

VOCATIONAL REHABILITATION

Presented by
Brenda Gonzalez, MRC, CRC

WHAT IS VOCATIONAL REHABILITATION?

- Provides services to eligible students to assist young people in reaching the employment goals identified in their approved Individual Plan for Employment (IPE).
- Transition services are a coordinated set of activities for a student that supports the transition from school to work or post-school activities.

WHAT SERVICES?

- They are based on a student's needs, interests and abilities.
 - Restoration Services
 - Job Readiness Training
 - Community Living Experiences
 - Supported employment
 - Job placement/ Job coaching
 - Post-secondary education
 - Vocational training

ROLES IN TRANSITION SERVICES

VR

- Assist students in reaching the employment goals identified in their Individual Plan for Employment (IPE)
- Participate in a student's IEP or 504 planning meetings for transition services.

Schools/Teacher

- Schools/Teachers develop an Individualized Education Program (IEP) for transition youth.
- Measurable post-secondary goals in a student's IEP
(A great starting place for development of the IPE)

Individualized Plan for Employment IPE

1. General Information

Plan Number	1
Signature/Start Date	06/29/2017
Primary Staff at Start	Gonzalez, Brenda
Expected Plan End Date	12/2018
Supported Employment	No
Small Business Enterprise	No
Self Employment	No
Employment Goal	Childcare Workers

In the narrative text box below, I will describe the following:
Restoration needs and how they will be addressed.
Assessments used to support my goal.
How previous training relates to my goal.
Labor market research my counselor and I have done.

Jessica will continue to participate in her post high school program for skills training at South Valley Post High until she ages out. This will help motivate and teach her to do productive work, be more self-reliant, accept supervision, relate appropriately to co-workers, and develop work tolerance, good work practices (including safety and speed), and job readiness based on community standards. Jessica will participate in physical therapy to improve motor control and coordination.

Jessica will participate in individual counseling sessions to improve her ability to manage anxiety, communicate with her supervisors about her disability, and learn how to manage stress and emotions. She will also receive medication management services for psychosocial impairments as needed. A goal of childcare worker was agreed to. Assessments used to support this goal include an Onet Career Interest profiler which indicates she has a high interest working as a preschool teacher or childcare worker. We discussed different skills that she has and opportunities that she had while in school. Her parent's and teachers input was also gathered during IEP meetings and during our comprehensive assessment.

Jessica worked at the following places to gain skills: West Jordan Day Care (caring for children's needs), and Cinemark (cleaning). She has also babysat for 3 years. Labor Market indicates that this occupation is expected to experience faster than average employment growth with a high volume of annual job openings. Business expansion, as opposed to the need for replacements, will provide the majority of job openings in the coming decade.

WHAT IS IN THE IPE?

- Restoration needs and how they are going to be addressed
- Assessments used to support my goal
- How previous training relates to my goal
- Labor market research my counselor and I have done

Jessica will continue to participate in her post high school program for skills training at South Valley Post High until the age of 22. This will help motivate and teach her to do productive work, be more self-reliant, accept supervision, relate appropriately to co-workers, develop work tolerance, good work practices, and job readiness based on community standards.

Jessica will participate in physical therapy to improve motor control and coordination. Jessica will participate in individual counseling sessions to improve her ability to manage anxiety, communicate with her supervisors about her disability, and learn to manage stress and emotions. She will also receive medication management services for psychosocial impairments as needed.

A goal of childcare worker was agreed to. Assessments used to support this goal include an Onet Career Interest Profiler, which indicates she has a high interest in working as a preschool teacher or child care worker. We discussed different skills that she has and opportunities that she had while in school. Her parents and teachers input was also gathered during IEP meetings and during our comprehensive assessment. Jessica worked at the following places to gain skills:

West Jordan Day Care (caring for children's needs), and Cinemark (cleaning). She has also babysat for 3 years. Labor Market indicates that his occupation is expected to experience faster than average employment growth with a high volume of annual job openings.

2. Planned Services

Assistive Technology Services Anticipated No

Description	Estimated Start Date	Estimated End Date
1 Restoration	06/2017	06/2018

Jessica will participate in post high school skills training at South Valley Post High. She will also participate in life skills training throughout the summers to learn social skills. This will help motivate her to do productive work, be more self-reliant, accept supervision, relate appropriately to co-workers, and develop work tolerance, good work practices (including safety and speed), and job readiness based on community standards. She will learn the skills needed to help reduce self-direction limitation.

Jessica will follow up with her primary care physician to participate in physical therapy to help improve, and strengthen her gait.

Jessica will also follow up with her audiologist to obtain a current hearing report to determine if she needs new hearing aids, and if her hearing has changed.

Jessica will participate in individual counseling and psychiatric services to reduce active symptoms of her disability.

Jessica will follow up with her counselor once she obtains current reports for all of her restoration. Jessica has Medicaid and her parents private insurance that she is able to use for the evaluations. She will notify counselor should she need support prior to the receiving the service.

Objective of Service and How It Will Be Measured

Jessica will be able to reduce current impediments to employment.

My Chosen Provider

South Valley Transition School, University of Utah

IPE COMPONENTS

- A specific employment outcome consistent with informed choice
- Criteria for evaluation of progress toward employment outcomes
- Specific rehabilitation services
- Projected timelines for initiation and duration of services
- Schedule for periodic reviews and evaluations
- Entity to provide services
- Responsibilities of the individual
- Need for post-employment services

NOTE: The services, service providers, and all activities selected by the consumer must be necessary to meet the employment outcome goal.

HOW CAN SCHOOL PERSONNEL HELP?

- ❖ Create work-based learning opportunities such as job shadowing, mentoring and work experiences with the student.
- ❖ Utilize assessments to effectively assist students prepare for employment.
- ❖ Make academics relevant to the world of work by noting employment applications for reading, writing, computing, thinking, etc.
- ❖ Invite VR Counselor to speak to staff, students and parents regarding services.
- ❖ Discuss with students how they might benefit from VR assistance.
- ❖ Discuss a student's strengths and needs with VR counselor.
- ❖ Help students understand their disability and how to request accommodations



WHEN TO REFER...

- Age 14 we can take the application
 - There are several services we can provide such as Work Based Learning Experiences
 - Summer Life Skills Programs
 - Temporary Work Experiences
 - Counseling and Guidance

IN SUMMARY..

- Goal is to help students obtain and maintain competitive employment in an integrated setting.
- VR services are time limited; however, the aim of VR is to work with transition youth until they are successful. (90 Days)
- The employment must be in an integrated setting and the student must be earning at least minimum wage

