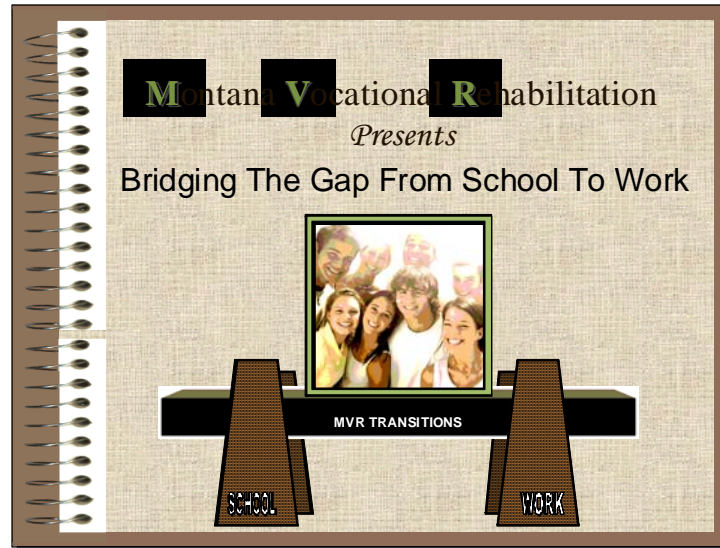


Slide 1



FACTS

- Twice as many students with disabilities drop out of high school as their non disabled peers.
- Students with disabilities go on to post secondary education at half the rate of their non disabled peers.
- Students with disabilities are employed at one third the rate of their non disabled peers.

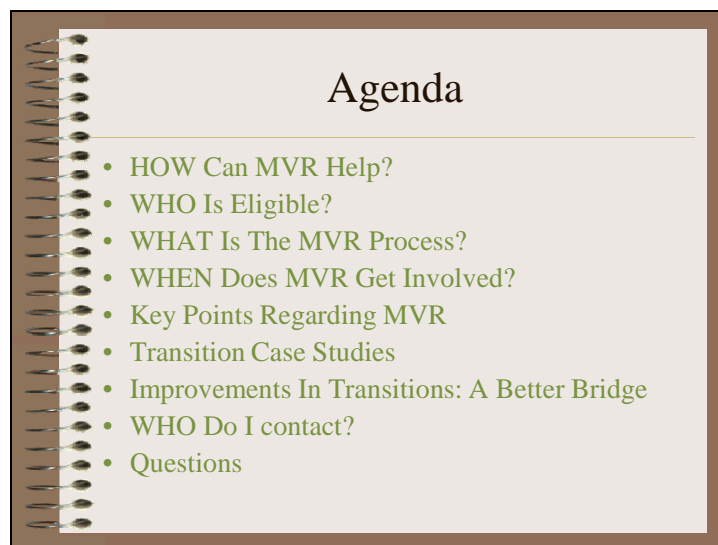
PROBLEM

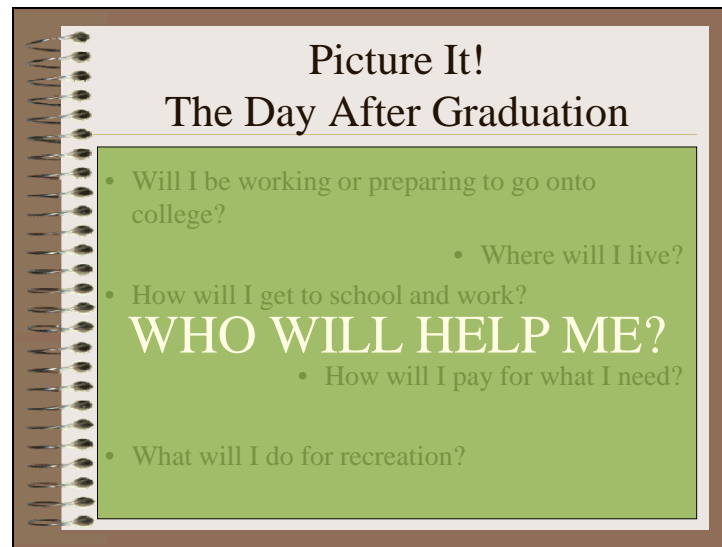
There is a chasm between the world of school and the world of work and our youth with disabilities are falling in it!

SOLUTION

Vocational Rehabilitation can be the bridge that spans that chasm, supporting and helping our youth with disabilities achieve their employment goals.

Slide 2





•Imagining our desired outcome helps us to prepare. Said another way, we need to begin at the end and work backwards in order to achieve our goals!

- Example 1: A Trip—we can't know what to pack until we know where we are going. Hawaii? Antarctica?
- Example 2: Building a Dog House—we don't know what supplies we'll need until we know what we want our dog house to look like.

•Asking questions fires up our imaginations and helps us to picture our futures, and it sets a tone of expectation

- Example: The grandpa who continuously asks, "What kind of work would you like to do?" or "Where do you get training for that kind of work?"

•Let's try it out by imagining the day after graduation!

- Will I be working or preparing to go to school?...Where will I live?...How will I get to school or work?...How will I pay for my needs?...what will I do for recreation?

•Tips to spark the imagination:

- Encourage students to ask questions in present tense
- Fill out mock schedule, outlining activities hour by hour

•Now, let's ask the big question ...WHO CAN HELP?



•EVALUATION SERVICES- to help you understand your interests, abilities and limitations

•CAREER GUIDANCE & COUNSELING- to help with planning and adjustment

•MEDICAL & PSYCHOLOGICAL SERVICES-to remove impediments that interfere with your ability to get and keep a job

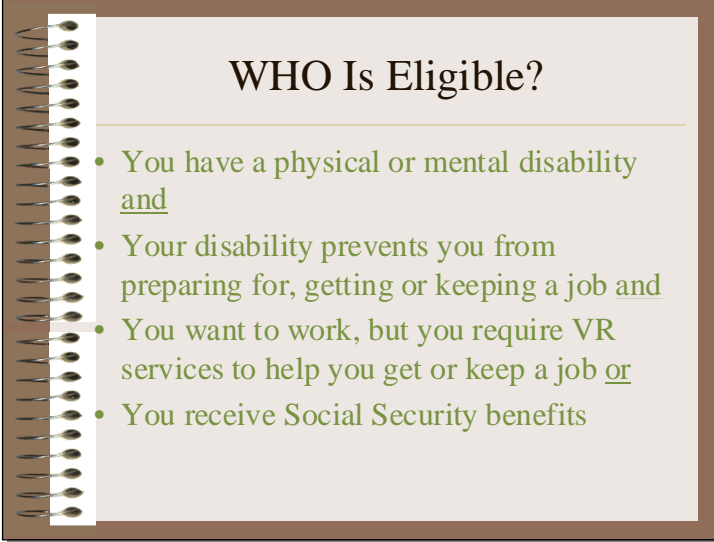
•JOB DEVELOPMENT & PLACEMENT SERVICES

•TRAINING- to improve your job skills through on the job training, job coaching, or classroom training

•REHABILITATION TECHNOLOGY- to help in identifying and obtaining adaptive equipment necessary for a job

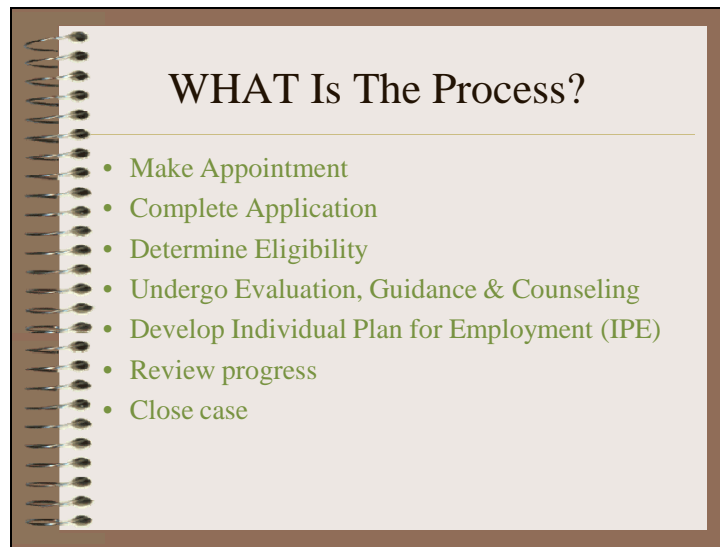
•POST EMPLOYMENT SERVICES –to help you keep a job once you have it

•REFERRAL TO OTHER RESOURCES

A graphic of a spiral-bound notebook with a brown cover and a white page. The page has a light beige background and a dark brown border. The spiral binding is on the left side.

WHO Is Eligible?

- You have a physical or mental disability and
- Your disability prevents you from preparing for, getting or keeping a job and
- You want to work, but you require VR services to help you get or keep a job or
- You receive Social Security benefits



•MAKE APPOINTMENT

- Anybody can make an appointment
- To your appointment, bring (or send if you are a referral source) information, including medical, psychological, academic, achievement, work experiences

•COMPLETE APPLICATION-gathering information about the individual, including

- Disability and subsequent “impediments to employment”
- Interests and goals
- Academic & work history
- Resources

•DETERMINE ELIGIBILITY-you are eligible for vocational rehabilitation services if:

- You have a physical or mental disability and
- Your disability prevents you from preparing for, getting, or keeping a job and
- You require services to help you prepare for, get, and keep a job
- You currently receive Social Security benefits (SSDI or SSI)

•UNDERGO EVALUATION, RECEIVE GUIDANCE & COUNSELING

- Explore interests
- Assess abilities, capabilities, employment options
- Select job goal compatible with your interests, abilities, limitations and the demands of the job market
- Identify what you need to achieve your goal

•DEVELOP IPE-the roadmap to your destination (goal),with a list of provisions (shat you need to get there), and your ETA(estimated time of arrival, your goal date).

•REVIEW PROGRESS

•CLOSE CASE

Slide 7

A slide titled "WHEN Does MVR Get Involved?" presented as a spiral-bound notebook page. The title is at the top, followed by a horizontal line. Below the line are two main bullet points, each with sub-bullets. The first main bullet point is "Consultation can begin anytime" with sub-bullets: "middle school", "IEP", and "one to one meetings with VR counselor". The second main bullet point is "Applications taken in preparation for exit year" with sub-bullets: "spring of junior year", "summer prior to senior year", and "senior year".

WHEN Does MVR Get Involved?

- Consultation can begin anytime
 - middle school
 - IEP
 - one to one meetings with VR counselor
- Applications taken in preparation for exit year
 - spring of junior year
 - summer prior to senior year
 - senior year


Slide 8

A slide titled "Key Points" presented as a spiral-bound notebook page. The title is centered at the top, followed by a horizontal line. Below the line are seven bullet points, each with underlined key terms. The points are: "Services are provided according to financial need", "Rehab plans are individualized", "Services must be required", "Clients learn how to make informed choices", "Clients learn to balance rights and responsibilities", and "The Vocational Rehabilitation Program and The Developmental Disabilities Program—what's the difference?".

Key Points

- Services are provided according to financial need
- Rehab plans are individualized
- Services must be required
- Clients learn how to make informed choices
- Clients learn to balance rights and responsibilities
- The Vocational Rehabilitation Program and The Developmental Disabilities Program—what's the difference?

Case Study: KELSEY



- Evaluation
- Guidance & Counseling
- Supported & Extended Employment Services
- Post Employment Services
- Coordinated Services

Kelsey lives with borderline intellectual functioning.

- Evaluation: psychological testing; school work experiences; crew based work assessment
 - Friendly, outgoing young lady who loves fashion and enjoys working around people; she wants to be a fashion designer
 - Reading and writing deficits—unable to independently complete a job application
 - Learning and attention deficits—unable to learn and retain new job duties or stay on task without assistance
 - Requires long term, ongoing assistance to achieve her employment goals
- Guidance & Counseling
 - Exploration of the job duties and demands of fashion designer
 - Kelsey chose fashion merchandiser as her goal
- Supported & Extended Employment Services
 - Supported Employment services help to get the job
 - Extended Employment services help to keep the job
- Post Employment Services
 - Kelsey learned a new job duty: how to work in the fitting room
- Coordinate Services
 - Foster parents, psychologist, DD case manager (residential services, recreation services)



Case Study: JAKE

- Evaluation
- Guidance & Counseling
- Vocational Training
- Medical Services
- Rehab Technology
- Job Placement Assistance

Jake lives with a below the knee amputation of his right leg and dyslexia

Evaluation: psychological testing; vocational and functional capacity evaluation; worksite ergonomic assessment

- Jake is a perseverant guy who describes himself as a “motor head.” Jake loves working on engines, and does not let his disability get in the way.
- He demonstrates strong mechanical aptitudes
- He is physically fit and can endure standing & walking despite his disability, but, PT is recommended to help him build strength and avoid injury of supportive leg
- Reading Disability—Jake struggles to read written print; does better with auditory input

Guidance & Counseling

- Exploration of the job duties and physical demands of a diesel mechanic
- Jake chose diesel mechanic as his goal

• Vocational Training

- VR provided funding, along with federal aid, to help Jake pay for tuition, books & tools

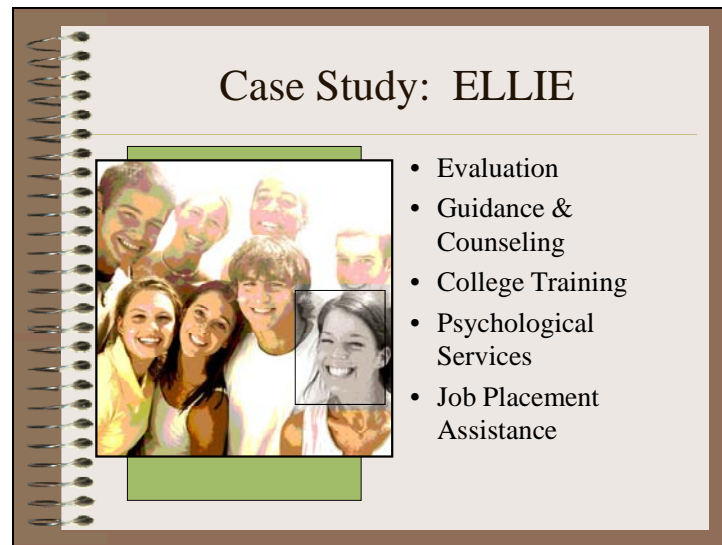
• Medical Services

- Physical Therapy

• Rehabilitation Technology

- loaner computer and screen reader software to help him with his coursework
- Rubber mat and tool cart for work site

• Job Placement Assistance



Case Study: ELLIE

- Evaluation
- Guidance & Counseling
- College Training
- Psychological Services
- Job Placement Assistance

Ellie lives with Bipolar Disorder and a Substance Use Disorder

Evaluation: psychological testing; school work experiences; informational interviews

- Ellie is creative, bright, and capable of post secondary academic success
- She enjoys helping others learn; wants to be a college professor
- She has a passion for foreign language and travel
- Ellie's deficits include a limited tolerance for stress and poorly developed coping strategies; she developed an addiction to alcohol (has undergone Rx—is 1 year sober)
- Guidance & Counseling
 - Exploration of the essential functions of an a college instructor
 - Ellie chose ESL Instructor as her goal
 - Development of a Survival Plan (therapy, AA, medication, sponsor)
- College Training
 - VR provided funding, along with federal aid, to help Ellie pay her tuition and books
- Medical Services
 - Psychotherapy
- Job Placement Assistance

Slide 12

Building A Better Bridge

- Governor's Transitions Taskforce
 - program alignment
 - Improved communication
 - System change
 - Disability History and Culture Curriculum For All
- Montana Youth Transitions Program
 - Web Site
 - Conference


Slide 13

WHO Do I Contact?

- **PHONE**
 - To locate the office nearest you, phone:
1-877-296-1197 (toll free consumer line)
(406) 444-2590 (voice/TTY)
- **WEB**
 - To obtain information at any time, go to:
www.dphhs.mt.gov/dsd/vrs/index.shtml

Slide 14

Questions?



A balance scale is shown with the word "SCHOOL" on the left pan and "WORK" on the right pan. A small dog is sitting on the beam between the pans. The beam is labeled "MVR TRANSITIONS".



Successful Rehabilitation equals **competitive** employment (earning what all others earn for same type of work) in a **fully integrated** setting (working with all people, disabled and non disabled peers).

The Supported and Extended Employment Services programs help those clients who require more assistance and more time to prepare for competitive employment.

Since Extended Employment is provided for as long as an individual requires assistance, it is an expensive program, which currently has a waiting list. Many, including the Montana Association for Rehabilitation (MAR) advocate to the legislature every session to increase state funding, removing more people from the waiting list. Their efforts have been successful and they are fully committed to continuing the campaign.

MAR's campaign tag line: "Helping Montanans with disabilities go to work makes good financial sense."