

Summer Preprofessional Program

The primary intent of this program is to develop a key source of permanent hires with critical skills by identifying outstanding student candidates, or non-students with equivalent work experience, and to provide them with a meaningful work experiences related to their field of study or work history.

Candidates are selected on a competitive basis. Year in school, grade point average, relevant studies, and work experience are some of the factors considered in the selection process.

Examples of preprofessional jobs in the Westchester Summer Program are accounting trainees, programming trainees, financial analysts, editorial assistants, etc.

Summer Administrative/Direct Program

This program is intended to meet short-term workload demands and to provide vacation coverage. Examples of some positions in this program are clerks, secretaries, computer operators, cafeteria helpers, security guards, recreation assistants, maintenance assistants, etc. (In areas outside lower Westchester County where IBM manufacturing facilities exist, positions are generally also available as manufacturing directs.)

This collaborative experience has proven to be valuable, because it demonstrates to IBM managers that qualified legally blind

individuals are prepared to compete with peers in the competitive labor market. At the same time, client/students have shared a valuable work experience which may lead to full-time work in the future. It also demonstrates to employers that CBVH is a valuable resource in locating qualified candidates for job openings.

LIFEPRINTS

Oregon

Question: Have you wondered if there is a publication available specifically for blind/visually impaired youngsters which networks people and routinely presents articles written by blind/visually impaired individuals describing their career choices, job roles, and responsibilities?

Overview

- I. Type of Transition Model:
Career Awareness
- II. Target Population:
Teen-age visually impaired people
- III. Collaboration Features:
 - A. Agencies - Not applicable
 - B. Consumers - Visually impaired students and adults contribute the articles for LIFEPRINTS
 - C. Private industries, businesses, employers - Not applicable
 - D. National Organizations - The American Council of the Blind gave a start-up grant of \$9,000. National Braille Press produces braille copies of LIFEPRINTS.
- IV. Local/Municipal Resources:
Not applicable
- V. On-going support systems:
 - A. Community - Volunteers serve as management officers for LIFEPRINTS and as proofreaders. The Ink Spot produces large print copies. Cassettes produced by editor and her husband. National Braille Press produces the braille copies.
 - B. Administrative/State - Not applicable
- VI. State/Local laws and regulations:
Not applicable
- VII. Funding sources:
 - A. Start-up \$9,000 grant from the American Council of the Blind in 1983.
 - B. Continuation - \$15 annual, tax deductible, subscription/donation, \$3.00 for sample copies, and donations from organizations and individuals.
- VIII. Contact Person:
Mrs. Carol M. McCarl
Editor and Publisher
Blindskills, Inc.
Box 5181
Salem, Oregon 97304
Phone: 503-378-3820

Note: A related source of career information and individual histories: Career Choices for the Visually Impaired, Hennepin Technical Centers, Intermediate District #287, 1820 North Xenium Lane, Plymouth, MN 55441. Phone: 612-559-3535

LIFEPRINTS

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Question: Have you wondered if there is a publication available specifically for blind/visually impaired youngsters which networks people and routinely presents articles written by blind/visually impaired individuals describing their career choices, job roles, and responsibilities?

Answer: Yes, there is! It is called LIFEPRINTS and is edited and published by Carol McCarl in Oregon.

Introduction

Adults routinely ask youngsters, "What do you want to be when you grow up"? If a youngster is blind or visually impaired, what might he answer -- a(n) doctor, fireman, policeman, pilot, computer programmer, astronaut, actor, plumber, teacher, farmer, secretary, banker, etc.? When and where do blind/visually impaired youngsters have an opportunity to be in touch with blind/visually impaired adult role models who represent many different careers and professions? One source of information which describes the careers of adults who are blind/visually impaired is presented in LIFEPRINTS -- by the blind/visually impaired men and women themselves!

LIFEPRINTS-The Magazine

As a teacher of visually impaired students for over 25 years, Carol McCarl learned that teens who are blind meet few blind peers and virtually no blind adults. It occurred to her that there is a serious gap between what teenagers who are visually

impaired believe to be their potential abilities and what can actually be realized. To begin to fill this need, she decided to use her many contacts in The American Council of the Blind (ACB) and The Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) to aid these young people in personally reaching successful blind adults in their work places and at their leisure. The result has been LIFEPRINTS, now in its third year of publication. Through its pages, networking of people is in action. The first-person interviews conclude with names and addresses where individuals can be contacted for more information about their career or leisure-time activities.

LIFEPRINTS is published by Blindskills, Inc., a non-profit corporation located in Salem, Oregon. It realizes its funding from subscriptions and donations from organizations and individuals. In 1983, an initial grant of \$9,000.00 was provided by ACB. There are no paid staff members at Blindskills, Inc. The president and editor of LIFEPRINTS is Carol McCarl. She, with associate and contributing editors, receive no pay for their efforts. The vice-president, secretary and treasurer, also donate their time. They have recognized a need and have responded.

LIFEPRINTS is available five times annually. It is recommended that subscriptions begin in June or July as the first yearly issue begins with the September/October issue. The suggested

subscription/donation for any one of three formats (braille, cassettes, and large print) is \$15.00. Subscribers range in age from 7 to 70 and include students, teachers, rehabilitation counselors, parents of visually impaired children, and blind adults and their acquaintances. LIFEPRINTS is being read in the United States, Canada, the Caribbean, Germany, Israel, Egypt, South Africa, Bangladesh, India, and Japan.

Most articles in LIFEPRINTS are written in the first person. Each student or blind adult speaks of his or her own activities as they are currently happening. Some of the career information is presented in article format and some as interviews. Here are some vignettes from articles published in LIFEPRINTS which deal with careers.

Packaging Worker

Gayle A. Sabonaitis works at Come-Play Products, a toy factory in Worcester, Massachusetts. Gayle, a graduate of Perkins School for the Blind, is deaf, blind, and has multiple sclerosis. She packages brooms, dustpans, and aprons as a set in one bag. She writes poetry, including an unpublished book of 300 haiku. Here are some quotes from Gayle's article "My Present Employment"...

"There is a van service for the disabled in Worcester. I use it to go to and from work. The driver brings me into the hall in my wheelchair and a co-worker brings me to my work station on the third floor via the elevator..."

Despite my routine job, and despite the very low pay from this job, I manage to live a full and normal

life. I am an avid reader, and a teacher of amateur radio. I have successfully taught many people of all ages. I am a student of computer programming...

It took a great deal of hard work just to convince my employer to hire me... Communication is a real problem... This has been solved. I ring a bell when I need supplies and call out loudly to tell the supply lady what I need... To save time, if I make a mistake, the supervisor puts my hand on the error I made. This does not happen often, though.

The only way, as can be seen in my determination to get a job, is to continue one's endeavor and refuse to take "No" for an answer. With my determination and the real cooperation of the rehabilitation counselors, we were able to place a multihandicapped in gainful employment... I am the only handicapped person on this job. Although this is a routine, non-intellectual job, it is better to have it than allow myself to be without work." (Sabonaitis, 1986, p. 12).

Rapid Transit Worker

Harry Cordellos works for the Bay Area Rapid Transit (BART) in San Francisco. His job requires union memberships, therefore he had to fulfill all the job roles included in his job description. One of these roles requires the operation of standard switchboard. A modification in technique was needed. With minimal training and the use of a light probe he is now able to successfully operate the switchboard. Harry shared some of his self-developed work strategies in his article in LIFEPRINTS, "Excerpts of an Interview with Harry Cordellos".

"In the information center, the Automatic Call Distribution System (ACDS), there's a series of phone which come into a computer and the operators take the calls. Sometimes there are 20 or 30 calls and only five or six operators...

I'm not a very good braille reader so I depended quite heavily on my memory... I took a lot of information

and transcribed it into braille, many times in my own shorthand braille. I used a code system which was meaningful to me--I might call it a Braille BART language. I transcribed the fare chart so that I would know how much it would cost from every station to every other station in the system and also how many minutes the ride would take.

When people called up during the first few months, if they wanted information to get to landmarks, such as... the Mormon Temple, the University of California at Berkeley..., I would ask another clerk for the information. After I gave it out, I would braille a card and put it in my file.

If the caller wanted a personalized address like 3045 Telegraph Avenue in Berkeley, that's something that nobody else would ask for again so quite often I would just ask another clerk to help me with that particular address and just forget about it.

I had the use of an Optacon. When people asked for BART information packets to be mailed to them, I would take down their name and address on a tape recorder and then when the calls would slow down, I'd go to a typewriter, play the cassette, and type an envelope. Then I would use the Optacon to proofread my own typing. In this way I could send out information packets without asking for other help.

As a blind person, I think it's critical that people realize that work is a teamwork thing. We talk about the blind doing everything but that's not true. It's nice to be independent but we need help from sighted people in many more ways than we think. That's not to take anything away from our talents." (Cordellos, 1986, pp. 15-16).

Psychologist

Dr. Robin Devour is a blind psychologist with a general caseload who works in his office and in a general hospital. He uses a dog guide to facilitate his mobility. He sees patients for approximately 30 hours each week and uses the remaining time to do his professional reading and correspondence. Dr. Devour shared his

thoughts:

"The preparation for the kind of work that I do is training in psychology to the doctorate level. Although there are some bachelor's level and master's level people working in the field of mental health, the jobs are rather scarce and tend to be somewhat limited in scope and the real entry level for this profession is the doctorate. The training is rigorous and certainly requires a scientific bent. Young people interested in this field certainly ought to have a fairly good general science background and probably a good background in the humanities and liberal arts also because much of the work is listening and talking. One needs to be fairly fluent and able to communicate in a reasonable way in order to be effective with the people that one works with....

Being blind is not a particular difficulty for the kind of work I do... I certainly can't see the gestures and facial expressions of my patients but that's really not a problem because, as most people who don't see well know, one quickly learns to attend the nonverbal cues present in voice and also to listen to other aspects of the auditory spectrum in order to find out how people are feeling....

The aids and appliances that I use in my work are relatively few in number. I have a brailier on my desk and I use Grade 2 braille for self-communication. I keep a roll-a-dex that's brailled for names and phone numbers. I have a talking calculator in my office. Other than that and a tape recorder for dictating my progress notes, I don't really have much in the room that's special. I am thinking very seriously about getting a computer with speech function for use in my office....

One of the things I would like the readers to think about if they want to go into this career, is to get good grades in high school. That will be important in getting into a college or university of your choice." (Devour, 1985, pp. 3-5).

Bee Keeper

Oren Edwards is a visually impaired self-employed bee keeper from Oregon. He wrote an extensive article on the keeping of bees and

marketing honey. Some of the strategies unique to his job as a visually impaired person were stated in his article "The Bee Keeper".

"... my visual loss does affect my sales. First of all, I do not see well enough to recognize people from a distance. The result is that some people who recognize me may wave from across the street. Unless I have told them in advance they will misunderstand why I did not return the friendly wave. This makes it important for me to make it known to store managers and other people with whom I do business that they should identify themselves to me. I still have to practice my explanation to new acquaintances in order to prevent some uncomfortable moments for both of us....

A self-employed individual must do his accounting unless he can afford to hire someone to do it. I must do my own bookkeeping. For that I use a Visualtek and read and write that way. Other office-type work includes typing jar labels, balancing the checkbook, reading and paying bills, and reading articles in the Bee Growers Association publications....

I have an improved self-image as a direct result of dealing with satisfied buyers of my product. I have learned the science and art of bee keeping and I do it successfully....

If you want to consider being self-employed be sure to pick a career which you think is fun because you will have longer than eight-hour days. The best part of my work for me is that almost everything I do is tangible. At the end of the day collecting or bottling honey, or building beehives or painting boxes, there are concrete results for me to appreciate.

The same things which make being in business for myself advantageous, can also make it difficult. Although I can manage my time to go fishing in the middle of the week when I choose, I also am the guy who must make myself get up in the morning to maintain those hives. No one will tell me to get out there but if I don't and a hive of bees starves, I must take the blame. I've done that and then I felt guilty. Experience has taught me to do my work in a timely manner because I am solely responsible. In my work I can be a dreamer and use imagination to think of better ways to market my honey. The knowledge that I am directly involved in the balance of nature is in itself rewarding. I know

my bees are an essential force in ecology and it is thrilling to be a part of a valuable cycle in nature. The plants and animals are dependent on bees and I'm right there on the scene. It's exciting!" (Edwards, 1985, pp. 8-12).

Past issues of LIFEPRINTS have included articles and interviews with individuals involved in careers on dairying, animal husbandry, farming, acupuncture, occupational therapy assistants, and law, etc. If students or other readers are interested in obtaining more information on authors or interviewees they need only to contact them directly as names and addresses are provided. LIFEPRINTS is a unique publication and provides a valuable service to its readers.

References

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MOBILE WORK CREWS:
AN APPROACH TO ACHIEVE LONG-TERM
SUPPORTED EMPLOYMENT

Oregon
by
Phillip E. Bourbeau

Question: What is a mobile work crew, how is it developed, how does it work, and can blind/visually impaired individuals participate?

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Question: What is a mobile work crew, how is it developed, how does it work, and can blind/visually impaired individuals participate?

Answer: Phillip Bourbeau from the University of Oregon has managed the development and replication of work crews in four states. He describes the concept, benefits, pre-implementation considerations and daily program options which are easily applied to blind/visually impaired individuals.

During the past ten years strides have been made in providing more appropriate vocational services for individuals who experience moderate and severe mental retardation. Results of nationwide studies conducted in the middle 1970's (U.S. Department of Labor, 1977, 1979) showed the relative ineffectiveness of time-limited rehabilitation programs in both effecting independent competitive placements or generating significant productivity and wages for consumers with developmental disabilities (Bellamy, Rhodes, Bourbeau & Mank, 1985). Concurrently, however, researchers in the field were successfully documenting the vocational potential of these individuals (Gold, 1972; Bellamy, Peterson & Close, 1975). This discrepancy in outcomes coupled with the strongly emerging ideology of normalization (Wolfensberger, 1972) fueled a concerted effort by researchers and practitioners to assist persons with severe handicaps in entering the

work force.

In many sites across the nation, programs were developed which successfully trained many individuals with severe handicaps and placed them into competitive jobs in their communities (Sowers, Thompson & Connis, 1979; Wehman, 1981) by providing the structure and support needed to achieve and retain such goals. Despite the laudable success of these efforts, large numbers of people with more severe handicaps remained in programs which either limited or denied them opportunities to access meaningful work and wages (Bellamy, Sheehan, Horner & Soles, 1980). For individuals with severe disabilities some authors advocate for additional forms of supported employment (Horner & Bellamy, 1979) in which adult vocational service agencies would operate simultaneously as a habilitation program and a small business. Using this approach to supported work, the employees of the business (workers with severe handicaps) would be trained on the job and would then continue to function productively in that environment while receiving the support necessary to do so. The objectives of such programs would be to facilitate production and wage earning for employees, rather than prepare individuals to move on to other employment. In this manner the service providers could attend to developing solid business practices and a firm market for its goods or services.

Long-term supported employment may occur in many forms. The purpose of this paper is to describe one such form, mobile work

crews, and to delineate some of the major considerations related to establishing and operating a supported employment program of this type.

Mobile Work Crews

A mobile work crew offers community-based supported employment and training opportunities for four to six persons who are developmentally disabled. The crew utilizes this workforce plus the organizational and managerial skills of a crew supervisor to accomplish service work objectives at various job sites in the community. The approach is not new. Its successful use as an habilitation approach has been documented in the mental health and mental retardation literature (Fairweather, 1969; Jacobs, 1974). Employing this method to provide long-term supported work for adults with severe developmental disabilities, however, is rather unique and requires a heavy emphasis on particular variables which might be safely ignored in other applications.

Benefits to be Derived From Using a Work Crew Approach

Utilizing a crew approach as part of a vocational services system has many potential advantages, foremost of which is flexibility in program design. For example, in a rural area the program may be operated as a single crew serving four to six individuals. In more populous zones, the program may consist of multiple crews performing many different kinds of jobs and serving up to 24 - 28 people. Workers may remain on one specific crew indefinitely or

rotate among crews to experience a variety of working and supervisory conditions. Likewise, a work crew program can easily be structured to fit the labor needs of the surrounding community. In urban areas, janitorial work is usually in demand; in suburban settings, domestic labor such as grounds maintenance and housecleaning may provide the most job opportunities. Similarly, farm work in rural regions and motel room cleaning in tourist areas are frequently successful marketing approaches.

Consumers derive great benefits when served in a program which employs a crew approach. The skills needed to perform most crew-type tasks are, typically, not intricate and are, therefore, quickly mastered allowing a worker to function productively after only minimal training (Cuvo, Leaf, & Borokove, 1978). Wages earned by workers in crew programs are usually higher than those earned by piece-rate workers in sheltered workshops. In addition, the fact that the work is performed at job sites in the community provides workers with a constant variety of settings and events, as well as occasions to interact with nonhandicapped people while on the job. Travel about the community also offers workers numerous opportunities to take breaks and lunches at coffee shops, restaurants and other highly visible locations while receiving training in skills appropriate to those sites. Finally, the workers often receive a "thank you" and "well done" directly from satisfied customers. That is a reinforcer that is hard to beat.

There are also benefits for the community in which a crew is operated. The overhead costs of a crew program which requires only minimal building space to store equipment and supplies, are lower than that for traditional workshop facilities. Also, commercial revenue generated by the program can frequently cover a substantial portion of operating expenses after wages are paid. More importantly, however, the community benefits by having opportunities to observe people with developmental disabilities functioning competently and productively in its midst. Such "community education" is sorely needed as our field continues to progress toward full integration.

Pre-Implementation Considerations

There are certain administrative concerns which must be resolved when initiating any vocational service programs. Such matters as procuring funding, safeguarding same, obtaining Department of Labor certification to pay wages, developing mission statements, annual plans, data systems and the like are generic to all vocational programming endeavors. Implementing a work crew program, however, presents additional issues which require attention prior to commencing business operations.

Market

As indicated previously, a work crew program has the inherent flexibility to fit the labor needs of various communities. These

labor needs must be ascertained before other start-up steps, such as the purchase of equipment and supplies, can be accomplished. A market analysis is particularly important for programs expecting to offer janitorial and/or landscaping services as these jobs are frequently competed for by both legitimate business operations as well as "moonlighters" who can work quite inexpensively. Furthermore, successful operation of a crew focusing on the provision of janitorial work will most likely require workers to be on the job during evenings or weekends, hours not typically included in most day programs. On the positive side, buildings used to house state or federal offices are frequently "set aside" for bids by human service programs. These possibilities should be thoroughly researched.

Equipment and Supplies

Results of the market analysis should indicate the type(s) of work on which the crew will focus. The extent to which this work can be competitively bid and accomplished will depend greatly on the equipment available to be used, as is always the case with labor intensive work. There are vast numbers of machines and supplies which can be purchased, leased or rented for various purposes. It is usually advisable to seek the recommendation of experts in the area before making final decisions. Factors to consider in deciding whether to procure specific equipment or supplies include cost, expected return on investment, complexity of operation regarding training workers to use and maintain the

equipment, likelihood of the equipment being easily transported and its potential durability. Table 1 lists the minimum needed by a single crew to accomplish basic janitorial and grounds-keeping tasks.

Table 1

Minimum equipment needed by a crew of five to perform janitorial and groundskeeping work.

Janitorial

1 24" push broom	2 24 oz. mops
2 corn brooms	1 21" floor buffer with attachments
2 upright vacuum cleaners	2 5-gal. buckets
1 mop bucket on wheels with wringer	2 squeegees
Cleaning chemicals	1 50-ft. extension cord
Buffer pads	Rubber gloves
Rags	Assorted sponges

Groundskeeping

1 sidewalk broom	2 hand pruners
2 weeding hoes	3 soft rakes
2 flat shovels	1 garden rake
1 spade	2 swing blades
2 21" commercial rotary mowers	1 edger
2 grass clippers	1 toolbox
Plastic bags	

Transportation

Safe and reliable transportation is the backbone of mobile work crews. The vehicle utilized must be capable of carrying a crew of six workers plus equipment and supplies for an entire day's work (which may entail four or five different jobs). Some form of restraint to prevent equipment from sliding around in transit is necessary and, ideally, the equipment should be protected from the elements and safely locked. The most appropriate vehicles for this task include six passenger crew cab pick-up trucks and large vans. The option of towing a small utility trailer is also frequently appreciated by crew supervisors. Although the initial expense of procuring such a vehicle will be high, the investment will prove its value time and again in the course of daily operations.

Insurance

Although adequate insurance coverage is required for all human service programs, the specific type of coverage required for work crews must cover additional areas such as damage to customers' property and theft. Bonding is the mechanism which usually protects against these possibilities. Frequently insurance companies and bonding agencies are confused concerning how to classify and cover work crew programs. Therefore, it is wise to anticipate a fairly complicated series of meetings when seeking coverage.

Staff

The job of crew supervisor is absolutely crucial to the successful operation of a work crew. This individual must simultaneously fulfill many varied and complex roles related to training, production supervision, public relations and administration. In larger businesses comprised of multiple crews there will probably be a program manager whose responsibilities include the majority of administrative functions as well as many of the commercial operations duties related to job procurement, bidding, contracting, inventory, billing and worker payroll. In smaller businesses, these duties, as well as the daily production and training obligations, fall on the crew supervisor. A typical list of duties performed by the crew supervisor in a small work crew are listed below.

1. Provide vocational training and job supervision for five workers;
 - Develop and implement individual program plans;
 - Collect and summarize daily behavioral and performance data.
2. Provide training in community skills for all workers on the crew.
3. Locate potential jobs, analyze for suitability, submit bids and contract for work to be done.
4. Purchase required equipment and supplies, manage inventory and maintain equipment in good working order.

5. Conduct time studies as required by regulations.
6. Compute payroll for workers.
7. Collect and summarize data, maintain records and compile reports.
8. Assure the quality of work performed by the crew and maintain excellent community relations
9. Transport workers to and from job sites.

The preceding list strongly suggests the range of skills which must comprise the repertoire of a crew supervisor. An individual functioning in this role must combine a strong organizational capacity with specific expertise in behavioral training techniques as well as extensive knowledge of business practices related to the areas of work performed by his/her crew.

Even crew supervisors who are organized and well skilled often encounter situations in which they are unable to allocate their time in a desired manner. Heavy work demands or broken equipment may require the supervisor to accomplish some portion of the work alone. Meetings with customers, likewise, may interrupt the supervisor's regular functions and decrease the crews' overall efficiency. One method of controlling for these unpredictable events is to hire a nonhandicapped person as a crew member. This individual would be paid from commercial revenues and would have no habilitation responsibilities. His/her function would be to increase overall crew productivity, handle out of the ordinary or

highly complicated operations and serve as a role-model for other workers on the crew. If a nonhandicapped person is to be used in this capacity, however, it is imperative that the crew supervisor be particularly mindful of the need to prioritize work allocation and wage earning in line with the needs of crew members who experience impairments, as one major function of the program is to maximize opportunities and wages for workers who experience handicaps.

Daily Program Operations

The supervisor's duties listed in the previous section suggest the range of activities which must occur on a daily basis in order to provide training and habilitation for the crew's workers as well as conduct the very important commercial aspects of the program. In and of themselves, neither of these two sets of activities is particularly complex or unique to work crews programs. A large number of books on behavioral training techniques or small business practices are available to provide guidance in these areas for the interested reader. What is unique to work crews employing workers with severe handicaps, however, is the need to match workers and tasks at a variety of different job sites in order to effect maximum individual productivity and wage earning while simultaneously maintaining overall crew efficiency and assuring that quality services are delivered to customers. The remainder of this chapter will describe a strategy which has been developed to interrelate the

network of factors, involved in attaining the following objectives: (1) work must be accomplished to produce professional results; (2) all crew members should function productively while at the job site; and (3) work should be assigned to produce maximum wages for each worker.

Job Analysis

Job analysis is the initial step taken by the crew supervisor upon encountering a new job site. A thorough job analysis permits the supervisor to: (1) select appropriate job sites; (2) bid the work accurately; (3) structure the job in terms of tasks, time, equipment and supplies; and (4) assign tasks to crew members. An example of a completed job analysis is presented in Figure 1. The form used provides the supervisor with information concerning the major components of the job, the specific tasks within each major component, the equipment required to accomplish the work and any other significant considerations which may effect task performance or supervision.

Figure 1 - SAMPLE JOB ANALYSIS

JOB NAME: Peddler's Village
 ADDRESS: Rt. Manasquan
 PHONE: 722-5300

CONTACT PERSON: John Prince
 WHEN DONE: Wed./Weekly, 10-2
 PRICE: \$40

DIRECTIONS: RT. 33 East to North on 79 to Brielle;
 PV is on the circle
 TRAVEL TIME: 20 Minutes
 ACCESS: Back door by dumpster

Major Component	Tasks	Freq.	#/Amt.	Equipment Needed	Other Considerations
Bathrooms (6)	Toilets	Wkly.	4 ea.	Caddy with Comet, Windex End bag, sponge, paper Towels, rubber gloves Mop: bucket, wringer, Mop, hose	
	Sinks	Wkly.	2 ea.		
	Mirrors	Wkly.	2 ea.		
	Mop floors	Wkly.			
	Walls Busywork	Whenever			
Hall Floor	Spray buff hall floor in west wing of store Approx. 2500 sq. ft.	Wkly.	1-2500 sq. ft. narrow	21" buffer with spray attachment, white pad, 2 cans of spray buff, putty knife, adapter	Poor lighting, very dark Floor is deep brown No distractors, good for training
Trash	R/R plastic liners from trash cans; put in dumpster	Wkly.	30-in. hallways throughout store	Liners & ties, gloves Use their big cart	Difficult to supervise
Windows	Wash windows outside of drug store in west wing.	Wkly.		Squee-gee, bucket & soap Brush, extension stick Rag	Bucket to be filled in janitor's closet, not bathroom Use only 1/2 cup of soap

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Work Assignment

On any given crew there will be some workers who can perform many tasks and some who can only perform a few. In addition, individual workers will differ with regard to their rates of performance and needs for assistance. Using the job analysis sheet and his/her knowledge of crew members' skills, the supervisor can assign tasks to workers in a manner which keeps everyone busy, allows each worker to have access to the equipment that he or she will need and permits the supervisor to provide assistance and insure quality control where needed. As workers demonstrate increasing competence on assigned tasks, larger units of work may be assigned. For example, a worker who is involved in cleaning a restroom may initially need to have each task assigned and checked separately by the supervisor. Eventually, however, the chain of behavior may be expanded to the point at which the cue "clean the men's restroom" will be all that is required for that worker to assemble all the necessary supplies and then proceed to clean toilets, sinks, mirrors and floors unassisted, thus allowing the supervisor opportunities to work more intensively with other crew members.

For both payroll purposes and program management needs, it is essential that a system be employed to document (1) which tasks workers have been assigned, (2) how much time was required to complete them, and (3) the extent to which assistance was

needed. Such data is vital information for both the commercial and habilitative aspects of the program

Training

Much of the specific skill training that crew members receive will occur at job sites while actually performing the day's work. Supervisors can structure the opportunity to conduct 1:1 training by seeing that all workers are assigned tasks requiring only minimal supervision. While the crew is thus occupied, the supervisor can train one worker for 10 - 15 uninterrupted minutes. It is not possible to assign independent tasks in this way the alternative is to create tasks, such as scraping corners or washing chairs, which do not require a high level of skill or quality assurance in their accomplishment. The entire crew can be put to work on these tasks while the supervisor works 1:1 on a rotating basis with different crew members. These "busywork" tasks are also a valuable means of insuring that all crew members remain productive after completing their major work assignments at any job site. These efforts also seldom go unnoticed by the customer.

Summary

Mobile work crews have been used as a long-term supported work model in many locations with great success. In the mid-seventies the New Jersey Division of Mental Retardation began utilizing the approach as an alternative to sheltered workshop referral for many clients who had been enrolled in adult day programs.

Program developers in the State of Washington, which specifies the provision of long-term supported work in its adult services guidelines, also have used work crew programs successfully in various sites. Opportunities for productivity, wage earning and community integration coupled with the cost effectiveness and extreme flexibility of the approach in adapting to a variety of setting conditions provided strong support for widespread application as one method of employing individuals with severe handicaps.

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Comments

by

Huebner, Simpson, and Roberts

The mobile work crew model is often associated with support employment programs for persons with developmental disabilities. This model, with modification, can expand the employment opportunities for persons who are blind/visually impaired individuals who need long-term supported employment. Using human ingenuity, individuals with varying degrees of visual functioning can constitute an effective work crew. A creative placement specialist can, with the job coach and work-crew, develop unique types of job sharing, job restructuring, and job modification to maximally utilize each person's work skills and behavior. Individuals can complement each others' potential. The job coach will need to be capable of shifting from a training approach based on visual modeling to one which integrates a multi-sensory approach.

Many individuals already possess a repertoire of basic maintenance skills such as sweeping, vacuuming, dusting, washing, etc., which can be marketable through the vehicle of a mobile work crew. Many skills of daily living stressed in special education programs and rehabilitation center settings are readily transferable to the vocational setting. It is the structure of the mobile work crew with the support of the job coach that is often the missing link in a continuum which could enhance marketability. This is one creative approach to developing an environment in which potential can be realized.

Transportation support included in the mobile crew model can be advantageous to the blind/visually impaired worker who has sufficient mobility skills to function safely in the work environment but lacks experience and skills required for safe and independent travel to and from multiple and often changing job sites. Since mobile work crews are community-based, the settings often provide social behaviors. These diverse opportunities may not always exist in a sheltered workshop environment. The isolation of the bench work model can often inhibit further social development.

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STATE TRANSITION COALITION

Oregon

Question: How can a state transition team serve as a catalyst to get diverse organizations and agencies to plan together to improve state transition services?

Overview

- I. Type of Transition Model:
State-wide collaborative planning
- II. Target Population:
Transition age youth
- III. Collaborative Features:
Public and private schools and agencies; consumer organizations; and advocacy groups were invited to join the State Transition Coalition.
- IV. Local/Municipal Resources:
These resources will be tapped when coalition activities are set in motion.
- V. On-going Support Systems:
Each member of the coalition has agreed to provide release time for staff to work on projects.
- VI. State/Local Laws/Regulations:
To be researched
- VII. Funding Sources:
Each member of the coalition has agreed to modest expenditures to facilitate meetings. Outside funding sources will be sought later.
- VIII. Contact Person:

Donald H. Edwards, Director
Oregon Regional Programs
Oregon Department of Education
700 Pringle Parkway, SE
Salem, Oregon 97310
(503) 378-3569

STATE TRANSITION COALITION

Oregon

Question: How can a state transition team serve as a catalyst to get diverse organizations and agencies to plan together to improve state transition services for visually impaired students?

Answer: Donald Edwards, Director of Oregon Regional Programs in the Department of Education describes the system the Oregon Transition Team has underway.

The Oregon Transition Team was developed as a result of the Leadership Institute held in New Orleans in January, 1986, sponsored by the American Foundation for the Blind and supported by a federal grant from RSA. This team, including a parent of a visually impaired student, a consumer, a rehabilitation specialist and an educator, developed a plan to assure on-going attention to transition needs of visually impaired youth in Oregon.

After brainstorming a variety of transition needs in the State, it was determined that a broad group of representatives of state and private agencies, consumer organizations, and advocacy groups should be organized to begin to address and meet those unique transition needs of the visually impaired through the development of a coalition. After sending a letter of explanation to and requesting a statement of interest from all the appropriate groups in the state, the Transition Coalition received positive responses from eleven groups and agencies. More will join, we are sure, as work gets underway and the activities of the

Coalition become known. In the letter of invitation, it was stressed that a high level of commitment was necessary for inclusion in the Coalition including release of staff to work on projects and activities as well as financial support for members for necessary expenditures. The first meeting of the Coalition coincided with an observation of the Oregon Commission for the Blind's annual transition workshop for visually impaired teenagers. The second meeting was scheduled for the fall of 1986.

The Coalition will determine what activities and priorities it will address but it is likely they will center around those concerns identified by the state transition team:

1. Research existing transition programs, activities and opportunities in Oregon (vocational, social, educational, recreational, residential, etc.) and
2. Assess what it is they do in the area of transition of the visually impaired, and
3. Determine what are effective models and why.
4. Develop and promote creative transitional opportunities and activities.
5. Seek to interview former users of the education and rehabil-

itation systems to determine which of those services were the most successful for them and where problems occurred.

6. Identify work activity centers, workshops and residential facilities in Oregon.
7. Survey the regional education programs for the handicapped and the Oregon School for the Blind to determine the level of attention to transition services such as:
 - * general world of work
 - * career awareness
 - * living skills
 - * social skills
 - * adjustments to visual impairment
 - * vocational training
 - * job sampling
 - * job placement
8. Disseminate findings, activities and recommendations of the Coalition.
9. Study other transition efforts and activities occurring in Oregon in order to coordinate the Coalition's efforts with others.

10. Promote technical assistance activities:

- Sharing of information and staff between the Oregon Commission for the Blind and the Oregon School for the Blind and regional programs.
- Urge the inclusion of transition topics in professional workshops and inservice experiences.
- Offer speakers and workshop leaders where appropriate.
- Plan for all-Oregon parent conference on the topic of transition.

11. Plan an evaluation mechanism to determine the effectiveness of the Coalition's efforts.

The work of the transition team and the Coalition has been methodical and deliberate to this point to assure the establishment of a solid and continuing effort on behalf of visually impaired individuals. The bureaucratic maze of services needs to be studied and understood; communication between agencies, organizations and advocacy groups needs to be developed and strengthened, before meaningful coordination and establishment of services are realized. Oregon is on its way to better services for visually impaired citizens in transition.

TECHNICAL ASSISTANCE AS A CATALYST FOR STAFF TRAINING AND
SUPPORTED WORK PROGRAM DEVELOPMENT

Tennessee

Question:

Have you ever wondered how you could use consultation and technical assistance to provide staff training and program development in the supported work model for multi-handicapped individuals?

Overview

- I. Type of Transition Model:
Supported Work Staff Training and Program Development
- II. Target Population:
Adolescent deaf-blind students with moderate to mild levels of retardation
- III. Collaborative Features:
 - A. Agencies - Tennessee School for the Deaf (TSD), Tennessee Department Vocational Rehabilitation, and the Knox County Association for Retarded Citizens (ARC).
 - B. Consumers - Parents and Students
 - C. Employers - The Y.M.C.A. and the Postal Service are the main employers; in addition, TSD has work training sites at Alcoa Steel and the University of Tennessee.
 - D. National Organizations - The Association for Persons with Severe Handicaps (TASH) has a Title VI-C grant from the Office of Special Education and Rehabilitation Services to sponsor this Technical Assistance Transition Project, under Cooperative Agreement Number G0084C3001.
- IV. Local/Municipal Resources:
 - A. Transportation - The person who works at the YMCA takes regular city buses to work; the three who work at the Post Office have a contract to ride with another deaf employee.
 - B. Housing - Two students are living in apartments run by the Knox County ARC.
 - C. Social Services - No regular service required.
 - D. Recreation/Leisure - ARC plans these activities for the two persons who live in their apartments; the Tennessee School for the Deaf schedules activities for the others.
 - E. Health Services - The Family Clinic at the University of Tennessee Hospital provides total health care on a sliding fee basis.
- V. On-going Support Systems:
 - A. Community - ARC, TSD, other employees at the Y.M.C.A and the Post Office

B. Administrative - State Vocational Rehabilitation Services follow the three students who have not yet graduated; as soon as they graduate and are fully employed the VR will discontinue service.

VI. State/Local Laws/Regulations:

The students are taught to comply with all local health and employment regulations.

VII. Funding Sources:

Start-up - Title VI-C Federal Funds Tennessee, School for the Deaf, State Vocational Rehabilitation and Association for Retarded Citizens

Continuation - At the end of the Title VI-C TASH project, continuation depends on cooperation between ARC and the Tennessee School for the Blind.

VIII. Contact Persons:

Mr. William Davis, Superintendent
Ms. Elaine Williamson, Principal, Preparatory Department
Mr. Frank Powell, High School Coordinator
Ms. Carol Robbins, Teacher, Job Developer, Job Coach

Contacts are:

The Tennessee School for the Deaf
PO Box 886
Knoxville, TN 37901
Phone (615) 577-7581

Kent Logan
Southeast Regional Consultant, TASH-TA
Georgia State University
Department of Special Education
Atlanta, GA 30303
(404) 658-4089

TECHNICAL ASSISTANCE AS A CATALYST FOR STAFF TRAINING AND
SUPPORTED WORK PROGRAM DEVELOPMENT

Tennessee

Question: Have you ever wondered how you could use consultation and technical assistance to provide staff training and program development in the supported work model for multi-handicapped individuals?

Answer: Kent Logan, Southeast Regional Consultant, TASH-TA reports that the staff at The Tennessee School for the Deaf secured technical assistance from The Association for the Severely Handicapped (TASH) to provide in-service training in curriculum development, vocational training, and job research and analysis in relation to the supported work model.

In 1985 the Tennessee School for the Deaf (TSD) requested technical assistance on vocational education and training from The Association for Persons with Severe Handicaps (TASH). This request was the beginning of a supported work program which, within a year, provided in-service workshops and monthly follow-up sessions on functional curriculum, vocational training, job search and analysis; placed a 21 year old deaf-blind woman who just graduated from TSD in a 20 hour-per-week custodial job at minimum wage; and placed two deaf-blind and one deaf mildly to moderately mentally retarded persons in part-time custodial job training at the post office for the minimum wage.

This program is one of several across the country which have received help from the TASH Technical Assistance Project which is funded for three years by a Title VI-C grant from the Office of Special Education Programs, U.S. Department of Education. This project operates through one central and six regional offices.

The TASH supported work model has three components. First, a job developer locates jobs for students, analyzes the jobs, meets with employers and fellow co-workers to discuss the project. Second, a job coach learns the job and then works one-on-one with a student until he or she masters the job. Third, a "follow-along" worker maintains contact with the student and the employer; trouble-shoots; and re-teaches job skills as necessary. Technical assistance is provided to administrators, teachers, and/or agency staff to enable them to carry out the above-listed roles with the severely handicapped population. The technical assistance, which is provided by TASH consultants, is directly related to the program's goals and resources.

In the TSD program an experienced teacher was selected from the school staff to fill the three roles of job developer, job coach and follow-along worker for four deaf-blind and four deaf multi-handicapped students. As indicated above, three deaf-blind and one deaf multihandicapped students (two of whom are now graduates) have been placed in employment or are in training sites. As each is placed, the teacher then teaches functional community skills such as transportation routes, shopping and money management skills, and leisure resources.

The primary collaborating agencies with the TSD supported-work program are, the Tennessee Department of Vocational Rehabilitation and the Knox County ARC. Cooperating employers are the

YMCA and the U.S. postal service. Cooperating work training sites are the University of Tennessee and ALCOA Steel. Two of the workers live semi-independently in apartments managed by the Knox County Association for Retarded Citizens. One worker travels to and from her job by city bus and the other three have contracted with a fellow employee, who is deaf, to drive them to and from work. For the two who live in apartments ARC supervises nutritional planning, shopping, cooking and recreation/leisure activities. The University of Tennessee Hospital provides total health care for graduates of TSD on a sliding fee basis. Transportation to and from the Clinic is provided by TSD, Teachers, Vocational Rehabilitation and ARC.

The long-term future of this program will depend on the continued collaboration of ARC and TSD. During the 1986-87 fiscal year, TASH financial support of the program will continue. In addition, TASH will work with teachers in the Preparatory Department at TSD to develop a functional, community-based curriculum which will be the basis for present and future vocational training in the supported work model.

The program has demonstrated that the supported work model is effective with adults who are deaf-blind and mentally retarded. To make such a program work, the sponsoring agency must locate professionals who will become job developers, job coaches and follow-along persons; the community must provide the support

networks that are essential, and some agency must assume long-term commitment to follow along youth who are successfully placed.

The TASH Technical Assistance Project is a three year federally funded project designed to provide technical assistance to single states or regional centers that provide services for person 0-21 years of age with vision and hearing impairments. The project operates through one central and six regional offices and is one of several TASH activities.

Northeast Region
Division of Special Education
& Rehabilitation
805 S. Crouse Avenue
Syracuse University
Syracuse, N.Y. 13210
(315) 423-4805

South Central Region
University of Texas at Austin
Department of Special
Education
Education Building 306
Austin, TX 78712
(512) 471-4161

Southeast Region
Georgia State University
Department of Special Education
Atlanta, GA 30303
(404) 658-4089

Northwest Region
Teaching Research
345 N. Monmouth Avenue
Monmouth, OR 97361
(503) 838-1220 Ext. 391

North Central Region
University of Kansas
School of Education
Department of Special Education
Lawrence, KS 66045
(913) 864-3895

Southwest Region
612 Font Boulevard
San Francisco, CA 94132
(415) 469-1306

Central Office
Teaching Research
345 N. Monmouth Avenue
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(503) 838-1220 Ext. 391

THE INDUSTRIAL ENCLAVE

Texas

Question: Have you wondered how it might be possible to assist blind/visually impaired persons who are working in a sheltered workshop environment transition into a competitive employment setting while continuing to give them on-going job coaching and support?

Overview

- I. Type of Transition Model:
Industrial Enclave
- II. Target Population:
Visually handicapped workers who are unable to find work in competitive employment.
- III. Collaborative Features:
 - A. Agency - The El Paso Lighthouse, El Paso, Texas
 - B. Consumers - Visually handicapped clients of the Lighthouse
 - C. Private Industry - The Convertors Company, a division of American Hospital Supply
- IV. Local/Municipal Resources:
 - A. Transportation - The El Paso Transit Authority provides city-wide, mainline transportation to worksites where large numbers of employees are employed, and para-transportation by mini-bus for disabled workers. City-wide subsidized taxi service for handicapped persons.
 - B. No other local resources are utilized as direct components of the enclave at Convertors.
- V. On-going Support System:
 - A. The Board of Directors of The El Paso Lighthouse
 - B. Employers and workers at The Convertor Company
 - C. Texas Commission for the Blind
- VI. State/Local Laws and Regulations:
Follows U.S. Department of Labor Employment Guidelines
- VII. Funding Sources:
 - Start-up: The El Paso Lighthouse
 - Continuation: The El Paso Lighthouse Annual Campaign and The El Paso Lighthouse Foundation

VIII. Contact Person:

Mr. Jose Marquez
Director of Client Services
The El Paso Lighthouse
100 Dunne Street
El Paso, TX 79905
915-532-4495

Mr. A. B. Goodrum, Director
The El Paso Lighthouse
100 Dunne Street
El Paso, TX 79905

THE INDUSTRIAL ENCLAVE

Texas

Question: Have you wondered how it might be possible to assist blind/visually impaired persons who are working in a sheltered workshop environment transition into a competitive employment setting while continuing to give them on-going job coaching and support?

Answer: William Winkley, former Director of the El Paso Lighthouse, used collaboration with industry in the development of an enclave at a hospital supply manufacturer to do just that.

Enclave Defined

Enclaves, one type of supported employment, are generally designed for disabled people who have traditionally been excluded from competitive employment opportunities. In this plan small groups of disabled adults are placed in community business or industry settings under the daily supervision of a job coach. In an industrial enclave disabled persons work in special units on jobs for which adapted procedures and/or equipment are used. An agency for disabled persons, such as The El Paso Lighthouse for the Blind, enters into a contract with a business or industry to carry out agreed-upon work at a specified rate and cost. The agency then pays the salaries and personnel benefits to the workers and provides qualified personnel for daily supervision. All the normalizing experiences which are possible, while working in a competitive business or industry setting and while independently traveling to and from the workplace, encourage and assist disabled workers in their transition from supported employment

into full or part-time competitive employment.

Collaboration a Process

The El Paso Lighthouse in Texas, operates an industrial enclave through a contract with The Convertors Company, a division of American Hospital Supply. Beginning in 1979 and annually since then, The Lighthouse and Convertors have signed a contract (See attachment at end of article.) which specifies the work to be done and delineates the responsibilities of each contracting party.

During the first visit to Convertors the management indicated that the demand for surgical stockinets was increasing. (A stockinet is a cotton material, woven like a stocking, but of uniform caliber and used according to size to cover extremities or the body preparatory to the application of a dressing, as plaster or splints.) Up to that point stockinet production was limited and not very profitable. Staff members from the Lighthouse observed that skills which they had been teaching visually handicapped clients in the sheltered workshop were very similar to those needed at the stockinet unit at Convertors. Chief among those skills were sorting, wrapping, packaging, heat sealing, boxing and preparation for shipment.

The Lighthouse staff proposed that an enclave be developed and implemented. Convertors readily accepted the idea. Based on the needs of blind/visually impaired workers, one of the first

actions of the agency was to propose a modification in the equipment used in the stockinet unit. A member of The Lighthouse Board of Directors was an industrial engineer who consequently designed a modified piece of equipment which made the production of stockinets easier. It also substantially increased the production rate of blind/visually impaired workers as compared to that previously achieved by sighted workers.

The managers at Convertors initially stated, and continue to say, their primary motive in entering into the contract was to make money. The reality is that both Convertors and The Lighthouse see this collaborative agreement as a good business relationship not as an altruistic endeavor. This attitude is essential to the success of the enclave -- the workers recognize that they are participants in a regular business enterprise.

The continued success of The El Paso Lighthouse Enclave depends on sustained and growing support and cooperation of many people. From the beginning, the Board of Directors of The Lighthouse was enthusiastic about the concept. The members believed that work in a competitive environment site would result in the development of attitudes and behaviors needed to be successful workers among non-handicapped persons. Some of the board members got involved in the actual planning and organization of the work space, designing equipment, and planning and implementing the business and fiscal arrangements.

The initial support and cooperation of the enclave workers were critical. In 1979, during the first meeting with the sheltered workshop employees, nearly half of them immediately "bought into" the idea of the enclave and were willing to make the transition to Convertors; twelve who did not, stayed on at The Lighthouse Workshop. Within a few years all but three decided to become employees of the enclave and the sheltered workshop was closed in 1984. Two clients who were severely multi-handicapped were transferred to a day treatment center, and the third remains unemployed. Currently 22 blind and visually impaired persons are employed through the enclave concept.

Adjustments

The Lighthouse staff understood and accepted the enclave concept yet some had difficulty adapting to the changes in their work procedures and responsibilities. Some staff members missed the daily direct association with clients and recognized that this contact provided a large part of their job satisfaction. Some staff members found it difficult to change their job role to enclave supervisors, placement officers, or job analyzers; therefore, heightened administrative support and direction were required.

One of the most radical changes which resulted from the adoption of the enclave and the discontinuation of the sheltered workshop was the redesign of The Lighthouse funding base. When The

Lighthouse had a sheltered workshop, approximately 72 percent of the total agency operating budget was generated by government contract work. With the termination of the sheltered workshop and the establishment of The Industrial Enclave, only 55 percent of the total agency budget was generated from payment under contract with Convertors. This reduction was largely due to the high indirect costs a center-based sheltered workshop is able to charge in contrast to the relatively low indirect costs the agency is able to charge private industry when the work site is based at the industry site. The industry, after all, provides utilities, floor space, and quality control. In order to compensate for the difference, three years ago The Lighthouse established a Foundation which hopefully will generate adequate annual income to balance the operational budget.

Transportation

The El Paso Transit Authority operates a special transportation service for handicapped people. There are 11 mini-buses which transport clients. The Transit Authority also has special mainline bus routes for area citizens. The mainline system is for groups of people who go to the same place of employment such as Convertors. Thus the enclave workers are daily users of city-wide public transportation, the para-transit, and mainline systems, giving them further opportunities to socialize with their sighted co-workers.

Socialization Opportunities

The El Paso Lighthouse experience with the enclave model has been exciting and rewarding. Two former members of the enclave are now part of the regular work force at Convertors. Evidence of normalization has been apparent throughout the transition and follow-through process. As an example, one of the first requests by a worker was that she be allowed to work eight hours a day as Convertors' workers do, not the six hours she was accustomed to at The Lighthouse. Members of the enclave participate in holiday and other social events with all Convertor workers and one is on the plant's safety committee. Employees of the enclave also socialize with Convertor workers during coffee breaks and lunches. As a result, many new friendships have been formed and socialization among sighted and blind/visually impaired Convertors' employees extends beyond the workplace.

Summary

Perhaps the most important aspect of the experience is the demonstration that these visually handicapped people are capable workers in competitive employment sites. The enclave is viewed as an important step toward eventual placement of all of El Paso's visually handicapped people in suitable employment in a variety of community workplaces with or without special support. It represents a vital part of a continuum of services facilitating movement to community-based employment in El Paso.

Any agency which promotes the normalizing value of the enclave system will at one time or another make decisions based on the attitudes of the community, business and industry, visually handicapped clients, board of directors or administrative units, and agency staff. If the adoption of the enclave model is accompanied by a reduction of other types of contract work the fund-raising pattern of the agency may change. A timetable must be established to allow for adequate planning, attitude-change, equipment development or modification, training for clients and agency staff, and location of suitable client transportation. It is important to note that even before the enclave starts operation the excitement grows. The prospect of such a great change also generates anxiety. It is essential that the facilitators of such change devote time and thought to the ways the unavoidable anxiety can be channeled to promote learning and positive experiences. (See following pages for copy of Manufacturing and Packing Agreement.)

Manufacturing and Packing Agreement

THE STATE OF TEXAS)

COUNTY OF EL PASO)

This Agreement is made and executed by and between the El Paso Lighthouse for the Blind (hereinafter referred to as the "Lighthouse"), a Texas not-for-profit corporation, and Convertors Company, a unit of American Hospital Supply Corporation (hereinafter referred to as "Convertors").

WHEREAS, Convertors desires to continue the stockinette manufacturing and packaging project (the "Project") involving the manufacture of the standard stockinette and the modified stockinette with the enclave of clients of the Lighthouse within the Convertors Airways Plant, WHEREAS, the Lighthouse desires to continue said Project in its capacity as an independent contractor of Convertors;

NOW, THEREFORE, in consideration of the foregoing mutual premises, the parties hereto now hereby make the following covenants and agreements.

1. THE PROJECT

1.01 Materials and Facilities. For the aforementioned Project, Convertors shall provide to the Lighthouse complete product description, specifications, standards, raw materials, work space and equipment at the Convertors Airways Plant.

1.02 Manufacture and Cost. The standard stockinette manufactured by the Lighthouse under this Agreement shall be provided by the Lighthouse to Convertors at a cost to convertors of SEVEN DOLLARS AND FOURTEEN CENTS (\$7.14) per case throughout the term of this Agreement. The modified stockinette (with the two pulls) manufactured by the Lighthouse to Convertors at a cost to Convertors of NINE DOLLARS AND THIRTY-NINE CENTS (\$9.39) per case throughout the term of this Agreement.

1.03 Recordkeeping and Verification. The Lighthouse enclave supervisor(s) described in Paragraph 2 shall maintain daily production records on each of the clients involved in the Project and a record of the finished cases. The records shall be verified by an employee of Convertors and then shall be submitted to the Business Office of the Lighthouse where they shall be entered for billing.

1.04 Billing. Billings shall be made on a monthly basis on the total number of cases finished during a calendar month, and shall be submitted to Convertors by the 5th day of the following month.

2. SUPERVISION AND TRANSPORTATION

2.01. The Lighthouse shall provide an appropriate supervisor or supervisors for its enclave of clients working on the premises of Convertors under the terms of this Agreement. Such supervisor(s)

shall be on duty at all times that such clients are on Convertor premises.

2.02. Transportation. Convertors shall not be responsible for client transportation.

3. INSURANCE

3.01 Insurance. The Lighthouse shall provide the following during the term of this agreement: Workers' Compensation Insurance in accordance with statutory requirements; Employer's Liability Insurance with limits of not less than ONE HUNDRED THOUSAND DOLLARS for injuries to or death of any one person and TWO HUNDRED FIFTY THOUSAND DOLLARS for injuries to or death of more than one person resulting from an occurrence; and contractual indemnity coverage for the benefit of Convertors for the matters covered by the indemnity agreement provisions of Section 4. below.

4. INDEPENDENT CONTRACTOR

4.01. It is agreed that the Lighthouse shall be an independent contractor with respect to Convertors and it is explicitly agreed that clients, volunteers, employees, agents or servants of the Lighthouse who are involved with the Project and/or are in no event to be considered employees, agents or servants of Convertors. In its capacity as an independent contractor, the Lighthouse shall have no authority to bind Convertors to any

contract or agreement, or otherwise incur any liability or responsibility on behalf of Convertors.

5. INDEMNITY AGREEMENT

5.01 Indemnity. The Lighthouse shall protect, defend, indemnify and hold Convertors free and harmless from any and all injuries or claims, arising directly or indirectly out of the work performed under this Agreement, including but not limited to transportation of Lighthouse clients to and from the work site. In addition, the Lighthouse shall protect, defend, indemnify and hold Convertors free and harmless from any and all claims, demands, causes of actions and any claims made against Convertors as a result of, or arising directly or indirectly from the present of The Lighthouse enclave persons, volunteers or employees or agents on the premises of Convertors.

5.02. Nothing in the preceding Section 5.01 shall be construed so as to require Lighthouse to protect, defend, indemnify, or hold Convertors free and harmless for an injuries, claims, demands or causes of action caused by or arising out of Convertors' own negligence.

6. TERM AND TERMINATION

6.01 Term. The term of this Agreement shall be one (1) year from the effective date of this contract.

6.02 Termination. This Agreement shall be binding on the parties hereto unless either party deems it necessary to terminate this Agreement. Termination of the Agreement shall be effected by either party by giving thirty (30) days advance written notice to the other party in accordance with Section 6.02 below.

7. MISCELLANEOUS

7.01 Employment Opportunities. Convertors agrees that as employment opportunities become available within other areas of manufacturing within the Convertors Airways Plant, consideration will be given to the Lighthouse clients who are performing in the enclave.

7.02 Notices. Wherever in this Agreement shall be required or permitted that notice be given by either party of this Agreement to the other, such notice shall be in writing and shall be delivered by personal delivery, or by registered or certified mail, postage prepaid, return receipt requested. Notice shall be deemed to be as of the date of receipt. Mailed notices shall be addressed as set forth below, except that either party may hereafter notify the other of a change of address by written notice given in accordance with this paragraph.

El Paso Lighthouse for the Blind
100 Dunne Avenue
El Paso, Texas 79905

American Convertors Company
Division of American Hospital Supply Corporation
One Butterfield Trail
El Paso, Texas 79906

7.03 Binding Effect. The terms, provisions, covenants and conditions contained in the Agreement shall apply and inure to the benefit of and be binding upon the parties hereto and upon their respective legal representatives, successors and assigns, except as otherwise expressly provided.

7.04 Entire Agreement. This Agreement replaces and supercedes any prior Agreements between the parties hereto with respect to the subject matter hereof, and contains all agreements and conditions made between the parties hereto and may not be modified orally or in any other manner than by an agreement in writing signed by the parties hereto or their respective legal representatives, successors or assigns.

7.05 Gender and Number. Words of any gender used in this Agreement shall be held and construed to include any other gender, and words in a singular number shall be held to include the plural, and vice versa, unless the context otherwise requires.

7.06 Governing Law. This Agreement shall be construed in accordance with and governed by the laws of the State of Texas.

The titles to the paragraphs in this Agreement are placed herein for convenience of reference only, and the Agreement is not to be construed by reference thereto.

THE STATE OF TEXAS).

)
COUNTY OF EL PASO)

BEFORE ME, the undersigned authority, a Notary Public in and for said County and State, on this day personally appeared _____, known to me to be the person whose name is _____ subscribed to the foregoing instrument and acknowledged to me that he is authorized to sign this Agreement for and in behalf of Convertors Company of American Hospital Supply Corporation and that he executed the same for the purposes and consideration therein expressed.

GIVEN MY HAND AND SEAL OF OFFICE, this 1st day of January, 1984

Notary Public
El Paso County, Texas

DON'T GIVE THOSE KIDS FISH!
TEACH 'EM HOW TO FISH!

Texas
by
Karen Wolfe

Question: Can problem solving skills be taught and applied to the process of transition from school to work?

Reprinted with permission from the Journal of Visual Impairment and Blindness, 79, 10 p. 470-72.

Overview

- I. Type of Transition Model: Integrative Competency-Based
- II. Target Population: Young people aged 14 to 25 years of age who have identified disabilities (blindness, visual impairments, deafness, hearing impairments, emotional disturbances, learning disabilities, mild or moderate mental retardation, orthopedic impairments, neurological impairments, deaf/blindness, or other chronic health impairments) and are in need of pre-employment skills training.
- III. Collaborative Features: Direct service referrals from public, private, and residential schools as well as rehabilitation agencies and community-based organizations.
 - A. Agencies: Urban and rural public schools, private and residential schools, rehabilitation agencies (Texas Rehabilitation Commission and Texas Commission for the Blind), community-based organizations (Goodwill Industries, Austin State Hospital, etc.).
 - B. Consumers: Staff participate on CATSN Steering Committee with consumers on task force set up by Advocacy, Inc., a consumer organization, inclusion of consumers on TSP Advisory Board.
 - C. Private Industries, Business, Employers: Representatives from local private and public employers are invited to speak to the groups during our annual Career Planning Conference. In addition, we maintain close contact with our local Private Industry Council and Austin Chamber of Commerce.
 - D. National Organizations: Library of Congress, National Library Service, Division for the Blind and Physically Handicapped, AER and CEC presentations.
- IV. Local/Municipal Resources: Texas State Library for the Blind and Physically Handicapped, Texas Rehabilitation Commission Library, University of Texas libraries, etc.
 - A. Transportation: City of Austin Special Transit Services, University of Texas Shuttle Bus Services.
 - B. Housing: Temporary housing for blind and visually impaired clients at Criss Cole Rehabilitation Center, Texas Rehabilitation Commission clients with special permission (interagency agreement in among between

Texas Rehabilitation Commission, Texas Commission for the Blind, and the Job Readiness Clinic).

C. Social Service: not applicable.

D. Rec/Leisure: not applicable.

E. Health Service: not applicable.

V. On-going support-systems:

A. Community: Job Readiness Clinic follow-along group (meets once a month and open to all past Job Readiness Clinic participants).

B. Administrative-State Rehabilitation: Follow-up through vocational rehabilitation counselors on six month/twelve month basis

C. State Spec. Educ.: TSP services available by request throughout school year.

VI. State/Local laws/Regulations: None

VII. Funding Sources:

Start-up: U.S. Office of Education Innovation and Experimentation grant-- Transitional Leadership Training Program, grant #G008430059 (3 years).

Continuation: To be determined; most likely, fee-based structure will be implemented.

VIII. Contact Persons:

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University of Texas
Austin, TX 78712-1290

Dr. Jim L. Daniels
Coordinator
Transitional Leadership
Training Program
EDB 306
University of Texas
Austin, TX 78712-1290

DON'T GIVE THOSE KIDS FISH!
TEACH 'EM HOW TO FISH!

Texas
by
Karen Wolffe

Question: Can problem solving skills be taught and applied to the process of transition from school to work?

Answer: Yes, Karen Wolffe, Clinic Director, University of Texas at Austin, Job Readiness Clinic, tells how it is being done in Texas in this article reprinted with permission from the Journal of Visual Impairment and Blindness, 79, 10 p. 470-72.

"If you give a man a fish,
Every day he comes to you for another fish.
If you teach a man to fish,
He feeds himself."

This Old Chinese proverb exemplifies the philosophical base from which the University of Texas Job Readiness Clinic operates. The Clinic utilizes a problem solving approach in facilitating career planning. The approach has proven effective for adults with disabilities as well as youths with disabilities in transition from school and home to work and independent living.

Successfully making the transition from school to the world of work is a complex process. For disabled youth, the presence of a handicapping condition puts them at risk for failure in transitioning from school and home to the world of work. Employment figures on disabled youth are bleak. Bowe (1983) noted that 30.9 percent of disabled males age 16-24 and 25.5 percent of disabled females age 16-24 are unemployed. Madelyn Will (Assistant

Secretary of Special Education and Rehabilitation Services) points out that estimates of unemployment among adult disabled persons range from 50 percent to 80 percent, and those who do gain employment often experience low wages and limited upward mobility.

Intervention is clearly indicated to help young people with disabilities overcome the problems of gaining and maintaining successful employment. The University of Texas Job Readiness Clinic (JRC) is an applied learning lab in the Department of Special Education. The Clinic has a ten-year history of documented success providing career counseling and instruction to disabled, hard-to-employ youths and adults. Clinical observation of individuals in the transition process indicates that a lack of problem solving ability is a major impediment to getting or keeping work. Carkhuff's problem solving model (Exploration, Understanding, Action) integrated with pre-employment skills training has proven helpful in assisting disabled youths to develop more realistic career plans. The JRC career planning encourages collaboration of rehabilitation counseling and special education instructional strategies for teaching disabled youths how to apply a problem solving approach to the sometimes seemingly overwhelming task of getting a job they can do well.

Utilizing a problem solving model in conjunction with teaching specific job seeking skills represents a unique approach to

career planning. The approach has been derived from the University of Texas Job Readiness Clinic, which has been acknowledged as a successful vocational rehabilitation program. The Job Readiness Clinic has been replicated and modified for use in rehabilitation and education facilities such as The Houston Lighthouse for the Blind, Austin Area Goodwill Industries, and El Paso Community College.

The services in the Job Readiness Clinic have expanded to include specialized intervention in the form of mini-workshops infused into local special education students' ongoing coursework. We were able to expand our services thanks to federal support of our latest endeavor, the Transitional Services Project (TSP). During the spring semester, we presented a series of mini-workshops (two-hour sessions) for youths in transition in the following content areas: self-awareness, vocational selection, job seeking skills and job maintenance skills (problem solving and interpersonal/communication skills). The workshops were held during March, April and May of 1985. We met in special education classes at three local public high schools and on the Texas School for the Blind campus. Students with varying disabilities attended the workshops. Some of the students were visually impaired and blind residential students from Texas School for the Blind; however, the majority were from Austin Independent School district and surrounding counties' special education classes and were learning-disabled or physically handicapped.

In addition, two full-day weekend conferences were held for disabled youths and their families. The weekend sessions included morning and afternoon offerings of seminars and group discussions on: career planning, testing expectations against reality, problem solving and interpersonal/communication skills training. Families and students with disabilities attended, separately or together, their choice of sessions.

Students in pursuit of graduate degrees at the University of Texas--primarily in the areas of special education and vocational rehabilitation counseling--were involved in the delivery of services. Each student chose one of three service delivery RAT tracks--Research, Administration or Training--to specialize in and learn while assisting JRC staff in service delivery

Training Approach

The problem solving approach to career planning can be presented in participatory workshops to students, families, teachers, counselors, or anyone who works with young people in transition. This technique is designed to develop career planning competencies in people who provide direct services to disabled youth as well as youths in transition. Carkhuff's problem solving approach, the basic model which has been expanded upon by the Arkansas Rehabilitation Research and Training Center with the Personal Achievement Skills Training materials and by the JRC staff over the past ten years to meet the needs of individual

clients, has been applied successfully with disabled youths and adults in the JRC. This career planning approach can be taught to disabled youths who have the potential to be independent job seekers and are functioning at instructional or informational levels, as well as those more severely handicapped students who require advocacy level help in obtaining a job.

Content information is presented in the context of applying the problem solving approach to career counseling. Problem solving strategies can be used by youths, parents, teachers and counselors, individually or in group settings. The model can be applied generically to all aspects of independent living or specifically to an immediate problem area, like career development. The problem solving approach to career planning can be applied to personal, social, or vocational problems which interfere with getting or keeping jobs.

To facilitate client application of the problem solving process, it is beneficial for service providers to have some fundamental counseling techniques. The inclusion of counseling strategies which are effective in problem solving and can be appropriately used by teachers, parents, counselors, or other service providers is imperative. Examples are the communication do's and don't's delineated by Means and Roessler in the Personal Achievement Skills Training and Carkhuff's facilitative strategies in problem solving. Participants can be given opportunities to practice

these counseling skills and experience application of the problem solving model through role play activities.

One of our primary areas of interest is the validation of a proposed Functional Literacy Model--the product of years of clinical experience and researching of similar notions like another University of Texas product, the APL (Adult Performance Level) Project. The JRC staff documented some of these ideas using the Model of Functional Literacy. (See following page.)

In the Clinic and workshops presented during the spring semester, we Exposed graduate students, as well as disabled youths and their families, to content and skills at the various intervention levels indicated in the model. Another way to conceptualize the intervention levels is to consider that by exposure to content we develop skills which we apply in various environments to survive and enjoy life. At the informational level, students have content and skills and simply need to learn how to apply them for successful adaptation in any environment. At the instructional level, students have had exposure to content but haven't developed sufficient skills to cope with day-to-day existence, and these skills must be taught. At the advocacy level, students must be assisted with content, skills and application

References

- Bowe, F. (1983) Demography and disability: A chartbook for rehabilitation. Fayetteville, AR: Arkansas Rehabilitation Research and Training Center, University of Arkansas
- Carkhuff, R. R. (1969) Helping and Human Relations: A Printer for Lay and Professional Helpers--Selection and Training. Vol.1, New York: Holt Rinehart and Winston.
- Means, B. & Roessler, R. (1975) Personal Achievement Skills Training Instructor's Manual. University of Arkansas.

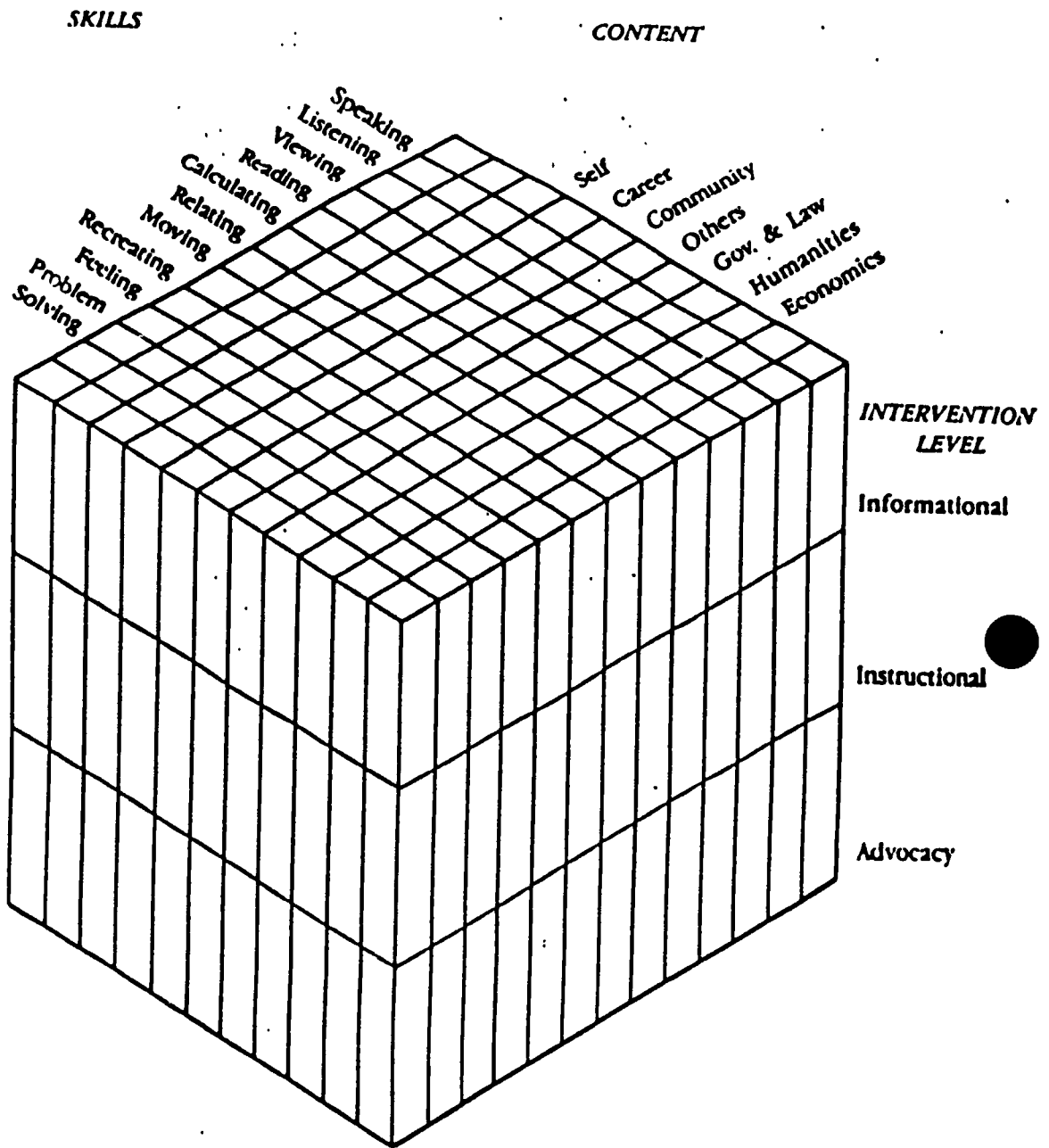


Figure 1: Model of Functional Literacy
 Modified by Daniels, 1984 (Office of Education Grant #G0084300)
 Adapted from model developed by the Adult Level Project (1975)
 the University of Texas.

PROJECT STEER

Virginia

Question: Have you wondered how a state-wide effort could facilitate effective integration of visually impaired students into mainstream vocational education programs and ultimately into employment?

Overview

I. Type of Transition Model:

Cooperative model for Vocational Education

II. Target Population:

Visually impaired students ages 14-21

III. Collaborative Features:

Agencies involved in creation of the model: Virginia State Department for the Visually Handicapped, Virginia State Department of Education, and local school districts.

IV. Local/Municipal Resources:

NA

V. On-going Support Systems:

A. Community - Local School Districts

B. Administrative - State Department for the Visually Handicapped; State Department of Education

VI. State/Local Laws/Regulations:

NA

VII. Funding Sources:

A. Start-up - Grant from the Office of Special Education and Rehabilitative Services, U.S. Department of Education

B. Continuation -
To be determined

VIII. Contact Person:

Mary D. Kelvin, Coordinator
Project STEER

Virginia Department for the Visually Handicapped
397 Azalea Avenue
Richmond, VA 23227
(804) 264-3140

PROJECT STEER

Virginia

Question: Have you wondered how a state-wide effort could facilitate effective integration of visually impaired students into mainstream national education programs and ultimately into employment?

Answer: Mary D. Kelvin and Barbara Bowman of the Virginia Department for the Visually Handicapped, summarize the goal, objectives and strategies for Project STEER, a program to develop cooperative model programs for vocational education.

According to the American Council of the Blind, 70% of the American adult blind population is not working. As non-college bound visually impaired students leave secondary school they are faced with extensive training before they can be placed in employment. Transition from school to work presents problems for all young people, but it is unquestionably more complicated for handicapped young people. This is the essence of the problem that Project STEER (Stimulate Transition to Employment through Education and Rehabilitation) is addressing. Through early intervention, in the form of adjustment skills and career and vocational education, the amount of post-secondary training can be reduced and more visually impaired students can graduate with marketable job skills.

There is a critical need to establish guidelines and methods for visually impaired youth to access vocational education programs. There is considerable need to provide vocational training in order to develop skills that will enable them to join the work

force. Despite the recent emphasis on vocational education, many handicapped youths are leaving school without these skills.

Enrollment of Virginia's visually impaired students in vocational programs has been limited. The Virginia State Department of Education reported in the 1983-84 school year that 60% of the visually impaired students enrolled in some form of vocational education were in Consumer Homemaking Education or Industrial Arts, not Occupational Preparation Programs. The rate of progress of these students in vocational education programs has been slow, and very few of them actually complete the programs. According to Virginia State Department of Education figures for the 1983-84 school year, 239 visually impaired students were enrolled in vocational education programs, however only 10 students completed the program that year.

The overall objective of Project STEER is to develop cooperative model programs that will facilitate effective integration of visually impaired students into mainstream vocational education programs and ultimately into employment. This is a cooperative effort between the Virginia Department for the Visually Handicapped (VDVH), the Virginia State Department of Education, and local education agencies. The models developed in the pilot project will then be applied statewide.

Visually impaired and blind students are a small part of the

general population, and the disabled school population; it is understandable that vocational education instructors and directors lack knowledge of or positive attitudes toward the abilities and limitations of the blind. This situation must be rectified if visually impaired and blind students are going to access vocational education programs. Project STEER will initiate an education process for vocational education personnel.

The question of whether visually impaired students can be appropriately placed in a specific vocational program must be considered on an individual basis. Each student must be assessed according to his/her abilities and visual function in relation to any bona fide visual requirement of a given vocational education training area/curriculum. A consideration of the existence and/or feasibility of adaptive equipment or modification in methodology for the visually impaired and blind are also factors which must be addressed in any given vocational education situation.

Project STEER is a pilot project from scheduled for October 1, 1985 - September 30, 1987, operating in select localities of the state, with 23 students. STEER is funded by a grant from the Office of Special Education and Rehabilitative Services, U.S. Department of Education. To be eligible for STEER youngsters must be legally blind, age 14 to 21, and enrolled in or looking toward vocational education in the public school

system. The 23 students in the pilot project have expressed interest in such vocations as carpentry, automotive repair, office technology, business/computer programming, cosmetology, horticulture, and food service.

The statewide coordinator of Project STEER is responsible for organizing and arranging services among the VDVH vocational rehabilitation and education services programs. The coordinator is a vocational education consultant and resource person for the visually impaired. Through Project STEER, VDVH is providing the following types of support to local education agencies:

1. Comprehensive vocational evaluation for visually impaired students participating in the project.
2. Technical assistance to vocational education personnel on instructional methods, techniques, materials, and equipment to assist visually impaired students achieve success in vocational education environments.
3. Consultation in the preparation of the vocational components of the IEP.
4. The loan of specialized or adaptive equipment for use in vocational education classrooms and laboratories.
5. Modified curricula or instructional materials, such as large print, braille, or recorded texts, special visuals, and modified competency lists.

6. On-the-job training and job placement for visually impaired students who complete vocational programs; and
7. Financial support for part-time paraprofessional personnel.

Project STEER is a multi-faceted project. It has raised many questions about services for visually impaired and blind youth, and by implication, about services for adults. It will continue to search for answers to these questions and to serve youth in transition from school to work. It is hoped that Project STEER will be an exemplary education model which can be replicated.

SUPPORTED EMPLOYMENT

Virginia

Question: Have you wondered how it might be possible for severely multi-handicapped blind/visually impaired persons, who need very concentrated on-the-job training and continuing intervention and support, to be placed and successfully work in competitive employment situations?

Overview

- I. Type of Transition Model:
Supported Work
- II. Target Population:
Severely Disabled workers who have not benefited Vocational Rehabilitation Services.
- III. Collaborative Features:
 - A. Rehabilitation Research and Training Center, Virginia Commonwealth University, Richmond, Virginia
 - B. Consumers - Severely Multi-Handicapped individuals
 - C. Local Business and Industry (Private and Public Sector)
 - D. Local Vocational Rehabilitation and Special Education Service Providers
- IV. Local/Municipal Resources:
Transportation System
- V. On-Going Support Systems:
Individualized plan to maximize each person's employment success.
- VI. State/Local Laws and Regulations:
 1. Adheres to U.S. Department of Labor & Guidelines
 2. Adheres to Federal Vocational, Rehabilitation Guidelines
 3. P.L. 94-142 and Subsequent Amendments
 4. Developmental Disabilities Act of 1984 P.L. 98-527
 5. Social Security Act Section 16, 19 ASB
 6. Job Training Partnership Act
- VII. Funding Sources:
 1. Federal Funding from Office of Special Education & Rehabilitation Services
 2. Fee for Service from State Vocational Rehabilitation Agency

VIII. Contact Person:

Dr. Sherrill Moon
Rehabilitation Research and Training Center
Virginia Commonwealth University
1314 Main Street
Richmond, VA 23284
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SUPPORTED EMPLOYMENT

Virginia

Question: Have you wondered how it might be possible for severely multi-handicapped blind/visually impaired persons, who need very concentrated on-the-job training and continuing intervention and support, to be placed and successfully work in competitive employment situations?

Answer: Dr. Sherrill Moon and her colleagues at Virginia Commonwealth University have successfully applied the supported employment model to provide needed job analysis, job coaching, job placement, and intervention services beyond those traditionally available through time-limited services.

Introduction

The supported employment concept, being developed and implemented through The Rehabilitation Research and Training Center at Virginia Commonwealth University (VCU) in Richmond, has as its focus employment opportunities and vocational training for persons with severe disabilities. Basic to this model is the tenet "experience first, skills second." Inclusive in the term severe disabilities are those citizens with functional severe or profound mental retardation, autism, severe physical handicaps, severe multiple handicaps and severe mental illness.

Time-Limited and Supported Employment

One might think of transition for persons with severe multiple disabilities as a process which presently consists of three bridges. The first is no special services, the second is time-limited services, and the third is supported employment. In

the past, only the first two processes were available to severely disabled persons. They included special education and rehabilitation training services, family support services, traditional job training programs, and higher education opportunities. With time-limited services the disabled person, as a client of vocational rehabilitation, is given specialized assistance for a specific period of time and then the case is closed. For the past several years it has become increasingly apparent that many disabled persons have not accessed employment opportunities because existing training and placement models were inappropriate. The traditional service delivery system of train, place, and closure has built-in time limits. The model from VCU proposes a system of place, train, and follow-along with support as needed.

Common Characteristics of Supported Work

There are a number of supported work options but each of them share common characteristics or features. These characteristics are:

1. Supported employment is designed for people with disabilities who are traditionally unserved in regular employment programs;
2. Supported work programs should result in paid employment in regular integrated work situations, not sheltered workshops; and,

3. Supported programs involve on-going support as and when needed in the regular work world.

Some values which are inherent to the supported work concept which can serve as guidelines are:

1. Human ingenuity is essential in the community and at the work-site;
2. Meaningful work with commensurate pay is essential;
3. Technology should be utilized when appropriate to enhance job accessibility and work production;
4. Clients need to have job choices;
5. Local employment needs must be documented and updated through on-going involvement with business and industry;
6. Training must be functional and reflect local labor market needs; and
7. Parental involvement and support are critical in maximizing successful community integration and vocational placement.

Job Success

Factors for long term job success which VCU has identified as essential through research studies are: academic skill training is less significant than life skills training; transportation must be available and reliable; supportive and informed parental involvement with on-going commitment to advocate on behalf of their adult child is critical. It is important to involve both an educator and an adult service provider in the transition

process from school to work. The adult service provider could be a case manager, rehabilitation counselor, welfare worker, a volunteer advocate, etc., however, the adult service provider must be ready to take over when the educator is no longer involved. This "readiness" to assume responsibility is best accomplished by involvement with the client while the client is still a student.

Why Supported Employment

Supported employment is viewed as an innovative training, placement, and follow-through model which can reduce the high percentage of disabled persons who are unemployed and underemployed. It can facilitate the movement of persons who are disabled from sheltered workshops or day activity centers into competitive employment settings. While sheltered workshop employment may be a viable long-term resource for some persons, for many it should be a transitional placement only.

Data Collection

It is critical that educators and rehabilitation workers begin to keep accurate records regarding follow-up of students when they leave school. This follow-up needs to include data on job placements, opportunities, job settings, and wages being earned. Without such data it will not be possible to justify financial support for career education, vocational training, on-the-job training, workshops, and supported employment programs.

Supported Work Options

There are several different types of supported work options. Specialized industrial training which is based in small industries, was developed at the University of Oregon. This model can be a permanent employment option and might be considered a more typical sheltered environment.

Another type of supported work option is enclaves/work crews in industry. This consists of a crew of workers who are supervised at all times and either work within an industry (enclave) or a mobile work crew. The wages for workers in an enclave or as part of a work crew should be competitive. This is a viable option for individuals who are not yet ready for independently functioning in a competitive job site. Such a placement can be used as a transitional step toward the competitive job market.

Another supported work option is competitive employment with on-going support as needed. Using this option the individual is placed in a competitive job with on-going assistance available as necessary from a professional or volunteer. This provides support to the client, co-worker, and the employer. The last option is open competitive employment which is not supported.

Summary

The supported work approach to competitive employment requires highly structured job placements, individualized on-site training, and job retention skills. It involves intensive job-site training in community-based and integrated employment settings. It is applicable for many handicapped individuals who have limited exposure to and experience in competitive employment. Models have been found to be effective in both urban and rural areas. It has been successfully implemented by both public school and community service agencies and programs. The major components of the supported employment option include: (1) a comprehensive systematic approach to job analysis and job-placement; (2) matching clients' choices, needs, and skills with available employment options; (3) intensive training at the job-site; (4) on-going client performance assessment; (5) systematic and long term support to client and employer; (6) on-going involvement of parents; and (7) a collaborative approach to planning utilizing all appropriate community resources.

CAREER AWARENESS AND WORK EXPERIENCE

Washington

Question: Have you ever wondered how you might start a work experience program that will demonstrate to blind and visually impaired students that work is in their future?

Overview

- I. Type of Transition Model: Career fair with follow-up visit. Referral for summer work.
- II. Target Population: Middle school and high school visually impaired students.
- III. Collaborative Features: Collaboration among Washington State Department of Services for the Blind, Washington State Commission for Vocational Education, Office of Superintendent of Public Instruction, Educational Service District, and Job Training Partnership Act programs. Consumers provided a vital role in sharing their experiences.
- IV. Local/Municipal Resources: Local resources were primarily from the school districts and agency representatives.
- V. On-going support-systems: On-going support system from teachers, and Child and Family Program staff.
- VI. State/Local Laws/Regulations: N.A.
- VII. Funding Sources: Funding came from Washington State Department of Services for the Blind, Washington Commission for Vocational Education, Office of Superintendent of Public Instruction, and Educational Service District #121.
- VIII. Contact Person:
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(206) 721-4422

CAREER AWARENESS AND WORK EXPERIENCE

Washington

Question: Have you ever wondered how you might start a work experience program that will demonstrate to blind and visually impaired students that work is in their future?

Answer: Scott Truax at the Department of Services for the Blind in Seattle reports one practical model using a collaborative approach.

The Washington State Department of Services for the Blind co-sponsored a career awareness project with the Washington State Commission for Vocational Education, The Office of Superintendent of Public Instruction, and Educational Service District #121.

The "Model Transition Project" brought blind and visually impaired students together so they could explore different career opportunities and develop their own educational/vocational plans. It was called "Work Out!"

In phase one, students met with successfully employed blind adults representing a variety of occupations at a "Job Fair." In phase two, project representatives interviewed students at their schools to further investigate career awareness and options. In the final phase, students were placed in actual work situations for the summer months.

The Washington State Model Transition Project was an initiative with broad sponsorship and support from the blind adult com-

munity, vocational agencies and school districts. An advisory committee was formed with representatives from school districts, state vocational agencies, educational service districts and the state education office. Cooperative efforts of individuals from these various components involved in the transition process helped to ensure the success of the project.

As the advisory committee formulated the goals and objectives, teachers were meeting to discuss the implementation of the project for their particular students. Because of the involvement of the professionals who had day-to-day contact with our target population, we were able to tailor the broad initial goals into a needs-specific final action plan. It must be stressed that the involvement of school administrators and teachers was a critical factor in attracting students from many different school districts. The teacher also helped with much of the detail work crucial to the success of such an event (Registering students, obtaining release time, coordinating transportation, planning follow-up meetings, etc.).

The Project--"Work Out!"

- I. Phase one of the project, "Job Fair," brought together blind students with successfully employed blind adults. This allowed students to learn first hand about the "ins and outs" of working in the job market. The personal interaction with adults who had "made it" was the key to

recognition of the very wide variety of possible occupations. The blind adults shared their experiences of training and education, employment and advancement, and the importance of positive job attitudes. Speakers were chosen to match requests from students and to allow for a variety of occupational clusters. There were 37 session leaders representing occupations such as attorney, teacher, radio broadcaster, auto mechanic, physical therapist, stock broker, horse trainer, and others.

From the "menu" of career areas, each student selected three sessions.

Each session involved a 30-minute lecture with ample opportunity for questions. Parents and professionals were also encouraged to attend.

A total of 207 people attended the conference: 60 students, 40 teachers, 17 parents, 37 presenters and 49 guests. Of the 60 students who attended, 27 were in high school, 10 in middle school, 13 in elementary school and 12 in other programs. Although this project focused on the geographic area surrounding Seattle, it was open to any student in the state.

II. The second phase involved a visit with the high school and

middle school students to discuss their career exploration plans. The career project manager and a staff member from Department of Services for the Blind asked each student the following questions:

1. Have you developed an interest in a particular career area as a result of attending the Job Fair?
2. Are you interested in an occupation not presented at the Job Fair about which we can provide information?
3. What can the educational system do to assist you in further career advancement?
4. What can the vocational rehabilitation system do to assist you in further career advancement?

This phase provided an opportunity to involve the teacher and a school district representative from the vocational education department in the career guidance process. This meeting was the impetus for many students to become involved in their school district vocational evaluation program for the first time. Local teachers structured the format of these meetings to reflect individual students' needs.

III. The third phase included summer work placements through local Job Training Partnership Act (JTPA) programs, or other resources. During the past two summers, blind students have been referred to their local JTPA program.

The Department of Services for the Blind has acted as a referral agent and provided technical assistance upon request to JTPA counselors.

This year we have our largest number of students working in summer jobs. This increase is due in large part to the attention drawn to the importance of work through the project activities.

Results

The transition program will become an annual event and plans are underway for the 1987 program. There will be some "fine tuning" of the career fair with an even greater emphasis placed upon career information. Students will also be given opportunities to work with equipment which might be utilized in their future careers. The program for parents/students who have severe multiple handicaps will be expanded.

In Washington State, we enjoy a very cooperative, collaborative relationship among the various agencies who deliver services to blind individuals. This relationship provides fertile ground for events such as the model transition program. In order to replicate this type of project, you must first lay the groundwork by establishing these relationships between agencies and school districts.

In planning and implementing projects for blind students, it is vital that the teachers who have direct contact with these students be included. It is through their input that the individual needs of students can be addressed. It is also the connection with teachers and school administrators that ensures the attendance of the students who are scattered among many school districts.

The blind community in our state has been very supportive of our efforts and provided valuable insights into the needs of blind individuals. Among the needs of our students are on-going career awareness experience and access to positive role models during the formative years. The bringing together of students and adults was the key to demonstrating that there will be work in their future.

WorkOut

The sponsoring agencies are pleased to announce the initiation of the Model Transition Project, a career awareness project for blind and visually impaired students in King & Pierce Counties. Through this project, students will be able to explore career opportunities and work out an educational/vocational plan followed by job placement.

There's Work In My Future

During the project, students will interact with successfully employed blind adults performing jobs including the following:

- | | |
|-----------------------|----------------------------|
| ✓ Auto Mechanic | ✓ Prosecuting Attorney |
| ✓ Chiropractor | ✓ Radio Broadcaster |
| ✓ Executive Secretary | ✓ Retail Computer Sales |
| ✓ Guest Ranch Manager | ✓ Retail Manager |
| ✓ Horse Trainer | ✓ Revenue Agent |
| ✓ Horticulturalist | ✓ Stock Broker |
| ✓ Job Service | ✓ Teacher |
| ✓ Interviewer | ✓ Technical Writer |
| ✓ Management Analyst | ✓ X ray Technician |
| ✓ Newspaper Editor | ✓ Word Processing Operator |
| ✓ Physical Therapist | |

A Model Transition Project

Sponsored By

Department of Services for the Blind
Educational Service District #121
Office of Superintendent of Public Instruction
Washington State Commission for Vocational Education

Produced By

The Main Event
P.O. Box 7608, Olympia, Washington 98507
(206) 352-2709

The
Main Event
P.O. Box 7608
Olympia, Washington 98507



WorkOut

There's Work In My Future.

Project Endorsed By

Governor, State of Washington

On January 30th, 1986 the "WORKOUT" job fair will be held at the Crestview Conference Center in Seattle, Washington. This is a unique opportunity for blind and visually impaired students to learn first-hand, about the ins and outs of working in the job market. Blind and visually impaired workers will share their experiences relating to special needs and requirements including training and education considerations, employment and advancement, and job attitudes.

The Follow-up Counts

The second phase of "WORKOUT!" is the follow-up visit of each high school student who attended the job fair in Phase 1. With the help of parents, teachers, and counselors, the students will set career objectives and develop an educational/vocational work plan.

Employment Opportunity

Teenagers will have the opportunity in Phase 3, to work summer jobs for a minimum of 15 hours a week. This presents students with the chance to earn extra money while building confidence and gaining valuable work experiences.

Program

"What Role Can I Play?"

The Mentor Program is the vital culmination of experiences for the students in the Model Transition Project. Employers will assume the responsibility of serving as a role model in a work environment to a blind or visually impaired teenager for a minimum of 15 hours a week. During this time the role of the mentor is to provide on-the-job training and reinforce the attitudes that the student is capable and expected to be a wage earner in our society.

"What's In It For Me?"

Besides getting goal directed, eager, hard working students for employees, special compensation for salaries is available. Additional monies may be available if the work environment needs to be adapted to accommodate students. However, the greatest benefit to you, may be internal; the satisfaction of knowing that your participation has created a first-rate opportunity that will enable blind and visually impaired teenagers to enter the American work force.

"When Do I Begin?"

Your commitment would begin with an introduction meeting between you and the student some time in April, followed by the student shadowing you (or one of your employees) in the work environment for a day in May. The actual work experience would be during the months of June, July and August.

"How Do I Get Involved?"

By contacting Marcia Dorcy Lynch or Gloria J Westerfield at (206) 242-9400.

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CONCLUSION

Individuals who contributed information to this manual are identified in the answer to each lead question preceding each program description. It is suggested that you contact the person listed on the overview page directly for more detailed information on program development and implementation. The descriptions are presented to heighten your awareness of possibilities that currently exist and to encourage you to communicate with these programs. You may choose to creatively integrate components of these programs with existing programs in your state. Good luck as you move forward in your work.

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ABSTRACT

Developed as part of a project to encourage state-wide collaborative agreements between education and rehabilitation agencies involved in the transition of blind and visually handicapped students (ages 16-25) from school into the work force, the manual is intended to assist state teams of education, rehabilitation, parent, and consumer representatives in their training function. Part I presents needs, goals, and objectives in five sections focused on students, parents, professionals, adult role models, and employers, respectively. Part II presents modules for four training options: (1) individual transition plan through the individual transition team; (2) self-help group development; (3) publication development; (4) seminar/conference/workshop development. Modules typically contain handouts, specific group activities, worksheets, resource lists, examples, and references. (DB)

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● COLLABORATIVE PLANNING: TRANSITION FROM SCHOOL TO WORK

ED288267

TRAINING IDEAS, STRATEGIES AND ACTIVITIES

NATIONAL LEADERSHIP INSTITUTE
FOR PERSONNEL IN EDUCATION
AND REHABILITATION OF THE
BLIND AND VISUALLY HANDICAPPED

● Sponsored by
The American Foundation
for the Blind

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TRAINING IDEAS, STRATEGIES AND ACTIVITIES

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TRANSITION FROM SCHOOL TO WORK

TRAINING IDEAS, STRATEGIES AND ACTIVITIES

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TRAINING IDEAS, STRATEGIES AND ACTIVITIES

INTRODUCTION

This training manual was prepared for use by the state transition teams to:

- (1) assist in the further identification and refinement of individual state team needs, goals, objectives;
- (2) provide suggested guidelines, by presenting modules, for individual state team training options in four areas -- (a) individual transition plan through individual transition team, (b) self-help group development, (c) developing a publication, and (d) seminar/conference/workshop development;
- (3) enhance planning and training efforts; and
- (4) clarify the factors which positively influence the transition of blind and visually impaired youth.

Part I - Transition Needs, Goals, and Objectives

Part I presents needs, goals and objectives addressed in five sections. The focus of each section differs. The first is for students; the second, parents; the third, professionals; the fourth, adult role models; and the fifth, employers.

It is recommended that you, as individuals, and then as a team carefully review Part I and check those Objectives which you believe and/or know warrant further attention in your state. You will find that many of the objectives listed have indeed been

addressed and some have been met. After you have studied Part I, have a state team meeting and use the collaborative planning process learned at the AFB Leadership Training Institute, to identify all the objectives your state intends to address. Then, through consensus, prioritize them and select the objectives for your training activity. Do not limit yourself to the objectives identified here. There are many others. Your state may wish to develop objectives which are far more relevant to your students. Go through this process for all five sections in Part I. Keep in mind that trying to do everything may only result in frustration. Prioritize, again and again. Combine objectives for all groups you plan to target for your training activity. As you discuss and determine the training activity which you will implement you may need to reduce the number of objectives. However, you may find your training activity will address more objectives than originally selected. Start by being realistic and reasonable. But, on the other hand, don't forget to dream -- at least a little!

Part II - Training Modules

Part II presents modules for four training options; (a) individual transition plan through individual transition team, (b) self-help group development, (c) developing a publication, and (d) seminar/conference/workshop development. You may have a pre-conceived notion of the type of training activity you want to do, but read them all!

Once again, you may have other training activities in mind--we welcome innovative and creative ideas for training! The four training modules were selected and developed based on review of all states' action plans. We recognize the limitation of presenting only four training modules. If your state team decides to develop a totally different training activity, we hope the modules provided will be of some assistance. They can provide you with ideas, format structures, organizational and development strategies.

Some of the modules are interactive. You may duplicate them and use them as worksheets. After you have read them all, prioritize your needs, goals, and objectives, and discuss among yourselves the most effective training activity. Select the one which when implemented will partially or totally meet your objectives.

We encourage you to continue your state transition team collaborative work as you progress into a training phase. Face the challenge by planning through consensus.

TRANSITION FROM SCHOOL TO WORK
TRAINING IDEAS, ACTIVITIES AND STRATEGIES

PART I

TRANSITION NEEDS, GOALS, AND OBJECTIVES

I. TRANSITION NEEDS, GOALS, AND OBJECTIVES: STUDENTS

- 1.0 Need: Blind and visually impaired students need to develop psycho-social and work-related skills which will enable them to undertake part or full time employment.
- 2.0 Goal: To enable students to develop work-related skills.
- 3.0 Objectives: Blind and visually impaired transition-age students will:
- 3.1 Recognize the impact of school experience and community experience on future vocational plans/achievement
 - 3.2 Understand job clusters/job families
 - 3.3 Understand that careers have a specific pattern of preparation, both formal (academic) and informal (experiential)
 - 3.4 Recognize that adult role models (parents, teachers, siblings) have an impact on one's career choices
 - 3.5 Develop ability after gaining information to identify various tasks that are a part of a job (job analysis)
 - 3.6 Understand the concept of job accommodation and identify some personal accommodation needs (e.g. applicable technological devices, correct lighting, etc.)
 - 3.7 Match personal interests and abilities with possible career choices
 - 3.8 Increase knowledge base of occupations and careers through reading, observations, and gathering information
 - 3.9 Identify job seeking skills
 - 3.10 Internalize personal information for use in job seeking (e.g., basic job application and interview information)
 - 3.11 Recognize interdependence of people in the work environment

- 3.12 Develop a personal strategy for involving relevant resource persons in one's career planning process (e.g., school counselor, parents, career development team, etc.)
- 3.13 Seek opportunities for work responsibility in the home, school, and neighborhood
- 3.14 Develop an understanding of the value of work to self and to society (not just monetary but personal and societal)
- 3.15 Identify occupational opportunities that are available in the local communities (including resources for the information)
- 3.16 Identify and exhibit positive work habits that generalize to all work settings (e.g., behavioral aspects, performance aspects, safety aspects, interdependent aspects)
- 3.17 Determine training needs (academic/vocational/on-the-job) and experiences to achieve chosen career goals
- 3.18 Increase understanding and knowledge of occupations and varied work settings through involvement in actual after school/summer work experiences
- 3.19 Refine knowledge of job clusters/job families
- 3.20 Develop independent living and personal management skills that are generalized to a variety of occupations and settings
- 3.21 Refine ability to task analyze a variety of jobs
- 3.22 Identify personal job accommodation needs and actively seek funds, etc., to secure any assistive/adaptive technology that facilitates employment
- 3.23 Refine job seeking skills in:
 - 3.23.1 Resume development
 - 3.23.2 Employment resources identification
 - 3.23.3 Interviewing skills development

- 3.24 Develop acceptable work habits with special emphasis on responding to supervision and adapting to change
- 3.25 Identify "promotability" skills
- 3.26 Acquire and utilize labor market information from varied resources on a continuing basis
- 3.27 Develop the concept of work being a valuable personal experience and social contribution (Simpson, 1986, pp. 412-415.)

II. TRANSITION NEEDS, GOALS, AND OBJECTIVES: PARENTS

- 1.0 Need: Parents need to be an integral part of a collaborative process which will facilitate the transition from school to work for their blind/visually impaired children.
- 2.0 Goal: To utilize education, rehabilitation and community resources on behalf of their child as he/she is ready to accomplish critical steps in the transition process.
- 3.0 Objectives: The parents will:
 - 3.1 Be an active and full participant in their child's individualized transition team
 - 3.2 Understand their child's legal rights
 - 3.3 Assist their child in developing realistic career expectations
 - 3.4 Be aware of a full range of career options available to their child
 - 3.5 Be familiar with the continuum of employment models which may be appropriate for their child
 - 3.6 Be aware of career and vocational education opportunities in local/regional areas
 - 3.7 Support their child's education, rehabilitation, career/vocational training and placements by reinforcing social, independent living, and job related skill development
 - 3.8 Understand the differences between education -- an entitlement system, and rehabilitation -- an eligibility system
 - 3.9 Recognize that utilization of the education system and the rehabilitation system requires different strategies
 - 3.10 Learn the roles, responsibilities, and expected benefits of all service providers involved with their child's education, rehabilitation, and transition processes

3.11 Access local service agencies for which their blind/visually impaired child is eligible

3.12 Know employer requirements such as:

- 3.12.1 social skills
- 3.12.2 resume presentation
- 3.12.3 interview skills
- 3.12.4 work experience
- 3.12.5 job skills
- 3.12.6 work habits
- 3.12.7 cooperation with employees
- 3.12.8 cooperation with supervisors

3.13 Understand employment barriers such as:

- 3.13.1 prejudice
- 3.13.2 discrimination
- 3.13.3 inaccessibility
- 3.13.4 lack of accommodation
- 3.13.5 transportation
- 3.13.6 housing
- 3.13.7 insurance requirements

3.14 Assist their blind/visually impaired child in developing strategies to overcome employment barriers

3.15 Access local service agencies and/or self-help groups for their individualized parenting needs, i.e., respite care providers, and parent organizations.

III. TRANSITION NEEDS, GOALS, AND OBJECTIVES: PROFESSIONALS

- 1.0 Need: Professionals need to learn to work collaboratively to facilitate the transition of blind/visually impaired youth from school to work.
- 2.0 Goal: To understand education and rehabilitation systems as they relate to the needs of blind/visually impaired youth in transition.
- 3.0 Objectives: The professional will:
 - 3.1 Serve as an advocate for students/clients
 - 3.2 Know the legal rights of students/clients
 - 3.3 Be aware of a full range of career options
 - 3.4 Be able to assess student skills
 - 3.5 Be able to assist students/clients in developing realistic expectations
 - 3.6 Be able to develop individualized transition plans
 - 3.7 Clarify his/her role in the career development process
 - 3.8 Include the career development process in instructional programs
 - 3.9 Be aware of career and vocational education opportunities in local/regional areas
 - 3.10 Be able to operationalize individualized transition plans
 - 3.11 Know general employer requirements and expectations in such areas as:
 - 3.11.1 social skills
 - 3.11.2 resume presentation
 - 3.11.3 interview skills
 - 3.11.4 work experience
 - 3.11.5 job skills
 - 3.11.6 work habits
 - 3.11.7 cooperation with co-workers
 - 3.11.8 cooperation with supervisors

- 3.12 Apply strategies to overcome employment barriers such as:
 - 3.12.1 prejudice
 - 3.12.2 discrimination
 - 3.12.3 inaccessibility
 - 3.12.4 lack of accommodation
 - 3.12.5 transportation
 - 3.12.6 housing
 - 3.12.7 insurance requirements
- 3.13 Know the components of various employment models
- 3.14 Understand job analysis strategies
- 3.15 Conduct job analyses
- 3.16 Develop cooperative working relationships with employers
- 3.17 Utilize local/regional, statewide employment trends
- 3.18 Access part-time employment opportunities
- 3.19 Access work experience programs for students
- 3.20 Develop cooperative working relationships with community support services
- 3.21 Use local services, both generic and specialized
- 3.22 Understand the roles and responsibilities of related service providers, agencies, schools, and organizations
- 3.23 Be able to refer students and families to appropriate services
- 3.24 Provide consultation to school, rehabilitation agencies, and employment specialists
- 3.25 Be familiar with existing family support group networks

- 3.26 Assist families in organizing support groups
- 3.27 Be familiar with and enlist the services of local/regional adult visually handicapped role models

IV.. TRAINING NEEDS, GOALS, AND OBJECTIVES: ADULT ROLE MODELS

- 1.0 Need: Blind and visually impaired students need adult role models who will help them make realistic decisions, stimulate them to achieve and allay some of their anxieties about the transition from school to adulthood.
- 2.0 Goal: Adults who are blind or visually impaired will participate in the collaborative process to improve transition from school to work for blind and visually impaired youth.
- 3.0 Objectives: The adult role model will:
- 3.1 Recognize the value of sharing skills/knowledge/attitudes/perspectives based on personal experience, with students, parents, and professionals
 - 3.2 Prepare an inventory of personal strategies (human ingenuity) that facilitated personal transition from school to work
 - 3.3 Provide feedback to professionals on relevance of educational and rehabilitation experiences
 - 3.4 Provide feedback/information to potential employers on the unique job accommodation needs of the blind or visually impaired worker
 - 3.5 Provide feedback/information to potential employers on the similarity of traits and needs of handicapped and non-handicapped workers
 - 3.6 Identify local and state "gaps" in the continuum of education/rehabilitation/community services which hinder successful school-to-work transition
 - 3.7 Recommend strategies to close the "gaps" in the continuum of services
 - 3.8 Use status as a successfully employed adult to provide students with a better understanding of the relationships between school and work

- 3.9 Reinforce with students the need to be aware of and meet the expectations of employers
- 3.10 Reinforce with students the need for appropriate social/personal skills
- 3.11 Provide feedback to students, professionals and parents on attitudinal barriers (internal and external) and describe resources needed to eliminate or deal with these barriers
- 3.12 Provide feedback to students, parents, and professionals on the value of consumers' groups for support, advocacy and change
- 3.13 Advocate for the improvement of collaborative action for the enhancement of transition services

V. TRAINING NEEDS, GOALS, AND OBJECTIVES: EMPLOYERS

- 1.0 Need: Blind and visually impaired students need to have employers participate in the collaborative planning process to facilitate the transition from school to work.
- 2.0 Goals: Recognize the employment needs and potential of blind and/or visually impaired students. Accept workers who are blind and/or visually impaired.
- 3.0 Objectives: The employer will:
 - 3.1 Provide specific information to students, professionals, and parents on employers' expectations
 - 3.2 Provide specific information on trends in the local labor market and specific manpower needs
 - 3.3 Provide feedback (consultation) on the relevance of current educational programs, experiences, and training of blind and/or visually impaired students to future employment options
 - 3.4 Share successful work experiences involving blind or visually impaired employees with other potential employers
 - 3.5 Conduct on-going job analyses in employment settings to determine suitability of varied opportunities/options for blind and visually impaired applicants
 - 3.6 Participate in development of job accommodation strategies using not only technology but human ingenuity (job restructuring, job sharing, job coach model, etc.)
 - 3.7 Develop with professionals a series of career awareness experiences to include field trips, job shadowing, and on-the-job training

- 3.8 Develop with support of professionals a series of meaningful work experiences that give students the chance for "hands on" opportunities
- 3.9 Develop a recruitment policy which encourages application by qualified blind/visually impaired persons
- 3.10 Modify in-house industry/business training activities to assure that blind/visually impaired employees have equal access to these opportunities
- 3.11 Support co-workers of blind/visually impaired workers through awareness/training activities
- 3.12 Develop a systematic method for informing education and rehabilitation professionals of job openings
- 3.13 Use resources of local/state Committees for Employment of the Handicapped
- 3.14 Advocate for collaborative action to improve transition services

REFERENCES

Rights of passage. (1985) Final report of the Task Force on the transition from school to work for Montgomery County students with disabilities. Montgomery County Public Schools, Rockville, Maryland.

Simpson, F. (1986) "Transition to Adulthood". In, Scholl, G.T. (Ed) Foundations of education for blind and visually handicapped children and youth: Theory and practice. New York: American Foundation for the Blind. pp. 412-415.

TRANSITION FROM SCHOOL TO WORK

TRAINING IDEAS, ACTIVITIES AND STRATEGIES

PART II

TRAINING MODULES

TRAINING MODULE I

THE INDIVIDUAL TRANSITION PLAN THROUGH THE INDIVIDUAL TRANSITION TEAM

Introduction

The terms IEP (Individualized Education Program) and IWRP (Individualized Written Rehabilitation Program) are commonly recognized terms and concepts. In the educational setting the IEP is meant to be written and agreed upon by a committee comprised of the student's teacher, the person responsible for supervising the student's special education program, the student's parent, the student, and the person responsible for, or knowledgeable of, the students' evaluations and related interpretations. In the rehabilitation setting the rehabilitation counselor and the client are to share in the development and management of the IWRP which ultimately serves as a contract.

The IEP is required to contain minimal information such as current levels of performance, annual goals, short-term objectives, special education and related services, extent of participation in regular classroom activities, projected dates for initiation and anticipated duration of specialized services, evaluation procedures criteria, and schedules for measuring objectives on at least an annual basis. Section 102 of the Rehabilitation Act of 1973 requires the Individualized Written Rehabilitation Program (IWRP). The IWRP governs the nature of

eligibility to services and is both a process and product. It places legal parameters on services to be provided as well as the manner of service provision. In the IWRP process both the rehabilitation counselor and the client have input which results in a mutually agreed upon plan.

Individualized Transition Process

Borrowing from the concepts involved in IEP and IWRP development and implementation, the staff from Virginia Commonwealth University, Rehabilitation Research and Training Center, Project TIE (Transition Into Employment) developed an individualized transition process. They have encouraged us to share this model with the State Transition Teams by incorporating their concept into this Module, The Individual Transition Plan through The Individual Transition Team.

The procedure is presented, in sequential order, for transition planning to be used by an Individual Transition Team (ITT). This procedure includes:

1. identification and development of an Individual Transition Team (ITT) and an Individual Transition Plan (ITP);
2. outcome-oriented cooperation and collaboration with adult service agencies, parents, students, adult role models, and employers; and

3. a formal, systematic approach to job placement and community functioning outcomes from secondary school programs.

The State Transition Team can serve as the catalyst for the identification, development, and activation of Individual Transition Teams which can, in turn, develop and activate Individual Transition Plans for blind or visually impaired students. A core transition team can plan on behalf of both individuals and small groups.

Individual Transition Team

Garner and Inge (1985) provide four basic guidelines for a "Total Team Model" which can readily be applied to the Individual Transition Team. These are:

1. "The staff should be organized into transition teams serving discrete groups of clients. Each team should include all staff who provide direct services to that particular group on a regular basis" (p. 74).
2. "The total number of adults who serve each transition team should be kept to a minimum" (p. 74).
3. "The transition teams should be the organizational units with the responsibility and authority to plan and implement the program" (p. 75).
4. "The transition teams should be the basic administrative units for both the management of personnel and the program budget, if one is provided" (p. 75).

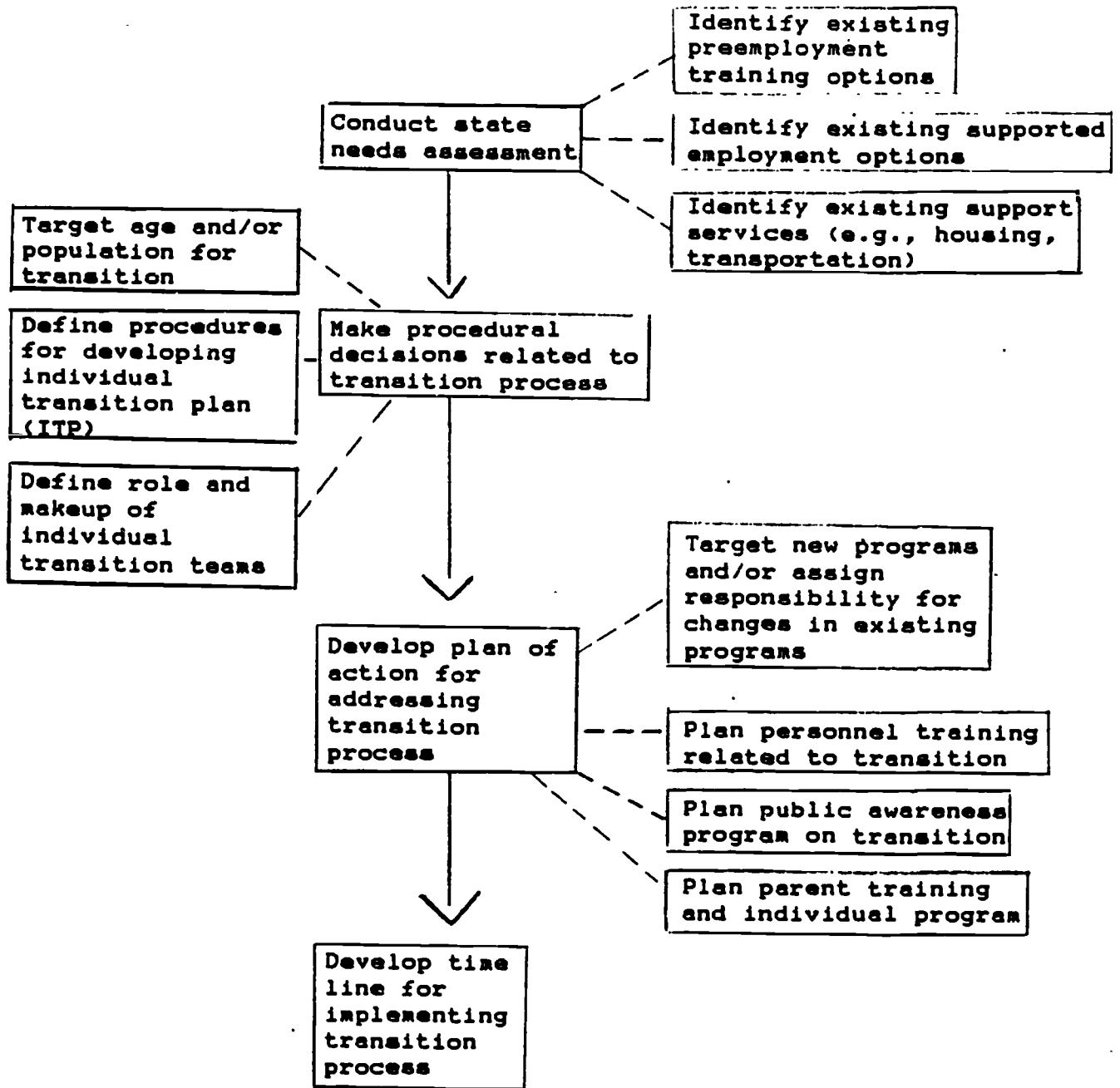
Garner and Inge (1985) further suggest functions and responsibilities for a total team model.

1. "To meet at least once a week and to keep accurate minutes of the team's discussions and decisions. To share these minutes with the team's administrators.
2. To assess the needs of the individuals served by the team. To prioritize these needs for the purposes of planning the team's programs.
3. To develop written plans which specify the needs, the long-term goals, short-term objectives, and the strategies to be employed.
4. To coordinate the implementation of the team's strategies, interventions, and activities--including their timing and their sequence.
5. To schedule the work of all team members including time-off and the arrangement of alternative supervision and services for the clients.
6. To allocate the team's program budget.
7. To solve specific problems faced by the clients and the team through the use of group problem solving and decision making.
8. To evaluate the effectiveness of the team's program and services and to modify them according to need.
9. To provide support, encouragement, and guidance to the team's members.

10. To provide regular feedback to team members regarding the effects of their behavior on the clients and on team members.
11. To participate in the periodic formal evaluation of each team member's performance.
12. To participate in the evaluation and selection of new team members.
13. To generate and discuss new ideas for improving the total program of the school or agency.
14. To serve as a consultant to the program administrator in evaluation proposals for change" (pp. 77-78).

The following chart, developed by Project TIE and presented with slight modification delineates the role of a core transition team.

Core Transition Teams



(Project TIE, 1986)

The Individual Transition Team and Plan

The State Transition Team has as its focal point all blind/visually impaired youth in transition in their respective state. At a specified age an ITT is organized for a particular student, or possibly a group of students, (i.e., several students attending the same school or attending school in the same or neighboring school districts) to begin transition planning. The ITT is responsible for: (1) writing, (2) discussing, (3) implementing, and (4) monitoring transitional services in the Individual Transition Plan (ITP) as part of the IEP or IWRP.

As with the State Transition Teams, it is recommended that the ITT include an educator, rehabilitation counselor, parent, and adult role model. In addition, whenever possible include the student(s) and a representative of the employment community (i.e., an employer who has actively participated in work study programs in the community).

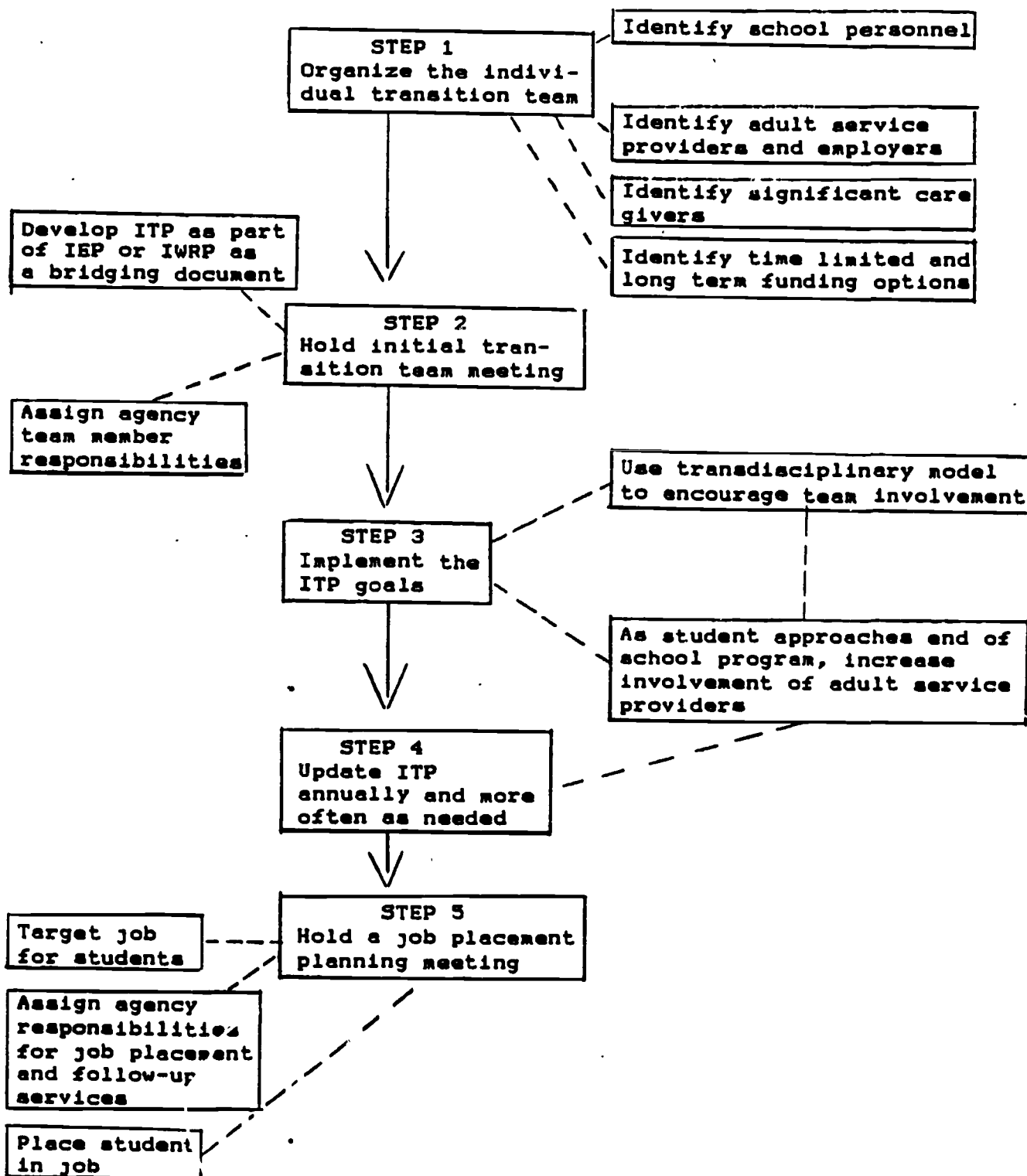
Transition goals identified in ITP's should include:

1. longitudinal work preparation training;
2. job placement;
3. post school follow-along services;
4. job related goals such as transportation, money, and budgeting, leisure skills, social skills, and independent community living; and

5. identification of time-limited and long-term funding options to meet each goal delineated in 1-4 above.

The following chart details the activities of an ITT.

ACTIVITIES OF AN INDIVIDUAL TRANSITION TEAM



(Project-TIE, 1986)

In the center blocks of the chart "Activities of An Individual Transition Team" there are five major steps:

1. Organize the individual transition team.
2. Hold the initial transition team meeting.
3. Implement the ITP goals.
4. Update the ITP annually or as often as needed.
5. Hold a job placement planning meeting.

Step 1 - Organize the ITT

It is often the vision teacher who organizes an individual transition team (ITT) for each student (or group of students) identified for transition services. It may however be a parent, student, rehabilitation counselor, etc., who initiates the idea and/or action. An ITT should be comprised of many of the members of a student's IEP team. It should also include representation from rehabilitation services and other relevant adult service agencies who have been targeted for service provision once the student leaves the school system. An ITT should include the student, teacher of the visually impaired, orientation and mobility instructor, vocational education teacher, the vocational rehabilitation counselor, rehabilitation teacher, parents or primary care givers, an employer, an adult role model, and in some cases, an occupational and/or physical and/or speech therapist, and/or a representative from a community living service agency. An individual should be designated as the team leader or case manager.

Step 2 - Initial Meeting

Once the student is selected for transition services, the subsequent IEP meeting should be coordinated with the ITT and develop the student's individual transition plan (ITP) as an integral part of the IEP.

The ITP should target transition outcomes relative to the student's personal, social, community and vocational adjustment needs and goals. The ITP should address not only employment needs and outcomes but also future residential options such as remaining at home with the family, group home placement, semi-supervised or independent living.

Team members must also target functional skills needed to achieve these outcomes, for example, using public transportation, money management skills, participating in food preparation, caring for adaptive equipment, housekeeping skills, and interacting appropriately with employers and co-workers.

Team members should also identify the specific individuals and agencies responsible for implementing specific ITP goals.

Step 3 - Implement ITP Goals

Once an ITP is developed and agreed upon by the members of the ITT, the next step is to begin a coordinated plan of action to implement the transition goals. For example, if a

community-based vocational training program at a fast-food establishment is selected for a student, team members may assume the following responsibilities: the vocational educator contacts the employer to do an initial job analysis and determine appropriateness of the training site for specific students; the vision teacher functioning as a job coach trains the student at the job site; the orientation and mobility instructor orients the student to, from, and within the training site; the parents arrange transportation to and from the training site; the vocational rehabilitation counselor conducts follow-up visits to provide support to the student and to the employer; and the adult role model serves as a resource to the blind/visually impaired student and the employer to respond to questions and situations that warrant a response from an experienced worker who has the same impairment.

Step 4 - Updates of ITP

Update the ITP annually or as often as needed. The ITT should meet at least annually if not semi-annually or quarterly to update and evaluate the transition plan. The student's progress should be monitored and the goals updated by the ITT to remain relevant to the student's needs.

Any team member aware of any significant occurrences which may alter a student's ITP should notify the other ITT members, the need for a meeting should be mutually agreeable and a date set.

A student who is initially targeted for a mobile work crew may later be found to be more appropriate for and more interested in supported employment as a dishwasher. A student who was targeted for inclusion in a small engine repair vocational training program may be found to be particularly interested and talented in computer programming. Parents who were initially disinterested in residential support may be interested in learning more about residential options two years later. Availability of transportation and housing options may also change significantly over a period of time. Funding patterns and priorities shift on local, state and national levels. It is critical to continually re-evaluate all components of preparation for transition.

Step 5 - Job Placement Meeting

Hold a job placement meeting during the last year of the student's secondary program. If a student has been targeted for transition services by age sixteen, and if the ITT has been meeting regularly to develop and implement transition goals, the student should be ready for the final planning meeting by the last year of the secondary program. At this meeting, the ITT should make plans and assign responsibilities for implementing the outcomes of the transition process--meaningful employment, residential living, social/recreational activities, and transportation options for the student.

Procedures should be included to maintain systematic communication between the school and adult service agencies before the student leaves school. Previously overlooked school records, evaluations, assessments, aptitude and interest information are important to share with adult service providers. On-going review of the ITP, considering background and current information, results in making more informed decisions relative to transition planning. Collaborative agreements among education and rehabilitation service organizations should include a system of sharing of all relevant information, while still conforming to the laws and ethics of student/client confidentiality.

Once again, borrowing yet modifying the TIE Project from The Rehabilitation Research and Training Center at Virginia Commonwealth University the following chart is presented as a broad outline which the ITT can utilize in the development of goals, activities, team members' responsibilities, and timelines relevant to an ITP. This chart is by no means inclusive but is provided as a beginning point which the team can use and expand upon. This chart can also provide a structure for the development of ITPs to facilitate planning and action.

ESTABLISHING AN INDIVIDUAL TRANSITION PLAN (ITP)

Goals	Activities	Responsible Persons	Timeline
To establish an individual transition team (ITT)	<ol style="list-style-type: none"> 1. Discuss transition planning with student and parents 2. Contact Rehabilitation Services for the Blind to identify counselor 3. Contact Developmental Disabilities (DD) to identify a case manager (if appropriate) 4. Identify ancillary staff (speech pathologist, occupational therapist, etc.) for team participation 5. Contact student's parents 6. Contact all other team members 	<p>Student's vision teacher in collaboration with student and family</p>	<p>Early September of student's sophomore high school year</p> <p><u>NOTE:</u> Planning should start earlier if possible, especially if student will need on-going support/supervision in future adult vocational and residential environments.</p>

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Goals	Activities	Responsible Persons	Timeline
To write an Individual Transition Plan (ITP) identifying long-and short-term transition objectives	<ol style="list-style-type: none"> 1. Conduct a transition team meeting as part of the IEP process 2. Identify possible short-term and long-term employment and residential objectives and transportation options 3. Prepare student for job interviews 4. Assign responsibilities for implementation 	Individual transition team members: <ul style="list-style-type: none"> .Vision teacher .Vocational education teacher .DD case manager .Rehabilitation counselor .Parents .Student .Adult Role model .Representative of Employment Community 	Early October of student's sophomore high school year

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Goals	Activities	Responsible Persons	Timeline
To identify goals and procedures to assure student is provided with community-based vocational training	<ol style="list-style-type: none"> 1. Identify job training sites for student: <ol style="list-style-type: none"> a) food services b) janitorial c) x-ray technician assistant d) small engine repair e) information specialist f) etc. 2. Utilize the appropriate model for training; based on student needs 3. Train at job site during year and summer as appropriate; Amount of time to be determined based on each student's needs and goals. 4. Monitor and evaluate each position 5. Conduct mock interviews 	<ul style="list-style-type: none"> .Vision teacher .Vocational education teacher .Rehabilitation counselor .DD case manager .Occupational and physical therapist .Student .Adult role model .Representative of employment community 	Completed by September 30 of student's junior year in high school.

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Goals	Activities	Responsible Persons	Timeline
To identify a job for student to begin her/his last year of school	<ol style="list-style-type: none"> 1. Survey job market based on student's job training 2. Establish employer interviews 3. Identify additional skills that require training, i.e., orientation and mobility, transportation, communication, technological skills, social skills 4. Conduct job placement and training following the appropriate employment model 	<ul style="list-style-type: none"> .Vision teacher .Vocational education teacher .Rehabilitation counselor .DD case manager .Student .Parents .Actual employer .Adult role model .Representative of employment community .School guidance counselor .School social worker .Orientation and mobility specialist 	Completed by September 1 of student's senior high school year

Goals	Activities	Responsible Persons	Timeline
To identify potential long term residential options available in local community	<ol style="list-style-type: none"> 1. Discuss future housing/residential preference with student and parents 2. Review student's current level of independent living skills relative to stated student/family preferences 3. Identify housing/residence options available in the community where employment is being sought 4. Identify funding available to support long term housing (i.e., student's anticipated earnings, family support, Section 8 housing subsidies, SSI, Developmental Disabilities Funds, etc.) 5. Provide short term training through experience in a range of housing 	<ul style="list-style-type: none"> .Rehabilitation teacher .Student .Family .Rehabilitation counselor .Vision teacher .DD case manager .School social worker .Adult role models .Rehabilitation center staff .Residential service provider 	Completed by time of student's school leaving

Goals

Activities

Responsible
Persons

Timeline

options from semi-
independent to inde-
pendent, using local
resources (i.e.,
rehabilitation centers,
independent living
centers, residential
schools, home, etc.)

Goals	Activities	Responsible Persons	Timeline
To provide employment services as needed after school leaving	<ol style="list-style-type: none"> 1. Determine a plan for a shift of responsibilities from the school system to adult service agencies 2. Determine responsibilities for job placement and follow-along services 3. Develop a plan for communication among team members and cooperating agencies throughout the transition years 	<ul style="list-style-type: none"> .Rehabilitation counselor .DD case manager .Parents .Actual employer .Vision teacher .Vocational education teacher .Adult role model .Representative of employment community .Orientation and mobility specialist 	Plan completed by June of student's school leaving

Goals	Activities	Responsible Persons	Timeline
To provide assistance in securing most appropriate residential living environment after school leaving	<ol style="list-style-type: none"> 1. Determine specific-type and location of most appropriate housing/residential option 2. Support student and family in shift to adult housing option 3. Determine transportation needs from "new" home to employment site. Train for skill acquisition to mastery level 4. Establish a definitive financial plan/arrangement for payment of housing costs. 5. Provide on-going advocacy and support relative to continued appropriateness of residential environment 	<ul style="list-style-type: none"> .Student .Family .Rehabilitation teacher .Rehabilitation counselor .Orientation and mobility specialist .Adult role model .DD case manager .Representatives of residential service provider .Vision teacher .School social worker 	Plan completed by June of student's school leaving

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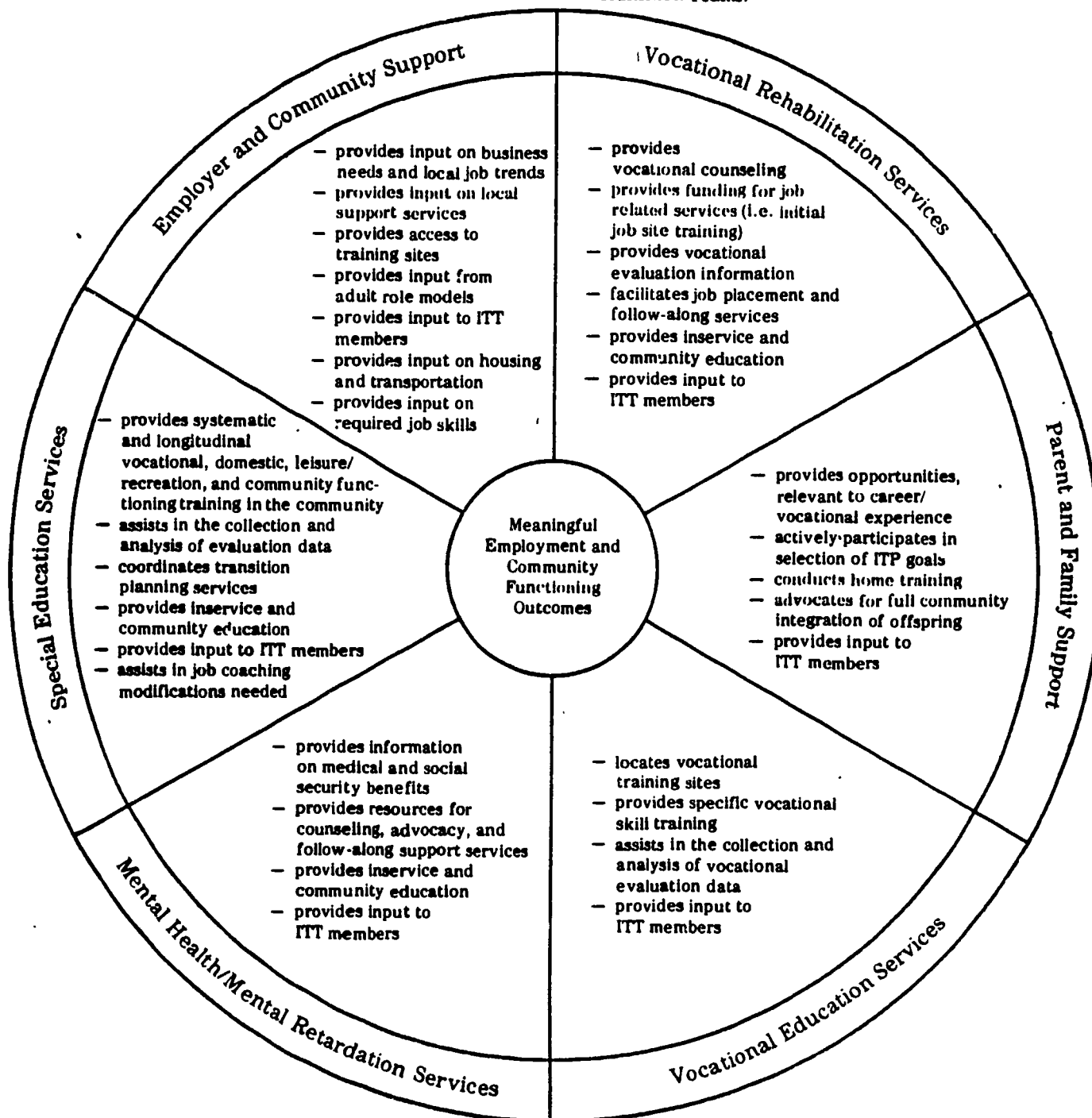
(Project-TIE, 1986; with modifications and additions by AFB Transition Project Staff)

The graphic representation of roles and responsibilities for Transition Service Delivery was developed by Project TIE (1986) with input from representatives from state agencies, parents, and the community. It has been modified by the authors of this manual for use by the American Foundation for the Blind State Transition Teams and consequent Individual Transition Teams which may be developed.

Defining Roles and Responsibilities for Transition Service Delivery

The goal of transition is meaningful, paid employment and successful community functioning for young adults with disabilities. The goal requires a restructuring and rethinking of agency roles and responsibilities at the federal, state, and local levels to ensure appropriate non-duplicated service delivery.

During Project TIE's summer 1985 training course, representatives from state agencies, parents, and the community suggested the following roles and responsibilities for their respective groups. This model has been modified by AFP for use by AFB State Transition Teams and consequent Individual Transition Teams.



An example of part of an Individual Transition Plan which relates only to employment goals follows:

INDIVIDUAL TRANSITION PLAN

Name: Susan

Age: 19

LONG RANGE EMPLOYMENT GOAL

To become employed full-time in a competitive community based setting by age 20.

SHORT TERM OBJECTIVES

1. To participate in on-the-job training experiences in community work settings. Time: Senior high school year. Persons responsible: Special Education Teacher and Vocational Education Teacher.

Activities

- a) Student will participate during the senior high school year, in food service training in a community-based training site for a minimum of 2 hours/day, 4 days/week.
- b) Student will use public transportation to go to and from job training site.

Method

The job coach model will be utilized for training at the job site and also for the purpose of transportation training.

Funding: Depends on local funding patterns, for example, this training experience could be an integral part of an existing vocational/occupational education program.

Evaluation: Student participates in designated work experience and written evaluation of performance and personal preferences is provided.

2. To complete formal referral process for vocational rehabilitation services. Timeline: May of Junior high school year. Persons responsible: Student, parents, vision teacher, school administrator, etc.

Activities

- a) A financial eligibility application will be completed to determine eligibility for VR services.
- b) A referral will be made for a vocational evaluation.
- c) An IWRP will be written in conjunction with the transitional IEP Meeting.

Funding: NA

Evaluation: Referral completed, eligibility determined, and case status designated.

3. To complete social services referral process for relevant adult services, i.e., SSI, Medicaid, MH/MR community services, social services, etc. Timeline: Fall, Senior high school year. Persons responsible: Parents, student, school guidance counselor, vision teacher, and rehabilitation counselor.

Method

- a) A referral will be made for SSI and medicaid benefits.
- b) A referral will be made for MH/MR case management services.

Funding: NA

Evaluation: Referrals completed and eligibility determined in each area of service need.

- 4. To obtain a job in a food service occupation in a busing or dish machine operator position. Position should be competitive. Timeline: Summer/Fall, following completion of secondary school. Persons responsible: Student, Vocational Education Teacher, Rehabilitation Counselor, and/or Vision Teacher.

Activities

- a) Applications will be made to advertised positions for food service occupations.
- b) Jobs analysis completed on possible competitive positions.
- c) Review of student's preferences and skills relative to job requirements.
- d) Interviews will be scheduled for student for advertised food service positions that match with preference and skills.
- e) Employment secured.
- f) Support by ITT to employer and co-workers as needed.

g) Student will be trained to use public transportation to go to and from employment site.

h) Systematic support/follow-along plan as needed.

Method

A supported work approach will be utilized for job placement, job training and transportation training.

Funding: Depends on local funding patterns and student eligibility.

Evaluation: Employment secured and follow-along plan in place.

References

- Garner, H.G., and Inge, K.J. (1985). "Accepting and Managing Territoriality and Competition Among Helping Professions: The Departmental Model vs. The Total Team Model." In, McCarthy, P., Everson, J., Moon, S., and Barcus, M. School-To-Work Transition for Youth With Severe Disabilities. Project Transition Into Employment, Rehabilitation Research and Training Center, School of Education, Virginia Commonwealth University, Richmond, Virginia.
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TRAINING MODULE II
SELF-HELP GROUP DEVELOPMENT

INTRODUCTION

This module is presented to give you information and ideas that contribute to 1) an increased understanding of group process and development, and 2) a prototype model for use in developing self-help groups. Section I is interactive in that you are asked to share your own personal experiences as a group member and reflect not only on your feelings about group membership, but also your understanding of group process. An emphasis is placed on developing a heightened awareness of the relationship of group climate to group success and outcomes, and how to consider supporting and meeting individuals' needs while maintaining group cohesion.

Section II on self-help group development is based on Helping You Helps Me, by Karen Hill (1984). Parts of this guidebook are followed by suggested activities to use in self-help group development. These are also presented in an interactive format to be used at your discretion, should you choose to follow this prototype. This model is currently used by many Self-Help Clearinghouse programs.

SELF-HELP GROUPS

Why might your state team decide that a group which encourages mutual aid and self-enhancement would assist blind and visually impaired youth in transition? Are such groups needed for parents, visually impaired youth, professionals and/or adult role models? How do you make these decisions? This module is designed to help answer these questions.

Why Parent Self-Help Groups ?

Parents of blind and visually impaired youth may have the need to organize a self-help group not only for gaining emotional support through sharing feelings and anxieties, but also to get information on training and placement resources for their children; to learn practical techniques for use at home; or to hear about blind adults who have made successful transitions to work. Through organizing and participating in a group, parents may choose to collectively channel their energies toward advocating for changes in their state to provide their children equal access to vocational education; to develop summer work experience programs or a variety of other needed services/opportunities. Through the group experience parents can move from a sense of powerlessness and gain self-confidence. This enhanced self-esteem can in turn be transmitted/conveyed to the child.

Why Youth Self-Help Groups ?

Students who are blind or visually impaired often need to meet

with each other to share a variety of concerns, experiences, plans and fears. Being the only blind student in a community or school can in some cases be a lonely, isolating experience. It is important to know firsthand from another person just how they coped with particular interpersonal and social encounters or events. For example, it may be important to discuss with someone else with the same impairment, just how s/he deals with not being able to drive and how this affects dating, getting to and from a part-time job, or gaining a sense of independence. Perhaps a student wonders if other people discuss their visual loss with sighted friends. There may be the need to share information on specific types of equipment and aids that are useful in school and at home. Potential questions and concerns are too numerous to list.

Why Professional Self-Help Groups ?

Professionals in both education and rehabilitation often may feel the need to give and gain support from each other in their current, everchanging and expanding work roles and responsibilities. They, as professionals, are continually in transition. Relative to the transition needs of blind and visually impaired youth, rehabilitation counselors are being asked to understand and collaborate with the education system which typically provides services to children. Educators are being asked to expand perspectives and programs beyond the classroom and focus on the futures of their students as adults. Both groups of

professionals, often (initially) trained in very specialized areas, are being asked to provide special education and rehabilitation services to new populations using new strategies such as supported employment. The current trend toward transdisciplinary teamwork and the continual need to use newly developed and ever changing resource systems (i.e., housing, transportation, recreation, etc.) require different competencies often not learned through prior formal training. However, such competencies are critical if professionals are to be effective in developing a full continuum of transition services.

Why Adult Role Model Resource Groups ?

Adults who are blind or visually impaired often have an interest and are motivated to share their personal, social and vocational experiences with visually impaired students, their parents and professionals. This personal expertise is a major untapped resource that can be critical in planning, not only for individuals but also service systems. Though interested in sharing, they may be unaware of a mechanism or systematic method for accessing interested individuals. In the process of sharing there is the added dimension of self-enhancement as one shifts to the role of mentor or helper.

SECTION I

Considerations

The development of self-help or resource groups which focus on common needs or problems may be one procedure your State Transition Team considers as a plan of action. Often such groups are developed to deal with issues not being addressed by existing organizations or other types of groups. Before considering this module as an option it is suggested that the team gather information on existing self-help and resource groups in the state. Based on the identification of these groups and their perceived effectiveness the team can make a more informed decision relative to the need for new group(s). Now, where to begin?

Goals of Self-Help Groups

The broad goals of a support group are to bring about personal and/or social change for its members and society. All of these groups (and there is an almost overwhelming variety) emphasize face-to-face interaction among members and stress a set of values or ideology that enhance members' personal sense of identity and belongingness (Katz and Bender 1976). "Small groups that provide people with a sense of identity, a way to assist themselves and their values, and a sense of empowerment have become increasingly essential to people's lives" (Bender 1976, p. 504). Support groups provide meaning for many individuals struggling with the transitions and issues of daily life (i.e. disability, unemployment, discrimination, isolation, relocation, marital problems,

substance abuse, acute and chronic crises).

While team members may have had many experiences with formal and informal groups, they perhaps have not had the time or the need to consider the dynamics of self-help group development and process. However, in order to initiate the development of a group for mutual aid and self-enhancement, knowledge of group process is essential. Perhaps the transition team is considering development of a job club for blind and visually impaired youth seeking employment; a peer self-help group for teenagers; a self-help group for parents of visually impaired youth in transition; a self-help group for professionals based in rural locations, and/or mentoring network using adult role models. This module provides a functional approach for your transition team to use in developing these or similar self-help groups.

Group Process

Gaining insight into the group process is critical. However, the insight gained must be applied when working through the process to achieve a lasting effect. Several suggested activities in this module may contribute to gaining this insight and facilitating action. Doing or experiencing can often be the most effective method of understanding self-help or resource group development and process.

It is suggested that the transition team spend some time discussing the stages of group process, sharing personal group

experiences relative to these stages, and discussing application of these stages to the planned development of a self-help group project.

Why do people voluntarily join groups (Katz and Bender, 1976)?

- A. They like the task or activity of the group.
- B. They like the people in the group.
- C. The group can satisfy the personal need to belong through association with other members.
- D. The group can be the catalyst for developing personal skills.
- E. The group can sustain personal momentum through support.
- F. The group can provide a respite.
- G. They need information group members have to share.

Activity

List reasons why you have previously joined groups.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____

Activity

List reasons why you continued to be a member of a group.

1. _____
2. _____
3. _____
4. _____
5. _____

Self-help groups have varying aspects of "attractiveness". This "attractiveness" not only determines membership but effects group cohesion and success. Napier and Gershenfeld (1985) list the seven properties of the group that attract membership as:

- A. Prestige of the group
- B. Group climate
- C. Interaction among members (level and type)
- D. Size of group
- E. Relationship with other groups
- F. Actual success and/or perceived potential for success
- G. Opportunities for "social comparison" of feelings

Activity

With fellow team members, describe your experiences in a voluntary group by discussing these questions:

1. Was the group cooperative or competitive?

2. What other words would you use to describe the group's climate?

3. Did group members equally share feelings and ideas with each other?

4. Were members supported in sharing their fears or activities?

5. Did you know about the group's success or reputation before you joined? If yes, what?

6. What did you share in common with other members?

7. What was most important to you in remaining a member?

Just as people have reasons for joining support groups, so they have reasons for leaving groups. Some factors decreasing attractiveness of membership are:

1. Membership changes
2. Competition within the group
3. Needs met
4. Group disagrees on how to solve problems
5. Dominating members take control
6. Unreasonable or excessive demands are made of members

Activity

List three reasons you had for leaving voluntary groups in the past.

1. _____
2. _____
3. _____

As was previously indicated, self-help groups emerge or often develop to meet needs that are perceived as not being met by other groups or agencies; these can be very concrete specific needs relative to information and resources, as well as emotional support needs. Both types of needs are very interrelated in that having one need met contributes to achieving the other.

Activity

In reflecting on your reasons for voluntarily joining a group,

was it important that the group have clearly defined goals or specific tasks before or at the first meeting?

Yes _____

No _____

If you responded yes, your answer is similar to most people who indicate they initially prefer a somewhat structured format for a meeting. Often, as a group "matures" and individual members experience success in having some specific resource and information needs met, they feel more comfortable with a less structured approach and more secure in identifying emotional needs (fears, concerns and anxieties).

Just now, the team may be saying "Well, we think visually impaired teenagers need a self-help group", or "We think it would be great for parents of our visually impaired students to have a self-help group, but how do we let them know or sell them on this idea? We think that such a group would meet some of their needs but if they have never experienced membership or satisfaction in such a group, would they even consider this as a viable solution?"

Activity

Think about the information you gathered or received prior to voluntarily joining a group and what was the most convincing. Did you use any of the below listed? Check if your response is yes.

1. Reading a description of the group and its purpose.
2. Talking to a current member of the group to get

the "real story" on what happens.

3. Following the suggestion of someone you trusted who mentioned to you that they knew of a group of people concerned about issues like yours and thought you might attend a meeting.
4. Other (please describe or discuss)

While the attractiveness of a group and the possibility that you might gain specific information or support are the most important reasons for wanting to join, what other factors listed below may actually determine if you attend. Check if your response is yes.

1. Location of meeting _____
2. Time of meeting _____
3. Day of meeting _____
4. Frequency of meetings _____
5. Membership dues _____
6. Others: _____

Another factor in the attractiveness of a group to new members is, who is in charge or who represents the leadership. Is the leader described as democratic, autocratic, or laissez

faire? Is the leader someone who you, as a new member, can identify with? Is the leader someone who uses the entire membership to set goals? Does the leadership share decision-making power with all members?

Activity

Discuss/reflect on the importance of the leader (or leadership) as an attractiveness factor for joining a group. List below important traits a leader of a support group should have for you to join:

1. _____
2. _____
3. _____
4. _____
5. _____

Leadership implies fellowship. Current literature on the topic of leadership is quite profuse with references to trait theory, position theory and situational theory. Hersey and Blanchard (1982) discuss two central dimensions of leadership as being task related and relationship related. An effective leader is someone who is not only skilled but is intuitive and sensitive to the needs of the group. Such a leader is able to adapt his or her leadership style as the situation or needs change. The members may include some people who have had successful group experiences while others may have had unsatisfactory or no similar experiences. The "maturity" of the membership is based

on previous group experiences, the immediate membership needs, and other external factors which determine leadership style and effectiveness.

Activity

Sometimes a leader will need to tell the membership information, facts, etc.; sometimes there is the need to sell an idea or plan; often the membership needs to actively participate on issues, and an effective leader delegates to the group as much responsibility as is possible. An effective leader has a style that reflects a varied emphasis on task accomplishment, relationship building and group cohesiveness. Is effective leadership a science or an art? It's a combination! With fellow team members describe examples when an effective leader should:

A. Tell: _____

B. Sell: _____

C. Participate: _____

D. Delegate: _____

"Maturity of the membership" refers to what members bring to a group--different personal needs and priorities, different interaction styles, individual histories, different perceptions, and diverse group experiences. Once in the group, members assume different types of roles most of which aid in achieving group goals (Napier and Gershenfeld, pp. 24-43, 1985). Some of these roles are:

- a. evaluator
- b. procedural technician
- c. encourager
- d. supporter
- e. harmonizer
- f. gate keeper
- g. blocker
- h. self-confessor
- i. recognition-seeker
- j. dominator
- k. special interest pleader
- l. court jester

Activity

Take time to reflect on the roles each of you played during the past year on the state transition team. Who played which role listed below? (Without a doubt you've seen some role shifts or combinations!)

Role:

Who:

- 1. Encourager _____
- 2. Evaluator _____
- 3. Gate keeper _____
- 4. Harmonizer _____
- 5. Procedural Technician _____
- 6. Other (_____) _____

A collaborative planning process is based on reaching decision by consensus. This type of process requires a considerable amount of time for each member to present his/her needs; a considerable amount of time for group discussion of all the needs, and an agreement to focus on certain needs as priorities. Some members may become impatient with this time-consuming process; however, using this approach facilitates a climate of sharing, mutual respect and understanding. Strategies can be used to enhance this process. Expectations and perceptions are shared. A climate is being created which can foster the development of a sense of trust, an environment in which a member can begin to believe s/he may gain support and a sense of belongingness.

Activity

Your state transition team used a collaborative planning process at the Institute. Review whether you initially found this to be time-consuming and inefficient. Did the process become less time

consuming and more efficient as the team worked together?
Discuss whether you felt this process met information and/or
resource needs. Discuss whether or not you felt the process
produced a "group climate" that was supportive of all team
members. Why or why not? Can you foresee using any components
of this process in self-help group development?

SECTION II

Introduction

At this point, shift gears and change your mind-set from reflecting on and reviewing your own group experiences to that of focusing on the transition team's potential role as a catalyst for the development of a support group built on the premise that mutual aid and self-enhancement can best be accomplished through use of indigenous leadership. In other words, build on the strengths, interests and needs of local people.

From a state transition team perspective how do you identify indigenous leaders? This, of course, depends on the target population of people (students, parents, professionals, adult role models or employers). Each of these face similar problems, share common feelings or perceptions, and have common needs for resources and/or information.

Activity

Which is your target group:

- A. Students _____
- B. Parents _____
- C. Adult Role Models _____
- D. Professionals _____
- E. Employers _____
- F. Other (specify) _____

What are the characteristics of indigenous leaders you will

consider contacting:

- A. _____
- B. _____
- C. _____
- D. _____
- E. _____

Qualities of leadership you choose to consider may have been described previously in this module. In addition, you may want to consider the following characteristics of potential leaders:

1. Is understanding of another person
2. Is self aware and able to use self as a vehicle of change
3. Is trustworthy
4. Is accepting and non-judgmental
5. Is an active listener who hears not only verbal message but perceives non-verbal messages
6. Is an active responder - "I'm with you" - "Let me clarify"
7. Is someone who doesn't solve the other person's problems nor merely reassure to make them feel better
8. Is willing to learn and teach
9. Is able to communicate effectively
10. Is genuine
11. Is someone who can see him/herself in perspective relative to helping and supporting others

12. Is willing to commit personal time

Why would someone self-select or volunteer to be a leader of a planned support group? Being an indigenous leader provides an opportunity for self-enhancement and personal satisfaction. It provides the opportunity to learn you have something to give. This type of leadership role provides opportunities to become a helper and giver, which in and of itself is a personal growth and healing process.

Activity:

What are some reasons you think individuals may volunteer to be leaders of the proposed group?

1. _____

2. _____

3. _____

4. _____

Activity:

Now that you have decided on the target population and have reviewed characteristics of possible leaders how can you find/locate potential leaders?

1. Self-help clearinghouse
2. Consumer Groups (i.e., American Council of the Blind or the National Federation of the Blind, Blinded Veterans Association)
3. Parents Groups (i.e., Parent Teacher Association, National Association for Parents of the Visually Impaired)
4. Public and private agencies for the blind
5. Professional Organizations (i.e., Association for Education and Rehabilitation of the Blind and Visually Impaired, The Council for Exceptional Children/Division for the Visually Handicapped, National Rehabilitation Association, etc.)
6. Public schools and private schools for the blind
7. Other (specify) _____

Activity:

Who are your identified potential leaders, who will contact them, and when will the contact be made?

Potential Leaders

Name	Phone #	Contacted by:	When	Response

While there are no right or wrong number of people you should select, be reasonable and do not identify a "cast of thousands"! Once you have identified your prospective leaders for the planned group how can you, as a transition team, support them as they take charge (assume the responsibility) for facilitating the development of a support group? A basic premise of forming groups for the purpose of mutual aid and self-enhancement is to have lay people avoid reliance on professionals. While this is the ideal, a rule of thumb to consider is "don't throw the baby out with the bath water". Your level of ongoing support to the group should ultimately depend on requests for continued involvement. While this may seem risky, it is a slow process which promotes self-sufficiency, enhances self-esteem and reduces dependency on "the system". What are some types of training or consultation you as a transition team may provide or secure for the self-help group?

Self-Help Group Development

The remaining portion of this module presents content which should be shared with potential self-help group leaders during training. When evaluating potential trainers use the following content to determine their familiarity with self-help groups and group process.

Helping You Helps Me, published by the Canadian Council on Social Development (Hill, 1984), is a primary resource and

a practical guide to starting and maintaining self-help groups. Guidelines presented in this part of the module are quoted from this resource.

"Defining the purpose of your self-help group includes setting goals, objectives and priorities. It also includes determining the methods you will use to accomplish the priorities. A clear statement of purpose, and a plan to accomplish that purpose will be useful in later activities of the group." (Hill, p. D-3)

Activity No. 1. (Self-Help Group Development Activity)

Now that you have identified the target population and potential leaders, you will need to schedule an initial organizational meeting. It is at this meeting you will have the opportunity to introduce those indigenous leaders to the prototype for self-help group development which follows. Once again, you are cautioned to gauge your level of involvement to the group's requests for input. Be careful to constantly share leadership roles and responsibilities as the concepts are discussed and activities planned.

Date of initial meeting: _____
Location of meeting: _____
Time of meeting: _____
Persons attending meeting: _____

Understanding the purpose for which the group exists involves both the what (goals, objectives and activities) and the how (methods and strategies). Both are equally important.

"Determining goals, objectives and priorities takes some time. Your organizing group may want to spend several sessions to do it. It might be helpful to spend one session putting together a rough list of goals and objectives, and then go away and think about them for awhile. The next time you get together, you could double-check your goal and objectives statement with the whole group. The group could then talk together about setting priorities. As you set your priorities, it could be helpful to outline the reasons for your choices. Keep in mind that some objectives may not be possible to accomplish until after others have been done.

You may want to set an objective that is easy to accomplish as one of your beginning tasks. Getting a 'success' under your belt will encourage the group to keep working" (Hill, p. D-2).

Activity No. 2. (Self-Help Group Development Activity)

While ideally, you might want to spend several meetings determining goals, objectives and priorities, doing this depends on the group composition. In many cases, it is important to quickly establish a pattern of documenting -- in writing -- the group's efforts. Consensus planning and decision-making are critical.

List Group Goals:

List Priority Goal:

List Objectives:

Prioritize Objectives:

The next step is to determine the best strategies. There are many possible strategies which can be used to accomplish the identified objectives. Determining the best way involves discussion and compromise. An effective way to start is by listing all your prioritized objectives and listing all the possible strategies the group can think of to accomplish each one. Accepting the first idea is not necessarily the best way.

List as many possible strategies as group members can come up with, and then choose the best one. "The best strategy is chosen according to what the group thinks is to be

gained or lost by each choice. Remember that there may not be a perfect method, but there probably is one that the group agrees is better than the others" (Hill, pp. D-2-3).

Activity No. 3. (Self-Help Group Development Activity)

Brainstorming is valuable as you involve all group members in choosing strategies to meet your prioritized objectives:

List Priority Objective No. 1: _____

Strategies to Achieve Objective: _____

Preferred strategy which group agrees on from the above list: _____

"Who can join the group and who cannot? Your organizing group will probably have given some thought to this as you defined the target population. It's also a good idea to review your ideas before you begin to recruit more members" (Hill, p. E-1).

* * * *

"The limits your group places on membership will mean that you'll have to say "no" to some who want to be members. Your group will probably want to be fairly clear about its reasons for excluding people" (Hill, p. E-2).

* * * *

Self-help groups usually put few requirements for membership. They make it easy for people to join and to leave the group" (Hill, p. E-2).

Activity No. 4. (Self-Help Group Development Activity)

Since you have selected a target population for self-help group development, do you think it is important to have other requirements for membership? Yes _____

No _____

If Yes, what are they?

1. _____
2. _____
3. _____
4. _____

"Self-help groups and professionals can help each other. In working together both need to be sure the interests of the members of the self-help group come first, and that the group as a whole agrees on the task the professional person will carry out" (Hill, p. F-3).

Activity No. 5. (Self-Help Group Development Activity)

How do you think professionals could serve as resources to your self-help group?

Please list:

1. _____
2. _____
3. _____
4. _____

What Are Four Stages of Group Development

Self-help groups often go through four stages -- forming, norming, storming and performing. Disagreement occurs, but in the end, the group pulls together.

FORMING

"In the beginning, a few people will meet and talk over their interests. In the 'forming' stage they'll try to find others who share their concerns. They may hold a public meeting or two. The meetings probably won't follow any particular way of behaving in the group. The level of discussion may not be too open at this stage. This is because people have to learn to trust each other before they are completely open about their thoughts and feelings" (Hill, p. H-1).

NORMING

"During the next stage, the 'norming' stage, the outreach will continue. Perhaps the group will think about developing relationships with other groups or with professionals or respected lay people. The routine of meetings will begin to be set. Members will probably begin to take on certain roles. Discussion will probably begin to be more open, and friendships will begin to develop. The purpose of the group will be agreed upon.

Activities to carry out that purpose will be developed. Expectations of behavior will also develop, for example, 'no smoking,' 'coffee after the meeting,' 'we don't discuss money problems.' These expectations might not be said out loud, but will develop anyway" (Hill, p. H-1).

STORMING

"During the third stage it would be a natural thing for some disagreement to surface. This is called the 'storming' stage. People might not like the purpose of the group, its planned activities, or the expectations. This kind of disagreement almost always happens" (Hill, p. H-1).

PERFORMING

"The group will finally get down to business during the fourth stage. In 'performing' stage the roles of members will be set (this happens naturally, and without a word being said). The expectations for behavior are set. The purposes and activities have been agreed to and trust among members will be developing. Discussion will become more open. While disagreements may come up, they'll probably be over minor issues" (Hill, p. H-2).

CHANGING PURPOSE

"Over time, the group may gradually move away from its original purpose. That can be fine, but it can also cause disagreement. An occasional look at whether or not the group is still doing what it was set up for can help avoid problems caused by shifts in purpose. The group may want

to rewrite its goals and objectives if the shift is a major one" (Hill, p. H-2).

Self-help groups have three kinds of needs to deal with-- task, maintenance, and self-oriented. Individual members take actions to meet all three of these needs. Task and maintenance needs must be met if the group is to stay lively and effective. "Task Needs" focus on getting the job done and are being met when members get the meeting started; help keep it moving, give information, summarize events, check to see if people agree.

Activity No. 6. (Self-Help Group Development Activity)

What are some task needs of your group?

1. _____
2. _____
3. _____
4. _____

Are they being met?

"A second kind of group need is the maintenance need -- that is, things that members do in the group to help it work more effectively. Maintenance needs are being met when members compromise, add humor to a meeting, support others who speak, encourage compromise in disagreements. Self-help groups sometimes pay more attention to maintenance needs than to task needs. This is because self-help groups are often mainly interested in the

social and emotional needs of their members" (Hill, p. I-1).

Activity No. 7. (Self-Help Group Development Activity)

What are some maintenance needs that occur regularly in the group? Meeting these needs contribute to individual's comfort level.

1. _____
2. _____
3. _____
4. _____

"A third type of need is also seen in self-help groups. The self-oriented needs that some members display can make it very difficult to meet the group's task and maintenance needs. These self-oriented needs may come up because a member is not happy with what the group is doing. They might also come up because of some personal problem" (Hill, p. I-2).

Activity No. 8. (Self-Help Group Development Activity)

Discuss and list strategies the group can use to systematically (and in a nonjudgmental manner) respond to self-oriented needs:

1. _____
2. _____
3. _____
4. _____

"Leadership is a process that is made up of qualities of individuals, interaction between group members, and

various styles of doing things. In self-help groups, facilitating is a leadership skill and style that can strengthen the group. It is a type of leadership that can be shared among group members. More formal styles of leadership may be of more interest to the more formal self-help groups" (Hill, p. J-4). Leadership is often thought of as an ability that some people have and some people don't. It is, in fact, a process. It is an action, not a fixed quality" (Hill, p. J-1).

"Gaining the confidence of other people, being able to act swiftly and decisively are leadership qualities. However, not all people who have these qualities are leaders. Why? Because leadership requires the interaction of both the potential leader and the potential follower" (Hill, p. J-1). If the needs of the potential follower aren't met, then he will prevent the leader from carrying out that role. Through leadership, the needs of individual people, as well as the group as a whole must be met" (Hill, p. J-1). "Leadership can be a responsibility that is shared by the group. Different members can perform different leadership roles according to their own special abilities" (Hill, p. J-2).

Activity No. 9. (Self-Help Group Development Activity)

Have you ever thought of leadership as a process, an action, not a fixed quality? Yes _____ No _____

Discuss and list strategies your group will use to assure that