehabilitation professional's most important contribution to ensuring the success of an individual with disabilities is a careful job match. The trainer should analyze all aspects of the job, know the individual's interests and abilities, and place individuals in jobs that maximize their abilities and neutralize their abilities and limitations.

Maximize Ability, Compensate for Disability

If an individual with disabilities is going to have difficulty performing a portion of the job, the rehabilitation professional should identify it and develop a method to compensate for the limitation. For example, if an individual is mentally retarded and will be unable to perform certain aspects of the job that require cognitive abilities, the job should be restructured so that the individual will not be expected to perform these tasks. If an individual is physically disabled, consider how the individual will get the materials, transport them, and activate the equipment. Then, modify the work process, work flow, or work place to accommodate the individual. If individuals have emotional problems, provide support on the job. Control must be built into every situation so that no disability poses a safety threat.

Develop Effective Training Programs

Individuals with disabilities can perform many jobs if they receive effective training. In order for training to be effective, each individual's disabilities must be taken into account. For example, individuals who are mentally retarded will learn more through modeling and example than through written instruction. Individuals who are deaf will require signed or written instruction. Individuals who are blind will require verbal instruction or braille. Individuals who are physically disabled will require adaptations that allow them access to training facilities.

Use Consistent Support Services

If support services are to be built into jobs, they must be provided consistently and phased out systematically. Follow-along care and on-the-job training must be consistent or employers will become angry and employees will become discouraged. Therefore, develop specific support services and provide them until the individual no longer needs them.

Maintain Social Affiliations

Individuals with disabilities who enter competitive employment from schools, hospitals, institutions, or sheltered workshops may find themselves terribly alone. Feelings of fear and loneliness may cause the individuals to perform poorly so that they will be allowed to return to a more secure environment. Social supports must be provided to help individuals adjust to new environments. Individuals with disabilities may be integrated with nondisabled individuals in the work place, yet, they may not be accepted as peers. Therefore, social affiliations should be maintained on and off the job.

Initially, the supervisor can help the individual adjust. A work advocate or mentor may also help in this process. Social and recreational activities and job clubs can be very effective in helping individuals with disabilities adjust to their new environments.

Conclusions

This monograph began with an historical overview of the treatment of individuals with severe disabilities. We discussed the traditional model of vocational services, which has consisted primarily of long-term segregation in sheltered workshops. Next, we reviewed the traditional assessment and planning process for individuals with severe disabilities, and offered a more effective alternative approach. We also described program models that can be developed to expand vocational opportunities for individuals with severe disabilities. These models are based on the various relationships that can exist between an industry and a rehabilitation agency. Finally, we identified the many ways in which industries and rehabilitation agencies can help each other meet their goals. This winning approach shows how effective partnerships can be developed between the two entities.

Individuals with severe disabilities can provide valuable services to businesses and industries. But, these individuals must learn skills that they can use in today's labor markets. Hopefully, training programs will meet the needs of employers and provide support services to individuals with disabilities in the work place. A successful partnership between businesses and rehabilitation agencies should allow individuals with disabilities to become productive members of society and to develop winning relationships with businesses and industries.

FOOTNOTES

J. Naisbitt, Megatrends, Warner Books, New York, NY, 1982, page 14.

The Fair Labor Standards Act, enacted in 1938, established a minimum wage. It was amended in 1966 to cover many of the environments in which individuals with disabilities live, such as institutions, nursing homes, and hospitals, and many of the places where individuals with disabilities work, such as governmental institutions, motels, hotels, and restaurants.

In 1973, Souder vs Brener, proclaimed that the Fair Labor Standards Act of 1966 must apply to patients in state institutions. If residents are forced to work, they must be guaranteed a minimum wage based on their level of productivity.

U.S. Department of Labor, Sheltered Workshop Study: A Nationwide Report on Sheltered Workshops and Their Employment of Handicapped Individuals, Washington, DC, 1979.

U.S. Commission on Civil Rights, Attitudes Toward the Handicapped, Washington, DC, 1983.

National Network for Professional Development in Vocational Special Education, Enhancing Transition from School to the Workplace for Handicapped Youth, University of Illinois, Urbana-Champaign, 1984.

Alvin Toffler, Previews and Premises, William Morrow and Company, Inc., New York, 1983.

Lois R. Rood, The Unsheltered Workshop: A Guide to Developing and Operating Work Stations in Industry, Meyer Children's Rehabilitation Institute, Omaha, NE, 1983.

Greenleigh Associates, Inc., The Role of the Sheltered Workshop in the Rehabilitation of the Severely Handicapped, New York, 1975.

W. Reed and L. Miller, "The Effectiveness of Occupational Training in the Rehabilitation Process," Rehabilitation Research and Practice Review, volume 2, pages 17-28, 1971.

Greenleigh Associates, Inc., The Role of the Sheltered Workshop in the Rehabilitation of the Severely Handicapped, New York, 1975.

E. I. duPont de Nemours and Company, Equal to the Task, Wilmington, DE, 1982.

This section is based on Value-based Skills Training Curriculum: Setting Goals Module, Meyer Children's Rehabilitation Institute, University of Nebraska Medical Center, Omaha, NE 1983; and Try Another Way Training Manual, by Marc Gold, Champaign-Urbana, IL, 1980.