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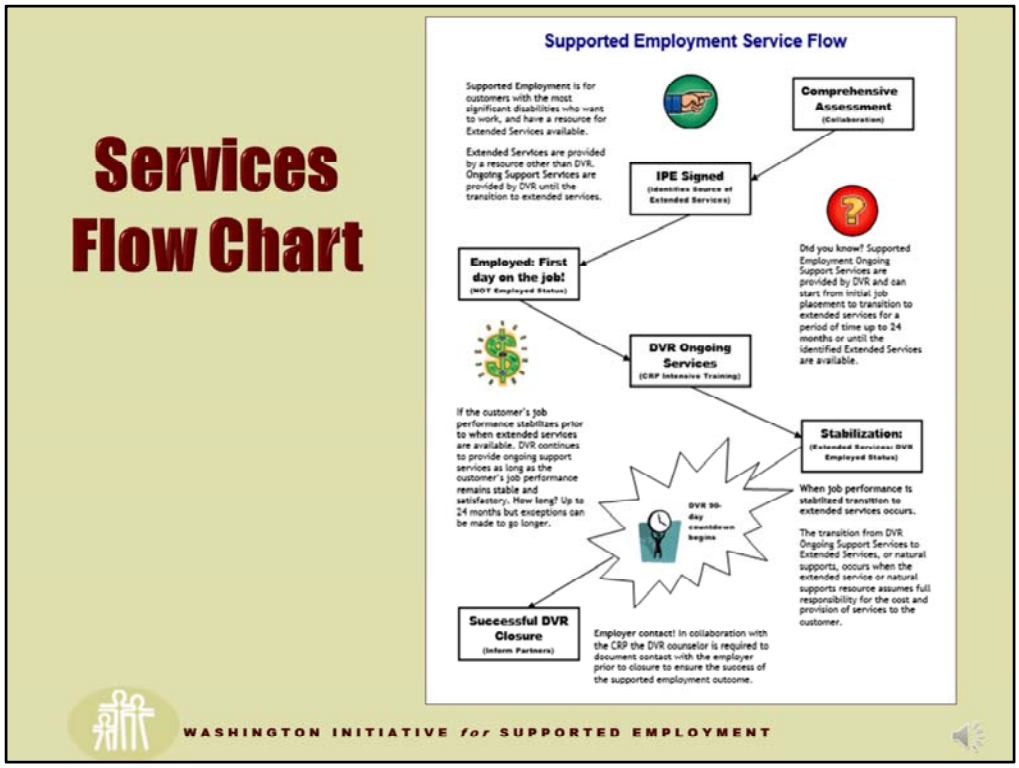
DVR Divsion of Vocational
Rehabilitation

Fundamentals of Supported Employment in Vocational Rehabilitation

A Historical Overview of Supported Employment for Individuals with Developmental Disabilities

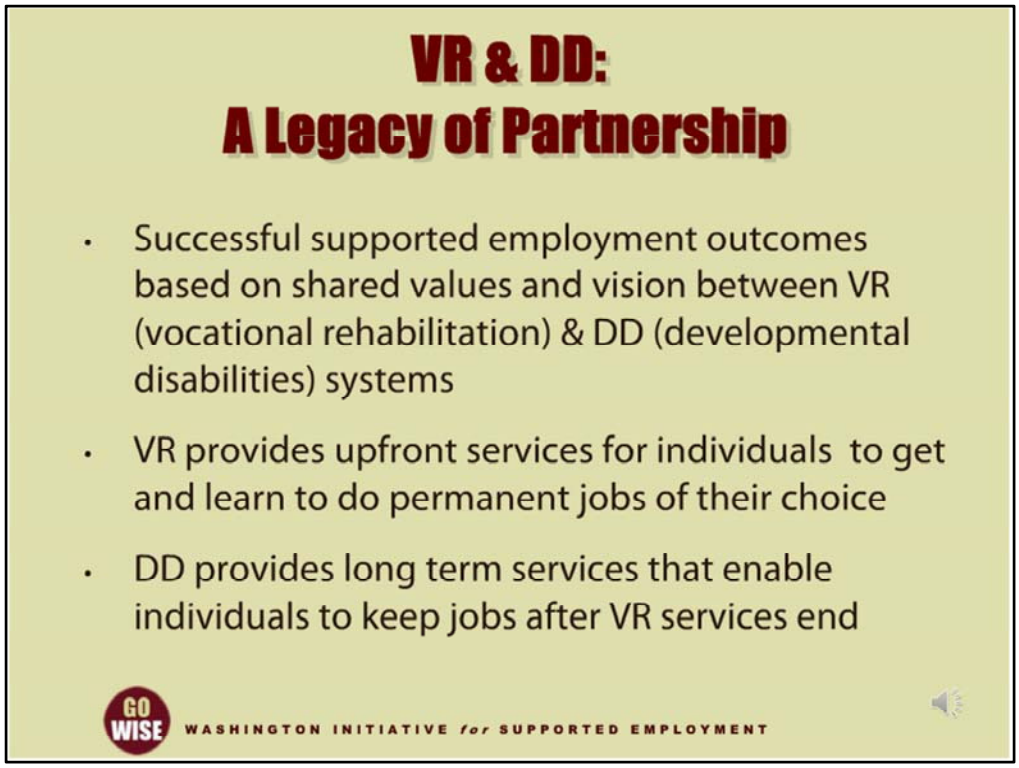


Before we begin the content of this training module let's review the supported employment model that the D.S.H.S. Division of Vocational Rehabilitation, or D.V.R., must carry out. As an employment consultant serving these customers, it is important that you understand the steps of supported employment that D.V.R. must follow and your role in the process. Let's review each step briefly.

D.V.R. supported employment services are provided to customers with the most significant disabilities who want to get and keep a permanent job. These customers require intensive support to obtain employment, as well as long term support to achieve and maintain successful job performance. Federal rules for supported employment require D.V.R. to provide the upfront vocational rehabilitation, or V.R. services known as on-going services, that a customer requires to get and learn a job. After that, a separate source will provide the extended support or long term supports the customer needs to keep their job once D.V.R. services end. All D.V.R. supported employment customers go through the same application and eligibility determination process. Once an individual is determined eligible for D.V.R. their V.R. counselor works with them to conduct a comprehensive assessment of their vocational rehabilitation needs, including whether the customer will require supported employment to get and keep a job of their choice. The comprehensive assessment often includes a community based assessment that is provided by a community rehabilitation program, or C.R.P., such as the one you work for. After the comprehensive assessment has been completed, the D.V.R. customer is assisted by their V.R. Counselor to develop an individualized plan for employment, or I.P.E. The I.P.E. identifies the customer's employment goal along with the steps and the D.V.R. services they will require to achieve their goal. The I.P.E. must also identify the customer's need for supported employment and what their source of long term support or extended services will be. If the source of extended services is unknown when the I.P.E. begins, there must be a strong expectation that a source will be identified within 24 months. D.V.R. services identified in the I.P.E. begin once the plan is signed by the D.V.R. customer and their V.R. counselor. Typically, the first step of an I.P.E. is for D.V.R. to authorize job placement services to assist the supported employment customer in becoming employed. Once the customer is employed then D.V.R. authorizes intensive training services to assist the customer in learning how to perform their job satisfactorily. However, once a customer reaches a stable level of satisfactory job performance, they must begin receiving their extended services from a source outside of D.V.R.. If a supported employment customer achieves stable job performance sooner than their extended services will be available, D.V.R. will continue providing ongoing support for up to 24 months. Once extended services have begun, D.V.R. keeps the case open during the first ninety days that these services are provided to make sure they meet the customer's needs. If the customer is doing well on their job at the end of this ninety days and their extended services continue without interruption, then the customer's D.V.R. case is closed.

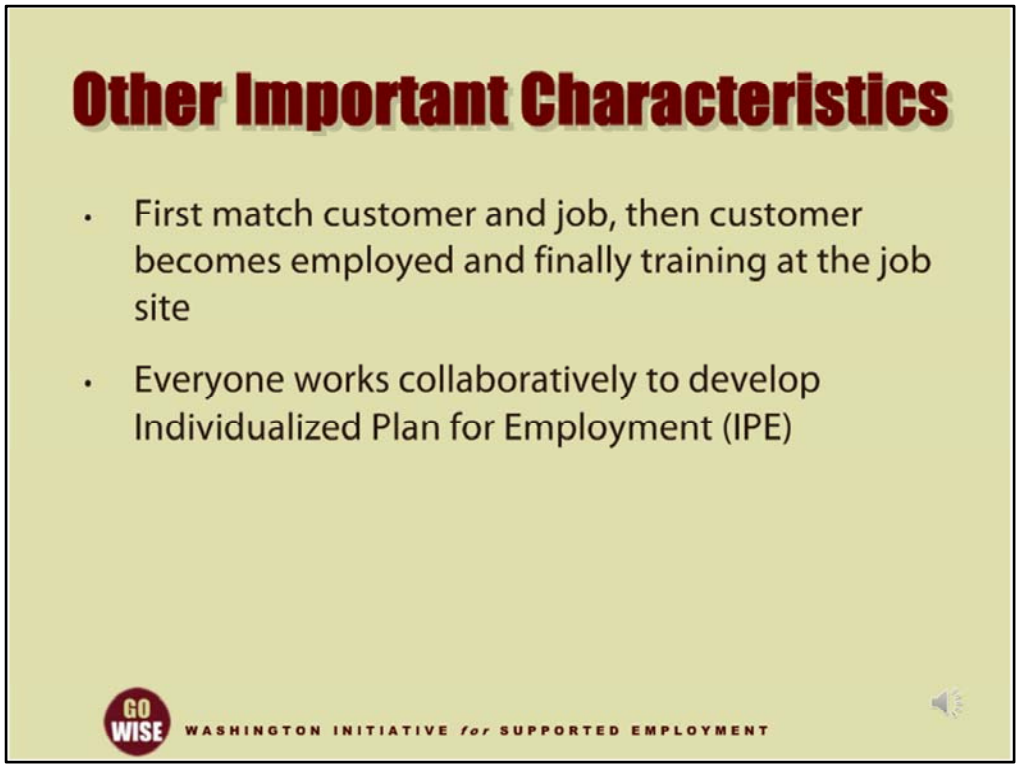
The purpose of this training module is to give you, as a new Community Rehabilitation Provider, or CRP, employment consultant, a background in the history of community services in Washington State and nationally, including the key role employment plays in the broader effort to address the civil rights and inclusion of persons with developmental disabilities. You are part of something significant in terms of the evolution of civil rights and inclusion of persons with significant disabilities. Your work plays a part in moving the challenge of employment for all forward into the future, building on the hard work and dedication of other rehabilitation professionals that precede you.

Let's start with a basic understanding of what supported employment is today. Supported employment is competitive work, in an integrated work setting, or employment in an integrated work setting in which a customer is working toward a competitive wage, with extended or long term services. Supported employment is for customers with the most significant disabilities, who traditionally have not been competitively employed because of the significance of their disability –or, their employment has been intermittent because of the significance of their disability, and they require extended services to keep a job.

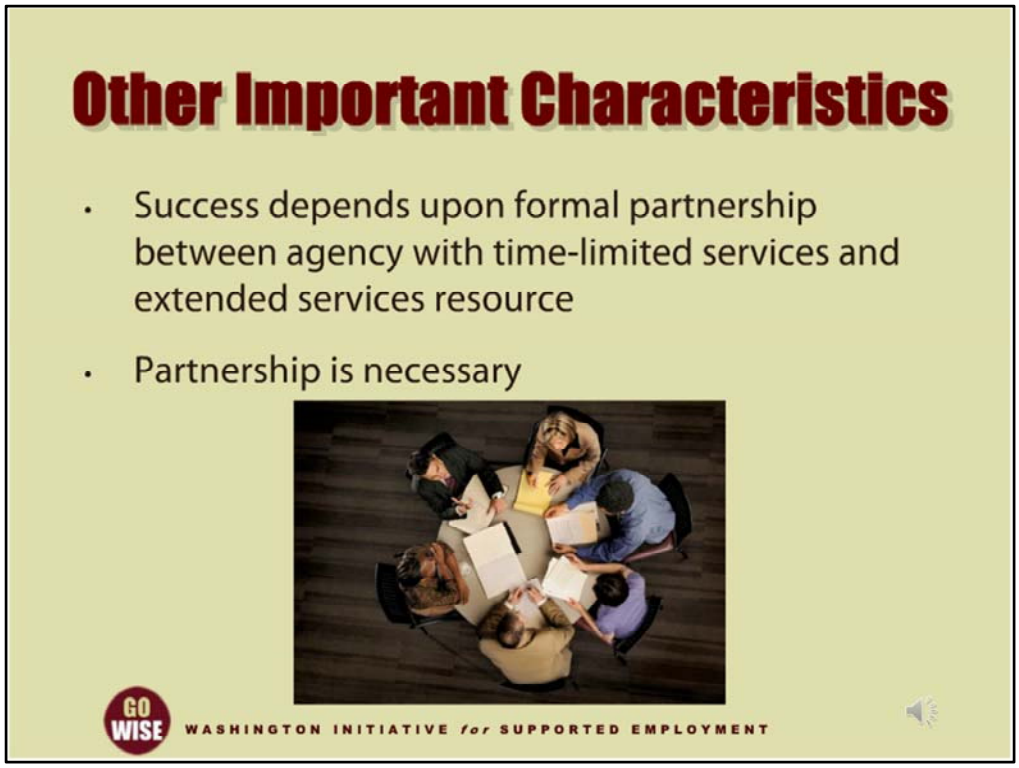


Successful supported employment outcomes for individuals with developmental disabilities in Washington State are based on a legacy of partnership between the Division of Vocational Rehabilitation, or DVR, and the Developmental Disabilities Administration, or DDA, both of which are located within the Department of Social and Health Services, or DSHS. In addition, plus all of the County Developmental Disabilities Programs and employment programs throughout the State play a vital role in this collaboration. This partnership has grown and evolved over many years to make the state of Washington a national leader in achieving successful supported employment outcomes for individuals with developmental disabilities. Each of these partners share the same values and vision that every individual, no matter how significant their disability, can and should be employed. Each partner plays a unique role in fulfilling this vision.

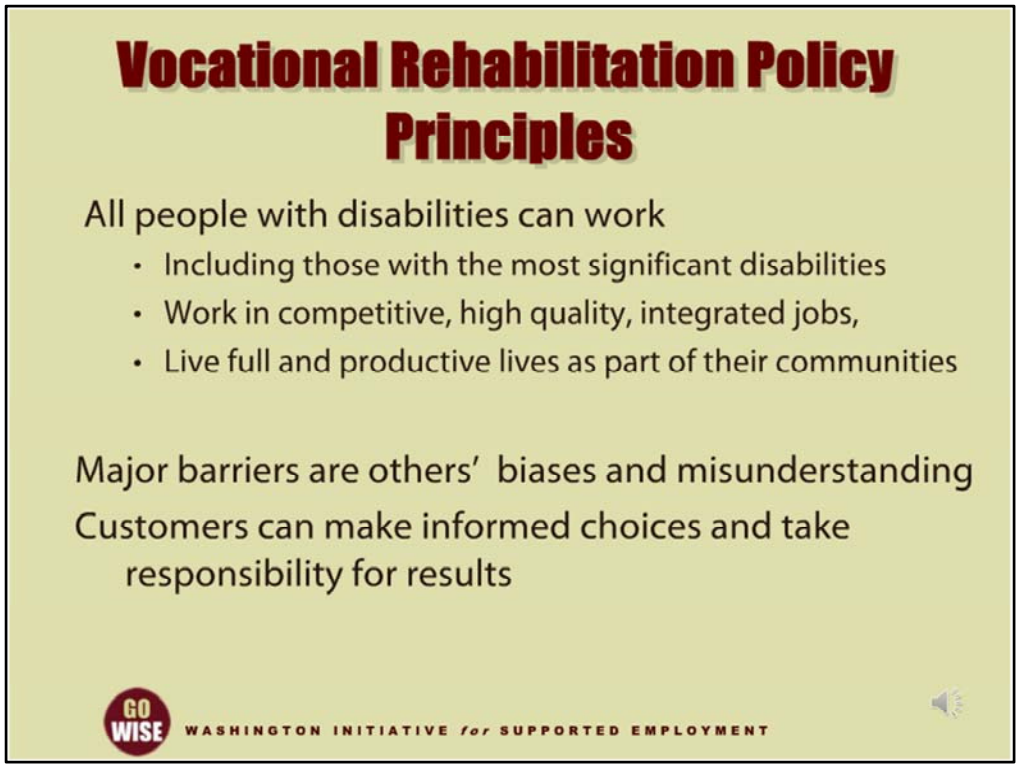
DVR provides the upfront, time-limited services that individuals require to get and learn how to do a job of their choice. These include services such as job placement, intensive job training, assistive technology and other VR services that enable an individual to succeed in employment. DDA and the County DD Programs work in tandem with DVR to provide the extended job coaching and other services an individual must have in order to keep their job long after DVR is out of the picture. The partnership, collaboration and coordination of services between these three partners lays the foundation for Washington's success in assisting so many individuals with developmental disabilities to get and keep good paying jobs.



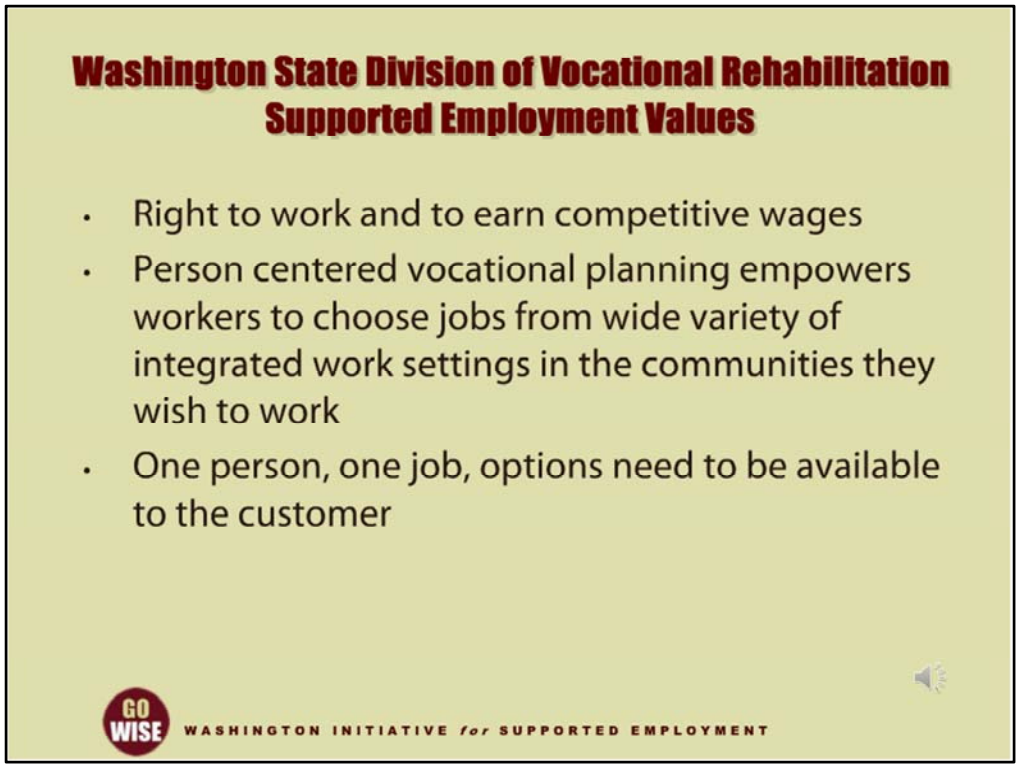
Other important elements of current supported employment include the process of how a supported employment customer finds and maintains employment. First, the customer and the job are matched, then the customer becomes employed and finally the customer receives training at the job site. In addition, everyone involved in the services for a supported employment customer will work collaboratively with the customer to develop an Individualized Plan for Employment, or IPE.



Successful supported employment depends upon formal partnership between an agency with time-limited services, for example DVR, and an extended services or long term support resource such as DDA. And finally, partnership is necessary at all agency levels to ensure the provision of supported employment services and extended services to customers with the most significant disabilities.



Now let's look closer at the principles and values behind current supported employment services. The Federal Rehabilitation Services Administration has developed policy principles to guide the vocational rehabilitation services that are provided to its customers. Among them are some that speak particularly well to supported employment services for individuals with developmental disabilities. For example, one policy principle is that all people with disabilities can work, including those customers who experience significant disabilities. This principle goes on to state that those with significant disabilities do have the ability to work in competitive, high quality, integrated jobs, and live full and productive lives as part of their communities. Another policy principle cites that some major barriers to employment are actually the result of other peoples' biases and misunderstandings about people with disabilities. And one final example of a policy principle that guides services particularly well for those with significant disabilities is that people with disabilities can make informed choices and take responsibility for the results. These are examples of the principles that direct and give meaning to vocational rehabilitation services. You will see how important these principles are as you gain more experience as an employment consultant and help individuals with developmental disabilities benefit from vocational rehabilitation services.



Let's look locally at values that were developed around supported employment in Washington State at the Division of Vocational Rehabilitation, or DVR. First, DVR believes that customers with the most significant disabilities have the right to work and to earn competitive wages. DVR also promotes person-centered vocational planning with the understanding that it empowers workers to choose jobs from a wide variety of integrated work settings in the communities in which they wish to work. DVR prefers the model of one person, one job, though they agree that options need to be available to meet the specific needs of the customer.

Washington State Division of Vocational Rehabilitation Supported Employment Values

- Creativity is necessary
- Limitations are the major barriers to successful employment, not the functional limitations of the worker
- Traditional measures of work readiness are not predictors of ability to work

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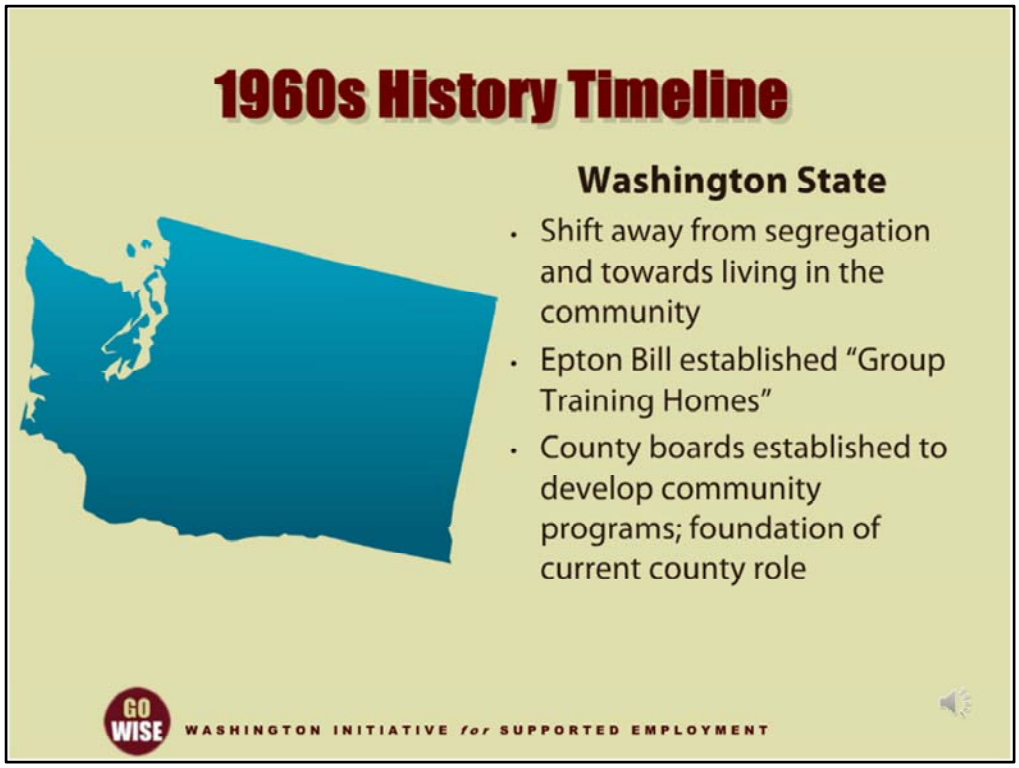
DVR states that creativity is necessary to develop job opportunities with supported employment workers. Washington State DVR perceives limitations such as technology, communities and resources as major barriers to successful employment, rather than viewing those barriers as functional limitations of the worker. And finally, DVR holds the value that traditional measures of work readiness, such as I.Q., verbal ability, or standardized assessments, are not reliable predictors of an individual's ability to work. These six values of supported employment lay the ground work to serve individuals with developmental disabilities, and they are vital to the work you will perform as an employment consultant.

The DSHS Developmental Disabilities Administration follows Policy 4.11 County Services for Working Age Adults, which sets employment as the first service option for working age adults. In December 2000, DDA submitted the *Strategies for the Future Long-Range Plan Phase II Report* to the Washington State Legislature. This report included the recommendations of a Stakeholder Workgroup regarding adult employment and day program services. The workgroup recommended that persons of working age should be gainfully employed, participating and contributing to community life, using a variety of strategies to reach this status in the community. Specifically, the report stated: "…Each individual will be supported to pursue his or her own unique path to work, a career, or his or her contribution to, participation in community life. All individuals, regardless of the challenge of their disability, will be afforded an opportunity to pursue competitive employment."

The Working Age Adult policy was initiated in July 2004 and counties were given a timeline of July 2006 for full implementation. In July 2011, action by the Washington State Legislature required revision to this policy to allow DDA clients to choose Community Access if they are not satisfied with employment services after nine months in an employment program with an unsuccessful job search. In March 2012, the Washington State Legislature passed further legislation to support employment as the first choice for adults of working age; to incorporate the right to transition to a community access program after nine months in an employment service; and to receive only one service option at a time, employment or community access. To learn more about DDA Policy 4.11, please go to the link provided at the end of this training in the resources section.

Service guidelines in DDA describe six benefits that people with developmental disabilities should expect to have the opportunity to experience as a result of services delivered. While some services may affect only one or two of the benefits, employment can help people experience every benefit. These benefits are health and safety, power and choice, status and respect, integration in the physical and social life of our community, relationships and competence.

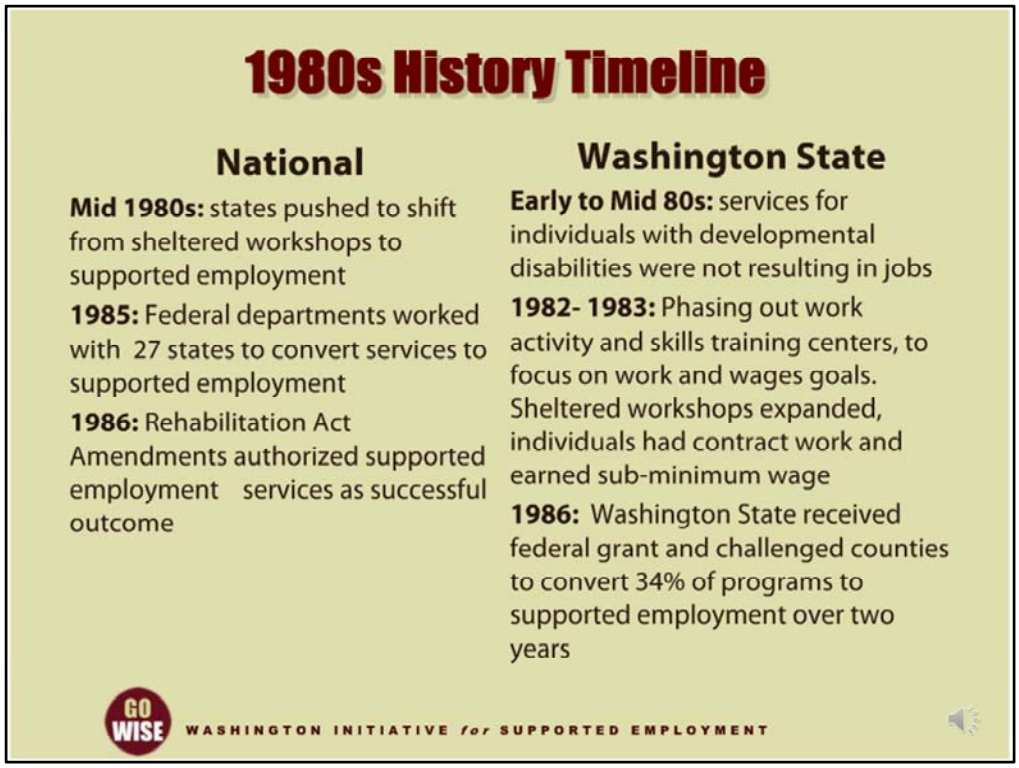


Now that you have a general understanding of the principles and values behind supported employment on the national and state levels, we are going to look at the historical shifts that have brought us to current-day services for individuals with developmental disabilities. Understanding the history of vocational services for people with developmental disabilities will give you insight into some barriers you will face as an employment consultant, helping people obtain employment. The history will also provide guidance for the direction supported employment services are headed in the future. Finally, you'll learn that vocational services have changed immensely over the last several decades, and that you are central to helping that change continue and better serving customers with developmental disabilities.

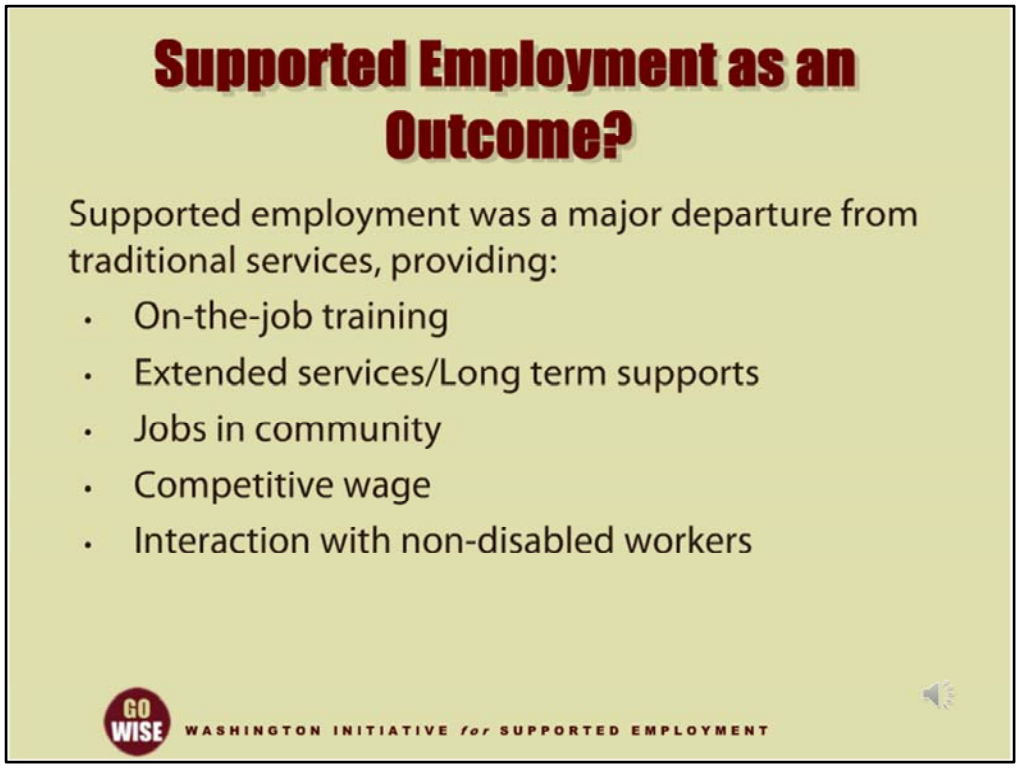
To begin our understanding of the history, let's start in the 1960's in Washington State. During the early 1960's there was a strong shift away from government-run, segregated living settings that had been the norm for people with disabilities. At that time it was becoming increasingly common for individuals with developmental disabilities to live and participate in their communities. Individuals with developmental disabilities, and their family members, were also developing new activity centers and day programs for the individuals to participate in during working hours. As a result, the Washington State legislature passed The Epton Bill, which established Group Training Homes for individuals to utilize as an alternative way to live in the community. In addition, the Washington State legislature established county advisory mental retardation boards. They set this system up so that state and local county tax dollars were available to develop community programs for people with developmental disabilities. These programs were the beginning of our current system where counties are responsible to develop and manage community services for people with developmental disabilities across Washington.

In the 1970's a lot of action happened at the national level, specifically for vocational rehabilitation services. The Rehabilitation Act, commonly referred to as the Rehab Act: federal legislation that outlines vocational rehabilitation services, was significantly changed by congress in 1973. The changes directed VR services to focus on people with significant physical or mental disabilities. In addition, the changes put the focus on services that were individualized to the customer, rather than a one-size fits all model. To learn more about the Rehab Act, please go to the web link provided at the end of this training. Close to that same time in 1974, Washington State was busy working on issues for people with developmental disabilities. The Developmental Disabilities Administration established a regional system to develop community services as an alternative to segregated living options.

During this same time period, Washington also passed laws to define the role of county governments in development and management of community services for people with developmental disabilities. Washington also became the first state in the nation to pass Education for All, legislation that ensures a public education for children with disabilities. This Washington State law became the model for Congress to pass a law in 1975 known as the Education for All Handicapped Children Act, which mandated public education for every child with a disability, including individuals with developmental disabilities. Parents and advocates from the state of Washington were asked by Congress to be key consultants in shaping the landmark federal legislation. Both the state and federal laws were critical to the inclusion of people with developmental disabilities, since more and more families were deciding to keep their children home, rather than placing them in segregated settings. The state system was trying to develop more options for people to live and participate in the community. To learn more about Education for All, please go to the link provided at the end of this training in the resources section.



The 1980's saw significant changes in the disability movement at both the state and national levels, and as you'll see, services for people with developmental disabilities shifted away from segregated work environments to focus on supported employment. The early to mid 1980's brought about an understanding in Washington State. At this time it became evident that people with significant disabilities, many of whom had developmental disabilities, were not receiving the services they would need to obtain employment. Around 1982, we saw developmental disability services shift from day center activities to employment-based services. For example, Washington State DDA and the County DD programs began requiring employment agencies to report wages earned by their clients, hours worked, and their workplaces. This data collection made it clear to everyone that competitive employment resulted in far higher wages earned and had a much higher return on investment than other day activities. As a result, this focus expanded the sheltered workshops across our state, and increased the contract work for people with developmental disabilities. More people earned wages; however most of those wages were below minimum wage, known as sub-minimum wage. At the same time on a national level, the Federal Government was pushing for state programs to shift from sheltered workshops to supported employment models. For example, in 1985, several federal government agencies collaborated and worked with 27 states to convert their day program services to supported employment. We also saw an extremely important shift in 1986, when the Rehab Act was amended and VR services began to authorize supported employment services as successful outcomes.



Let's stop for a moment and really understand why it was such a big deal for the Federal Government to accept supported employment as a successful outcome in the Vocational Rehabilitation program. Supported employment was a major departure from the more traditional programs up to this point in history. Other VR programs didn't provide some key elements offered by supported employment. For example, supported employment provided customers with on the job training and ongoing assistance to maintain the job, something called extended services or long-term supports. Supported employment also accomplished something for people with developmental disabilities that had not yet been done: integration into mainstream society. Supported employment placed people with very significant disabilities in jobs in the community, where the workers earned a competitive wage and had opportunities to interact with non-disabled workers at the worksite. Ultimately, vocational rehabilitation services changed when supported employment was accepted, because people with developmental disabilities had the opportunity to be integrated into the general workforce. This change benefited individuals with developmental disabilities in the following ways. Health and Safety: many jobs provide health insurance and other fringe benefits that promote individual well-being and security. Power and Choice: the individual chooses his or her occupation, they decide which job offer to accept and earnings enable them to choose how to spend their money. Status and Respect: individuals who are employed share the same status with others who are working and can answer the question when asked, "What do you do?" As supported employment has taken hold and grown over the years, jobs and the skills individuals learn from working have become a way to increase an individuals' competence, and increase true integration by working side-by-side with people who do not experience disabilities. Amendments to other federal laws reinforced supported employment in 1986. For example, the Social Security Act was amended to make supported employment a more attractive option for people with disabilities. Now let's go back to the 80's now and see what impacts supported employment had on the rest of the decade.

Washington State was also working locally to expand supported employment. In 1986 Washington State DDA received a grant from the Federal Government. The State used that grant to challenge County DD programs to convert 34% of their current services to supported employment over a two year period. Between 1987 and 1989 the Federal Government also required state VR agencies to make cooperative agreements with the state entities that would be providing long-term support, like DDA. This helped state agencies like DVR and DDA come to a formal agreement about how to work together to best serve their common customer. For Washington State, those agreements were put into place between 1987 and 1989. The agreements were developed with the DD and Mental Health programs, and then passed on to be implemented at the local county levels in the programs you work in today.

The 1990's saw a continued increase in efforts to expand supported employment both nationally and in Washington State. Nationally, in 1990, the Americans with Disabilities Act, commonly known as the ADA, was passed. This federal legislation solidified civil rights concepts for people with disabilities across the country. The ADA focused on different aspects of life including employment, public accommodation, and transportation, etc. In addition, the ADA established certain requirements for employers with regard to reasonable accommodation and modifications to a workplace, as well as accessibility to public transportation and certain types of buildings. Another significant event for our country happened in 1992 with the additional amendments to the Rehab Act. Substantial adjustments were made to the Act, all under the presumption of employability for every person. The amendments pointed out that regardless of the extent a person experiences disability, they can achieve employment and other rehabilitation goals, if the appropriate services and supports are made available. This change in understanding redefined the common barrier as a systemic issue rather than a result of someone's disability and it meant that someone could not be denied services due to the significance of their disability. These Rehab Act amendments also created the State Rehabilitation Councils in each state. These advisory councils are comprised of a majority of people with disabilities, in order to increase the customer voice of vocational rehabilitation services in their state. Locally in Washington State in 1992, a team of community advocates, state and county staff, and professionals developed a significant document for our state called the County Developmental Disabilities Guidelines. This document outlined a vision for inclusive communities, established key values and benefits of a community system, and provided strategies for quality assurance and development in communities. The Guidelines have continued to be an essential roadmap for counties in resource development and planning. The Guidelines were later revisited and reconfirmed by a review team in 1999. Throughout the 1990s and continuing today County DD Programs have been collaborating with DVR, School Districts, and employment agencies to develop supported employment jobs for high school students transitioning out of school at age twenty one. Also in Washington in 1992, the state faced a budget crisis that threatened DVR's state funding which matches federal VR dollars. Instead of allocating all of DVR's state funds directly to DVR, the Legislature adopted a budget proviso that required DVR to obtain a portion of its state match from County Developmental Disabilities Programs and County Mental Health Programs. That budget proviso lasted for eight years and resulted in an all-time success rate for DVR supported employment outcomes between 1992 and 2000.

In 1993, the budget proviso led DVR, DDA and County Developmental Disability Programs to develop formal agreements to better partner and serve individuals with developmental disabilities. Nationally, in 1998 another set of amendments to the Rehab Act made substantial changes. For example they increased supports to help customers make informed choices in the VR process and they increased options to help consumers find high quality jobs. And finally, in Washington State in 1999, the Washington State legislature put into law Supported Employment in State Government. This legislation directed state agencies to consider hiring employees using the supported employment model and included special features so that these agencies could more easily hire supported employees. The program was considered a success, with over one hundred supported employees hired in state positions across Washington. The program was actively promoted in the mid 2000's when DVR entered a process called Order of Selection. At that point, coupled with the State's economic downturn and hiring freezes, efforts for the program became limited.

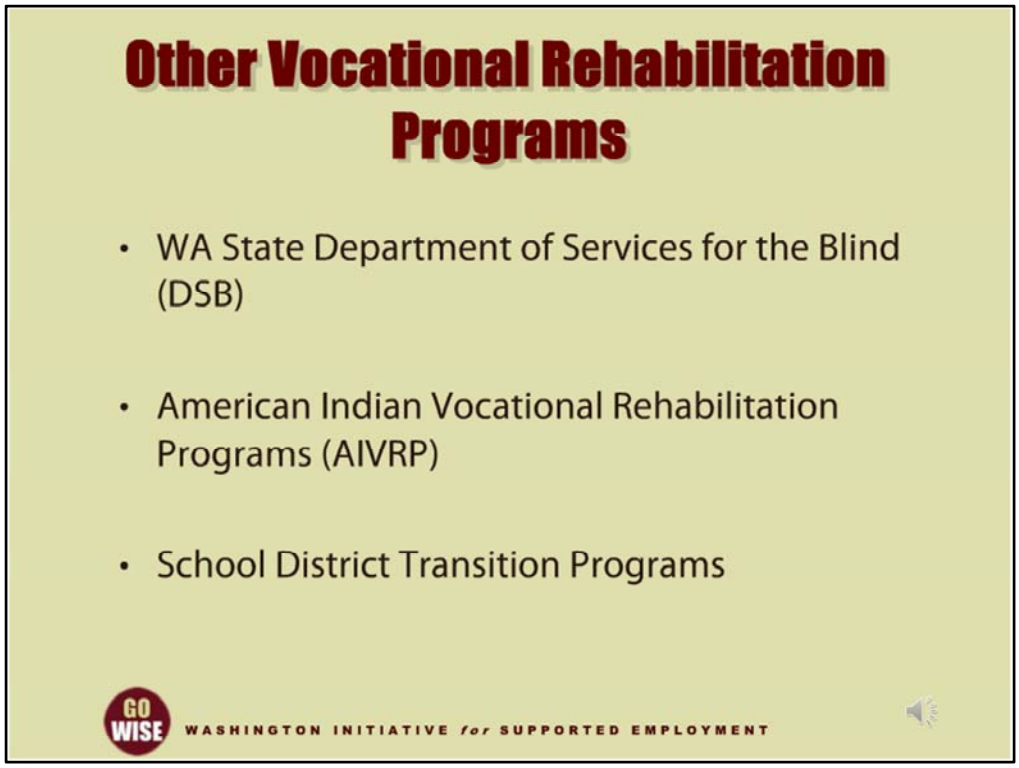
The turn of the century saw some significant gains for supported employment for individuals with developmental disabilities, particularly in Washington State. In 2000 Washington State DDA convened a workgroup, which was required by the legislature, to examine day and employment services in our State. The workgroup ultimately made recommendations about employment services, stating that all working age adults should be supported to obtain gainful employment and contribute to their communities. This report also coined the term "Pathway to Employment" and reported that, "..Each individual will be supported to pursue his or her own unique path to work, a career, or his or her contribution to, participation in, community life. All individuals, regardless of the challenge of their disability, will be afforded an opportunity to pursue competitive employment." Then in 2004, Washington State DDA Policy 4.11, County Services for Working Age Adults, commonly called the Working Age Adult Policy was implemented. The Policy established employment supports as the primary use of employment and day program funding for working age adults, and developed guidelines for DDA Case Resource Managers and County DD Programs to authorize and provide services to working age adults between the ages 21 and 62. This action made Washington one of the first states in the nation to present a distinct vision for individuals with developmental disabilities, and to designate a system that supported consistent services across the state. This type of vision is commonly known as employment first, or work first policy.

Many argue that Washington's focus on individual employment over the rest of the decade was a result of the Working Age Adult Policy, and that focus increased access to employment for people with developmental disabilities. For example, according to a study put out by the Journal of Vocational Rehabilitation in 2010, Washington State reportedly had the highest DVR success rate & benefit cost ratio in the U.S. for supported employees with intellectual disabilities from 2002 through 2007. Another example of success was seen in 2009 through *The State of States,* a national report that indicated Washington State had the second highest rate of customers served in supported employment in the nation, with 62% of those in service receiving supported employment. And in 2012, Washington's Working Age Adult Policy was enacted into law through the legislature. The new law reinforced the work first policy that had been implemented over the last several years, and set the expectation that all adults age 21 to 62 will have access to employment for a minimum of nine months prior to choosing an alternative program that is not focused on earning a wage.

Collaboration and relationships have significantly impacted our local supported employment movement here in Washington, so it's worth taking a few moments to understand what has happened and how you fit into these efforts. Historically, the supported employment community in Washington State has come together to learn and share on a regular basis. For example, the Ellensburg Conference and other regional gatherings have given our community the opportunity to share what was working at that time and talk about the barriers facing supported employment. They also expanded the scope of involvement and partnership for supported employment. For example, these gatherings have brought school personnel, business leaders, experts from other states --just to name a few examples --into the conversation about how to help people with disabilities access employment. We have also utilized pilot projects to develop new models and solutions to the barriers people face in supported employment. For example, several school to work transition programs were originally started, in part, because of the local relationships that representatives from employment agencies, school districts, counties, DVR and DDA representatives had developed. These efforts ultimately strengthen the services for people with developmental disabilities across our state and help us keep the focus on our overall goal of getting people jobs in the community. As an employment consultant in this field, you are encouraged to take advantage of these types of opportunities, to not only expand your skills but also share what you have learned with others. Collaboration and relationships can enhance your everyday work and are vital to finding new ways for people with developmental disabilities to become successfully employed. You are an important key to enhancing the collaboration and relationships in the field of supported employment.

As you've seen so far, there have been a lot of changes to vocational rehabilitation services since the 1960's. Most of what we have covered has been around laws and system reform, so now let's look at some subtle but extremely important shifts that have occurred in how we do our work. One main concept that has evolved over the years is the Train and Place versus Place and Train approach. The traditional VR model was designed with the understanding that someone, to be competitively employed, would first need to be trained on how to do a task or job, and then be placed in the job. This model was based on the assumption that people's behavior is learned according to a developmental sequence, and that people will generalize a behavior, regardless of the setting or jobs. Using this model often resulted in a focus on sheltered workshops and day program activities for individuals with severe disabilities. Fast forward to current day supported employment and you will see we have switched gears to typically use a "place and train" approach. This approach is based on a completely different set of assumptions. For example, employment consultants now believe that many complex behaviors can be taught through breaking tasks into component steps, and by analyzing someone's behavior to understand the meaning behind it. In addition, we've learned that behaviors are typically best learned in the setting where they are expected to be used, and that it may actually cause confusion for someone when they have to generalize their behavior to different and unfamiliar settings. Supported employment also recognizes that individuals with significant disabilities often need work supports determined and developed while they are on the job. Another difference between historical and current models of vocational rehabilitation involve the idea of extended or long term supports. Prior to the acceptance of supported employment, customers seldom had much more than a natural support once VR service ended. In the current day, supported employment model, there are two phases to the vocational rehabilitation process. First, DVR provides the initial, time-limited rehabilitation services and supports. In the second phase, the DVR services end and another resource, such as DDA, provides the necessary extended or long term services. This two phase approach better serves individuals who require ongoing intervention and advocacy to help them retain long-term employment. And one final difference between a traditional and current day model of employment supports has to do with the focus and crafting of the services. VR services took a one-size fits all approach and offered all of its customers a similar set of service, until the concept of an Individualized Plan for Employment, or IPE, came about. Individualized plans for employment are used to ensure each customer has an individualized plan that addresses their unique skills, resources and vocational goals. These examples of how services have changed through the decades give you an understanding of the changes the Vocational Rehabilitation system has undergone over the last several decades.

And finally, along with shifts in services and thinking came changes in the supported employment models that DVR purchased over the last few decades. Supported employment has historically utilized four models to place individuals in integrated, supported employment settings. The enclave model involves employment for a small group of people in a business, and full integration of the supported employees with non-disabled workers. The mobile work crew model involves employment of a small group, in a job crew, to perform jobs on a contract basis. The individual placement model, also known as the job coach model, includes job development and provides employment opportunities in the local community on a one person, one job basis. This model also typically provides the most likely potential to earn minimum wage or above, as well as employer benefits, and provides independence and integration in typical work settings in the community. And finally, the entrepreneurial model utilizes self-employment to develop business enterprises in which the individual is the owner of a business that offers a service or product to sell and make a profit. In current day services, DVR only administers services for the individual placement and entrepreneurial models because they lead to competitive employment outcomes for DVR customers.



It is important to note that Washington State DVR coordinates services and collaborates on supported employment with other federally funded VR programs in our state. Included in those agencies are the Washington State Department of Services for the Blind or DSB and Tribal Vocational Rehabilitation Programs or AIVRP. School transition programs are also key partners when serving young adults with disabilities as they exit the school system. To learn more about transition services for young adults in the education system, please watch *Education to Employment,* a separate module within this training series. To learn more about DSB or AIVRP, please go to the links provided at the end of this training in the resources section.

Let's briefly review what we've learned in this training. Services for people with developmental disabilities have changed immensely over the last several decades. Before the 1960's people with developmental disabilities were typically segregated from the rest of their communities, living in government-run facilities with little access to employment supports. In the 1960's, services for people with developmental disabilities started to change as a result of more people choosing to live and participate in their communities, and the need for different services. Then in the 1970's we saw a national push to support people living in the community through The Rehabilitation Act of 1973 and the Education for All Act. As a result, activity centers and sheltered workshops boomed in the first half of the 1980's, as well as the vision of people with developmental disabilities working in their communities. And once supported employment became an accepted vocational rehabilitation model in the mid 1980's, successful supported employment really started to take hold. Through the strong partnerships that were developed and enhanced in Washington State in the 1990's and 2000's, as well as key policies and legislation at the national, state and local levels, our supported employment services in Washington State are among the best in the nation. And finally, your role as an employment consultant is central to all of our efforts to continue to better serve customers with developmental disabilities and help them earn their own wages in their communities.

DVR Language

Employment Consultant: also known as an employment specialist, job coach, job developer, etc.

Community Rehabilitation Program (CRP): also known as employment agency, employment provider, vendor, etc.

Customer: also known as client, consumer, person with a disability, supported employee, etc.

Extended Services: also knows as long term supports, follow along services, etc.

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Resources

- Division of Vocational Rehabilitation (DVR): http://www.dshs.wa.gov/dvr/
- DDA Policy 4.11, County Services for Working Age Adults: http://www.dshs.wa.gov/pdf/adsa/ddd/policies/policy4.11.pdf
- Rehabilitation Act of 1973 as Amended: http://www.access-board.gov/enforcement/rehab-act-text/intro.htm
- Education for All Handicapped Children Act: http://www.scn.org/~bk269/94-142.html
- Washington State Department of Services for the Blind (DSB): http://www.dsb.wa.gov
- Tribal Vocational Rehabilitation Programs (AIVRP): http://www.dshs.wa.gov/dvr/QuickLinks/TribalPrograms.aspx
- Washington State Developmental Disabilities Administration (DDA): http://www.dshs.wa.gov/ddd/

Content for this training was developed by representatives from the Division of Vocational Rehabilitation and Snohomish County Developmental Disabilities.

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