

# **Vocational Services: Then and Now**

## **Series 1**

**Innovations in Employment Supports**

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## GLOSSARY OF COMMON EMPLOYMENT SERVICE TERMINOLOGY

**ADM:** OPWDD issues Administrative Directive Memoranda to assist regulated parties in complying with applicable statutes, rules, or other legal requirements.

**ABILITIES:** Abilities is one of the primary employment factors. Abilities include the individual's existing physical, mental, or functional capacity to successfully engage in employment through natural aptitude or acquired proficiency.

**BENEFITS COUNSELING:** Benefits counseling is a resource for an individual to obtain benefits, understand the impact of work on their benefits, and/or to understand and use work incentives available through the Social Security Administration and other public or private programs.

**CAPABILITIES:** Capabilities is one of the primary employment factors. Capabilities include the potential for an individual to develop the skills necessary for employment through the provision of vocational rehabilitation services.

**EMPLOYMENT FACTORS:** Employment factors include strengths, resources, priorities, concerns, abilities, capabilities, interest, and informed choice.

**EMPLOYMENT GOAL:** The employment goal is described as the profession or occupation that the individual is expected to achieve as a result of the services provided.

**EMPLOYMENT NETWORK (EN):** Any qualified entity that has entered into an agreement with the Social Security Administration (SSA) to deliver employment, vocational rehabilitation, and support services to beneficiaries of SSI and/or SSDI who have assigned their Tickets to them.

<https://yourtickettowork.com/web/ttw/en-home>

**ENCLAVE MODEL:** Enclave models consist of a small group of approximately five to eight individuals with most severe disabilities who work in a local industry with training, supervision and ongoing support provided by a staff from a provider agency.[AKA – Group Employment]

**EXTENDED SERVICES:** Extended Supported Services is defined as the long-term support service required by individuals whose goal is supported employment.

**FUNCTIONAL LIMITATION:** Functional Limitation means a measurable impediment directly related to an employment outcome resulting from the person's disability, in areas such as communication, interpersonal skills, mobility, self-care, self-direction, work tolerance, or work skills.

**INFORMED CHOICE:** Informed choice is the active involvement of consumers contributing to the success of and satisfaction with their employment outcomes and in the selection of, a long-term vocational goal, rehabilitation objectives, and vocational rehabilitation services including assessment services.

**INTEGRATED WORK SETTING:** An integrated work setting is one where the individual with a disability interacts regularly with persons who do not have disabilities and who are not paid caregivers.

**INTENSIVE SUPPORTED EMPLOYMENT SERVICES:** Intensive Supported Employment (SEMP) Services include intensive job development and/or job coaching services.

**MOBILE CREW MODELS:** Mobile Crew models are set up as small, single purpose service business enterprises whose employees move from site to site in the community rather than operating as an extension of a large organization with many missions. A general manager is responsible for small crews with eight or fewer employees, and there is one supervisor/job coach per crew. [AKA – Group Employment]

**MOBILITY:** Mobility means a person's ability to move to and from work or within a work environment, including walking, climbing, coordination, accessing and using transportation, as well as use of special and perceptual relationships.

**MOST SIGNIFICANT DISABILITY:** An individual with a most significant disability means an individual:

- who has one or more physical or mental disabilities determined by an assessment of eligibility and vocational rehabilitation needs to cause substantial functional limitations;
- and who has a physical or mental impairment which seriously limits three or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome;
- and whose vocational rehabilitation will require multiple vocational rehabilitation services over an extended period of time.

**MOU:** Memorandum of Understanding is a formal agreement between two or more parties. Companies and organizations can use MOUs to establish official partnerships. MOUs are not legally binding, but they carry a degree of seriousness and mutual respect, stronger than a gentlemen's agreement.

**SOCIAL SECURITY DISABILITY INSURANCE:** SSDI provides benefits to disabled or blind individuals who are "insured" by workers' contributions to the Social Security trust fund. These contributions are the Federal Insurance Contributions Act (FICA) social security tax paid on their earnings or those of their spouses or parents. Title II of the Social Security Act authorizes SSDI benefits. For more information, visit [SSA.GOV](http://SSA.GOV)

**SUPPLEMENTAL SECURITY INCOME PROGRAM:** SSI makes cash assistance payments to aged, blind and disabled people (including children under age 18) who have limited income and resources. The Federal government funds SSI from general tax revenues. Some States, like New York State, pay benefits to some individuals to supplement their federal benefits. In New York State, the Social Security Administration combines the state supplementary payment with the Federal payment into one monthly check. For more information, visit <https://www.ssa.gov/disability/>

**TICKET TO WORK PROGRAM:** Most working age individuals with disabilities who receive benefits from the Social Security Administration are eligible to participate in an initiative from the Social Security Administration called the Ticket to Work and Self-Sufficiency Program. The "Ticket to Work Program" allows SSDI and SSI beneficiaries to seek the employment services, vocational rehabilitation services and other support services needed to obtain, regain or maintain employment and reduce their dependence on cash benefit programs. For more information go to: <https://www.ssa.gov/disability/>

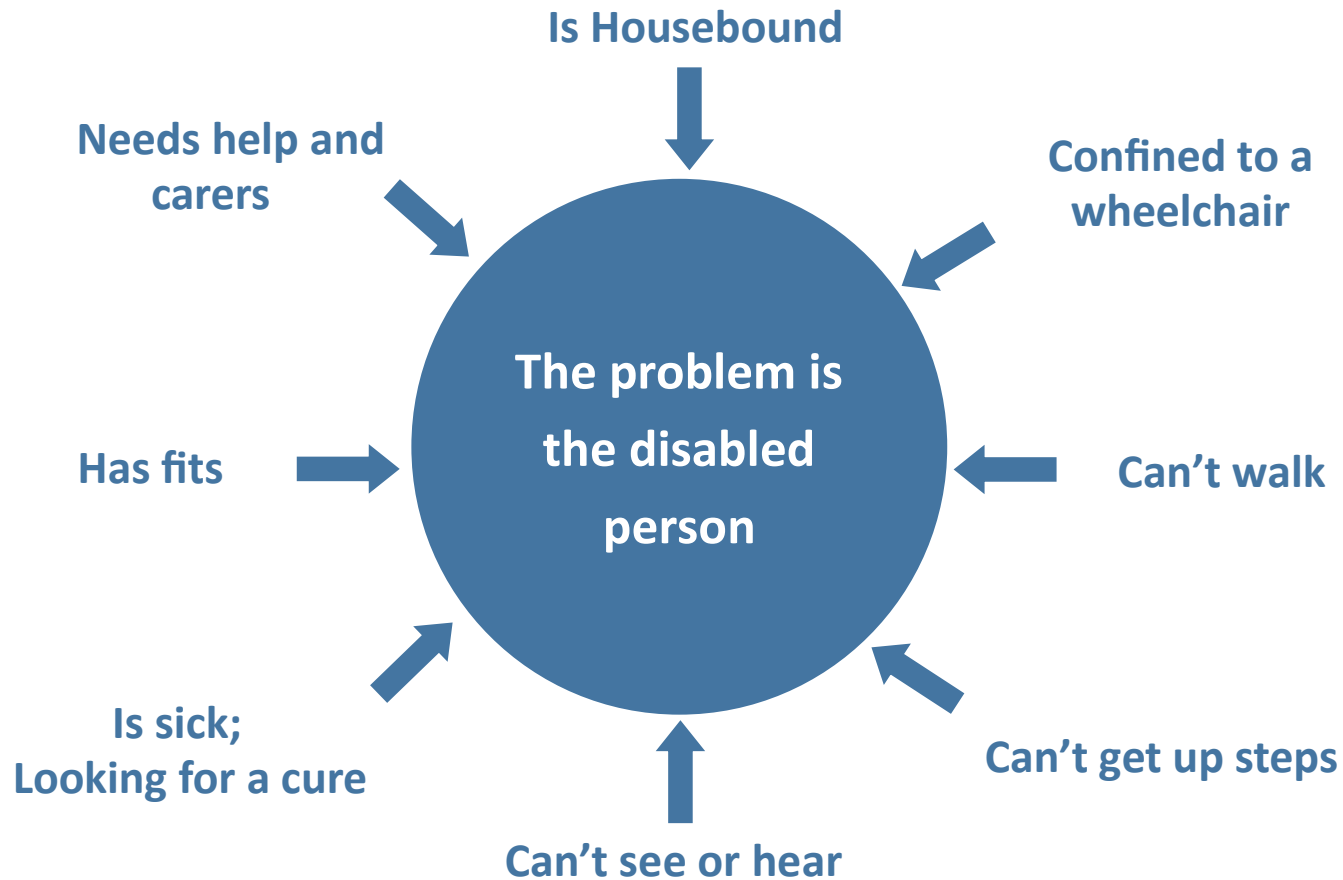
**VOCATIONAL ASSESSMENT:** Vocational assessment is an ongoing process involving the systematic collection of information about a student's vocational aptitudes, abilities, expressed interests and occupational awareness.

<b>Common Acronyms for New Employment Specialist</b>	
<b>ABS</b>	Adaptive Behavior Scale
<b>ACCES-VR</b>	Adult Career and Continuing Education Services– Vocational Rehabilitation
<b>ADA</b>	Americans with Disabilities Act
<b>ADM</b>	Administrative Directive Memoranda
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder
<b>APSE</b>	Association of People Supporting Employment First (apse.org)
<b>ASD</b>	Autism Spectrum Disorder
<b>ASL</b>	American Sign Language
<b>BP</b>	Benefits Practitioners
<b>CBA</b>	Community-based assessment
<b>CBI</b>	Community-based Instruction
<b>CBPV</b>	Community-based Prevocational
<b>CC</b>	Care Coordination
<b>CDOS</b>	Career Development of Occupational Skills
<b>CM</b>	Care Manager
<b>CP</b>	Cerebral Palsy
<b>CRP</b>	Community Rehabilitation Program
<b>CWBA</b>	Community Work Based Assessment
<b>DDPC</b>	Developmental Disabilities Planning Council
<b>DDRO</b>	Developmental Disabilities Regional Office (local office of OPWDD)
<b>DH WOW</b>	Day Hab Without Walls
<b>DOH</b>	Department of Health
<b>DOL</b>	Department of Labor
<b>DSS</b>	Department of Social Services
<b>DVE</b>	Diagnostic Vocational Evaluation
<b>ED</b>	Emotional Disturbance

<b>ETP</b>	Employment Training Program
<b>FLSA</b>	Fair labor Standards Act
<b>HCBS Waiver</b>	Home and Community Based Services Waiver
<b>HIPAA</b>	Health Insurance Portability and Accountability Act
<b>IDD</b>	Intellectual Developmental Disability
<b>IRWE</b>	Impairment Related Work Expense
<b>JAN</b>	Job Accommodation Network(askjan.org)
<b>JC</b>	Job Coaching
<b>JD</b>	Job Development
<b>JDP</b>	Job Development Plan
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individualized Education Program (School based)
<b>ILC</b>	Independent Living Center
<b>IPE</b>	Individualized Plan for Employment (ACCES-VR)
<b>IPOP / POPO</b>	Individual Plan of Protective Oversight
<b>IRA</b>	Individualized Residential Alternative
<b>IQ</b>	Intelligence Quotient
<b>LCED</b>	Level of Care Determination
<b>LD</b>	Learning Disability
<b>LP</b>	Life Plan
<b>MH</b>	Mental Health
<b>MOU</b>	Memoranda of Understanding
<b>NYSED</b>	New York State Education Department
<b>OASAS</b>	Office of Addiction Services and Supports
<b>OJT</b>	On the Job Training
<b>OMH</b>	Office of Mental Health
<b>OPWDD</b>	Office of People with Developmental Disabilities
<b>PASS Plan</b>	Plan for Achieving Self Sufficiency

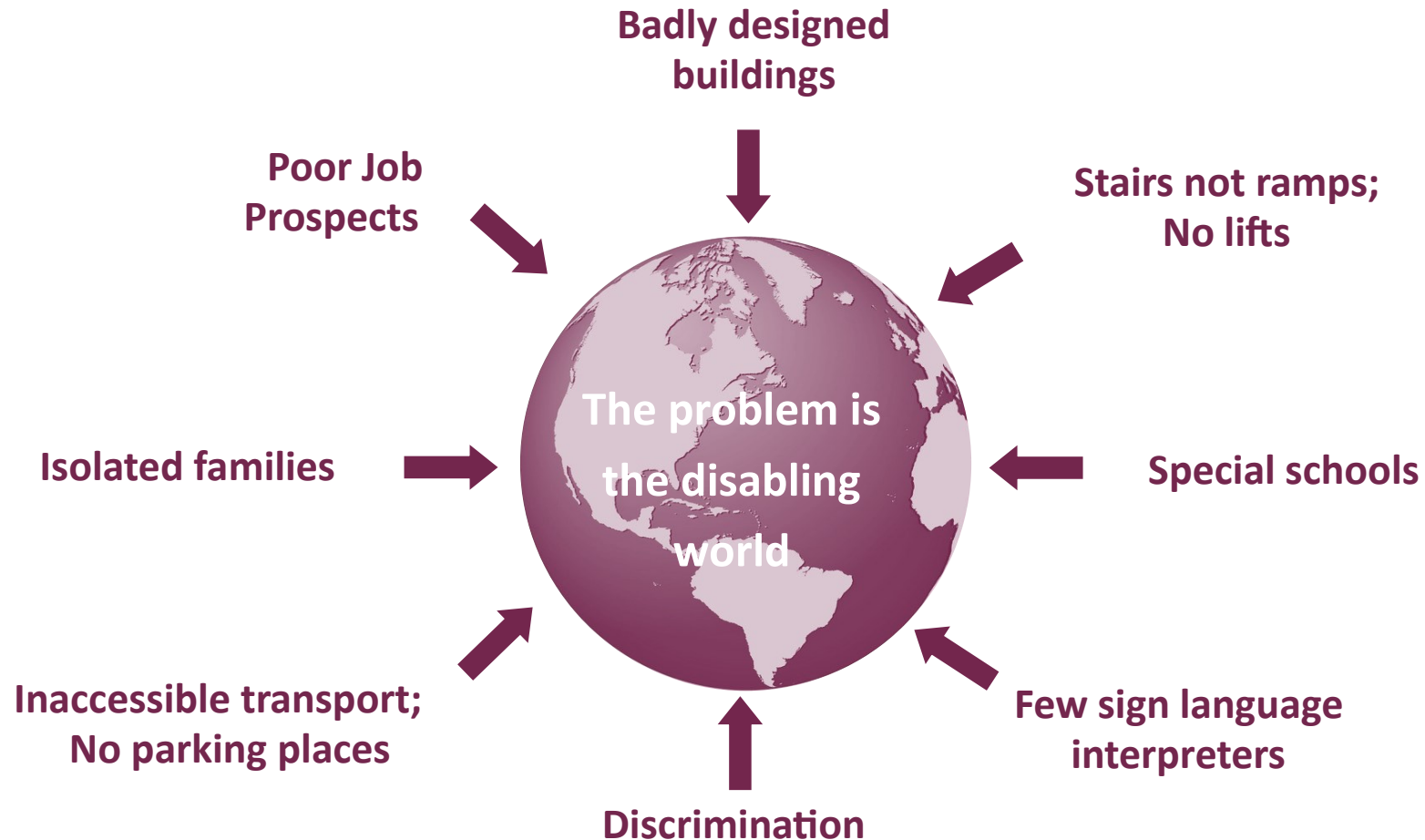
<b>PCP</b>	Person Centered Planning
<b>PDD-NOS</b>	Pervasive Developmental Disorder — Not Otherwise Specified
<b>PT</b>	Physical Therapy
<b>Rehab Act</b>	Rehabilitation Act
<b>RSA</b>	Rehabilitation Services Administration
<b>SACC</b>	Skills and Achievement Credential Commencement
<b>SGA</b>	Substantial Gainful Activity
<b>SAP</b>	Staff action plan
<b>SEMP</b>	OPWDD Supported Employment
<b>SNA</b>	Safety Net Assistance
<b>SSA</b>	Social Security Administration
<b>SSDI</b>	Social Security Disability Insurance
<b>SSI</b>	Supplemental Security Income
<b>TBI</b>	Traumatic Brain Injury
<b>TtW</b>	Ticket to Work
<b>TWP</b>	Trial Work Period
<b>VDP</b>	Vocational Development Plan
<b>VR</b>	Vocational Rehabilitation
<b>WBL</b>	Work based learning
<b>WIOA</b>	Workforce Innovation and Opportunity Act
<b>WIP</b>	Work Incentives Planning

## Medical Model of Disability



The Medical Model states that disability is the problem with the person and is caused by disease, trauma, or other health conditions, and needs to be “fixed” through medical interventions. This model rests on the assumptions of what a person with a disability ‘can’t do’ because of their impairment. For example: “She cannot walk, therefore she will never be able to work.” A medical Model of disability will then focus on trying to help the individual to walk again through operations or equipment.

## Social Model of Disability



The social model distinguishes between impairment and disability. Impairment is described as characteristic or long term trait which may or may not result from an injury or health condition which may affect a person's appearance or functioning of their mind or body. The social model in no way rejects the idea of person seeking medical intervention to minimize the impact of their impairment as far as this is possible. According to the social model a person does not 'have' disability — disability is something a person experiences.



## Disability History Timeline

The following is a select list of national and international milestones highlighting people, events and legislation that effect disability rights.

1971	The <b>Fair Labor Standard Act</b> of 1938 was amended to bring people with disabilities (other than blindness) into the sheltered workshop system.
1972	The <b>Rehabilitation Act</b> was passed by Congress and <u>vetoed</u> by Richard Nixon.
1972	<b>Social Security Amendments of 1972</b> created the <b>Supplemental Security Income (SSI)</b> program. The law relieved families of the financial responsibility of caring for their adult disabled children.
1972	<p><b>Disabled in Action demonstrated</b> in New York City, protesting Nixon’s veto of the Rehabilitation Act. Led by Judy Heumann, eighty activists staged a sit-in on Madison Avenue, stopping traffic. A flood of letters and protest calls were made.</p> <p>Demonstrations were held by disabled activists in Washington, D.C. to protest Nixon’s veto of the Rehabilitation Act. Among the demonstrators are Disabled in Action, Paralyzed Veterans of America, the National Paraplegia Foundation, and others.</p>
1972	<p><b>Willowbrook State School</b> – was a state-supported institution for children with intellectual disabilities located in the Willowbrook neighborhood on Staten Island in New York City from 1947 until 1987.</p> <p>The school was designed for 4,000, but by 1965 it had a population of 6,000. At the time, it was the biggest state-run institution for people with mental disabilities in the United States. Conditions and questionable medical practices and experiments prompted Senator Robert F. Kennedy to call it a "snake pit." The institution gained national infamy in 1972, when Geraldo Rivera did an <u>exposé</u> on the conditions there. Public outcry led to its closure in 1987, and to federal civil rights legislation protecting people with disabilities.</p>
1972	In 1972, the first Center for Independent Living was founded by disability activists, led by Ed Roberts, in Berkeley, California. These Centers were created to offer peer support and role modeling and are run and controlled by persons with disabilities. According to the IL approach, the example of a peer, somebody who has been in a similar situation, can be more powerful than a non-disabled professional's interventions in analyzing one's situation, in assuming responsibility for one's life and in developing coping strategies.
1973	<p>The <b>Rehabilitation Act of 1973</b> was passed. Sections 501, 503 and 504 prohibited discriminations in federal programs and services and all other programs or services receiving federal funds. Key language in the Rehabilitation Act, found in Section 504, states “No otherwise qualified handicapped individual in the United States, shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”</p> <ul style="list-style-type: none"> <li>• Handicap parking stickers were introduced in Washington, D.C.</li> <li>• The first Conference on Human Rights and Psychiatric Oppression was held at the University of Detroit.</li> </ul>

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	<ul style="list-style-type: none"> <li>• The Federal-Aid Highway Act authorized federal funds for construction of curb cuts.</li> <li>• The Architectural and Transportation Barriers Compliance Board established under the Rehabilitation Act of 1973 enforced the Architectural Barriers Act of 1968.</li> </ul>
<b>1975</b>	The <b>Education of All Handicapped Children Act</b> (PL 94-142) required free, appropriate public education in the least restrictive setting. This Act was later renamed The Individuals with Disabilities Education Act (IDEA).
<b>1977</b>	Joseph Califano, U.S. Secretary of Health, Education and Welfare, refused to sign meaningful regulations for Section 504. After an ultimatum and deadline, demonstrations took place in ten U.S. cities on April 5th. The sit-in at the San Francisco Office of the U.S. Department of Health, Education and Welfare lasted until May 1st. More than 150 demonstrators refused to disband. This action became the longest sit-in at a federal building to date. <b>Section 504 regulations were issued.</b>
<b>1984</b>	<b>Developmental Disabilities Act</b> — States that a purpose of such title is to help assure that persons with developmental disabilities achieve their maximum potential through increased independence, productivity, and integration into the community.
<b>1986</b>	<b>Rehabilitation Act Amendments of 1986</b> defined <b>supported employment</b> as a “legitimate rehabilitation outcome.”
<b>1987</b>	The horrors of <b>Willowbrook</b> consumed nearly three decades. From the day the Willowbrook doors were opened in 1942 until they <b>finally closed in 1987</b> , this New York City warehouse, that Senator Robert Kennedy referred to as a “snake pit,” housed individuals with developmental disabilities under the cruelest conditions. Geraldo Rivera’s investigation led to the class action lawsuit that revealed what really transpired inside this institution.
<b>1990</b>	The <b>Americans with Disabilities Act (ADA)</b> was signed by George W. Bush. The Act provided comprehensive civil rights protection for people with disabilities. Closely modeled after the Civil Rights Act and Section 504, the law was the most sweeping disability rights legislation in history. It mandated that local, state, and federal governments and programs be accessible, that businesses with more than 15 employees make “reasonable accommodations” for disabled workers and that public accommodations such as restaurants and stores make “reasonable modifications” to ensure access for disabled members of the public. The act also mandated access in public transportation, communication, and in other areas of public life.
<b>1992</b>	<b>Rehabilitation Act Amendments of 1992</b> — Supports the actual service systems through which employers can find assistance and expertise in identifying and completing the reasonable and appropriate job accommodations called for in the ADA.
<b>1999</b>	In <b>Olmstead v. L.C. and E.W.</b> , the Supreme Court decided that individuals with disabilities must be offered services in the most integrated setting. Upheld the ADA integration mandate. [ <i>No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by any such entity.</i> ]

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<p><b>2008</b></p>	<p><b>ADA Amendments Act</b> – emphasizes that the definition of disability should be construed in favor of broad coverage if individuals to the maximum extent permitted by terms of the ADA.</p>
<p><b>2010</b></p>	<p><b>Rosa’s Law</b> – Replaces the word Mental Retardation to “intellectual disabilities” in all federal law</p>
<p><b>2013</b></p>	<p><b>OPWDD Transformation</b> — In 2011, New York State embarked on a reform initiative to transform its system of supports and services for individuals with developmental disabilities, one that will modernize outdated system structures that limit individuals’ independence and achievement of their goals and create a more person-centered approach to meeting needs and supporting improved outcomes. The federal Centers for Medicare &amp; Medicaid Services (CMS) agreed with New York State’s reform agenda and welcomed the state to engage in a process of identifying and developing specific system improvements focused on:</p> <ul style="list-style-type: none"> <li>• Making the system more person-centered.</li> <li>• Restructuring to provide better integrated, holistic support.</li> <li>• Establishing transparent and sustainable funding.</li> <li>• Measuring the quality of the system based on the outcomes of individuals.</li> <li>• Serving people in the most integrated settings possible.</li> </ul>
<p><b>2014</b></p>	<p><b>WIOA — Workforce Innovation and Opportunity Act</b> is designed to help jobseekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act by a wide bipartisan majority; it is the first legislative reform of the public workforce system in more than 15 years.</p> <ul style="list-style-type: none"> <li>• Focus on skill building.</li> <li>• Focus on transition, veterans, PWD.</li> <li>• Integrated services at the One-stop centers and Access Points.</li> <li>• Work with employers to determine their hiring needs</li> </ul>
<p><b>2014</b></p>	<p><b>Employment First Commission</b> – believes that New York State can accomplish the goals of Employment First by engaging in a statewide comprehensive, cross-disability, cross-sector approach to removing employment barriers and by establishing clear policies to promote the hiring of individuals with disabilities.</p>