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550 Cedar Street
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PARENT ADVOCACY

CHANGING EXPECTATIONS/PLANNING FOR THE FUTURE

This advocacy training manual for parents of developmentally disabled persons has been written by Legal Advocacy for Developmentally Disabled Persons in Minnesota. Funds were provided by a grant from the Governor's Planning Council on Developmental Disabilities.

**Legal Advocacy for Developmentally Disabled Persons in Minnesota
222 Grain Exchange Building
323 Fourth Avenue South
Minneapolis, Minnesota 55415**

Phone (612) 338-0968
Outstate Toll Free Number: 1-800-292-4150
Hearing Impaired TTY Number: (612) 332-4668
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INTRODUCTION

If you are the parent of a child who has developmental disabilities you are probably already an advocate. You have probably had to attend team meetings and give your opinion about what you thought your son or daughter needed in day services. You have probably had to visit more than one training program to see which one you thought best suited your son's or daughter's abilities. When decisions were made that you thought were not in the best interests of your daughter or son you probably spoke out, wrote letters, or even requested legal help. All of these experiences are part of your role as an advocate for your son or daughter.

This manual is a tool for you to use in your continued role as advocate for your son or daughter. Many of the services your son or daughter are entitled to under the law are in place. Public education now includes all children from age 4 to 21 who have disabilities. Vocational training is available. Laws protecting the handicapped worker are in place. Day services are regulated by state laws and regulations. But the role of advocacy has not ended. Critical questions about the quality of services offered are being raised by professionals and parents alike. Are the services, as offered, a good use of your son's or daughter's valuable time? Is what they are learning useful in the "real" world? Are the job training skills being taught actually geared to "real" work possibilities? Is your son or daughter being taught the living, social, and work skills needed for them to reach their potential for independence? Are they being allowed entrance into an integrated adult world?

Each section of this manual offers you questions and ideas to think about when planning, reviewing, and creating day services that maximize your son's or daughter's development. There are questions for you to ask yourself in examining your own attitudes and expectations towards your son or daughter's future. And, there are advocacy strategies you can use alone or with other parents to bring about needed changes for quality programming.

Your advocacy efforts along with your belief that your son or daughter has a more promising future can bring about changes which will benefit all persons with developmental disabilities. Use this manual as best you can. Add to it, pass it out to other parent advocates, and use it in group meetings. This is but a small part of what it takes to see to it that your son or daughter becomes all he or she is capable of becoming.

Your advocacy efforts in the past have made a great deal of difference. Your future efforts can open the doors to a place where independence, self-worth, and dignity will belong to your son or daughter. And, only then, will it belong to us all.

LONG RANGE PLANNING

No one can know the future. None of us can say for certain what the future holds for us. Yet, for many of us, it has been our visions of the future which have made successes possible. We know that decisions we make today help shape our future.

Long range planning for your son or daughter who has a disability is planning for his or her future. Your son or daughter has a future. Planning done now for school programming, placement or training affects the kind of future he or she will have. Long-range planning for this future can affect the kinds of decisions that are made now. If the long-range plan is a plan for maximizing independence, then agreeing to a segregated setting where trivial skills are being taught is not in keeping with the long-range plan. If the long-range plan includes paid work in a supported work model, then learning work skills on make-believe instruments might not be the best use of time and resources. One parent said recently "It's better to aim too high and have to go back a few steps than to aim too low and not go enough steps forward."

Making a long-range plan should involve aiming high. For too many years, too many people aimed too low when planning for persons with developmental disabilities. Years ago family doctors often suggested institutionalization as the long-range goal of the child with mental retardation. We have learned about the future that provided. Later, long-range planning included community group homes, training centers, and public school classrooms. Now we are learning about the futures many of these services provide. Many exist as mini-institutions placed in our communities. Participants and residents are treated like children in segregated environments where they have few choices, little meaningful training and dim futures.

In asking the question, "What do I want for my son's or daughter's future?" you'll need to express your hopes for him or her. Whatever his or her disability, whatever its severity, your son's or daughter's future will be better if the long-range planning emphasizes developing independence. More and more options in programs and living arrangements are being made available.

Early intervention and children with disabilities remaining in their homes have changed the futures for many. Futures for adults are being changed by long range planning for living and working as independently as possible.

We have made a great deal of progress over the years for our handicapped children. We have gotten them back into our communities by building group homes and day activity

centers. We have supported the building of sheltered workshops for their employment needs. And, we have gotten our younger children "free and appropriate education." But, now we must go another step. We must gain access for our handicapped children into adulthood. They must be taught and given the opportunity to take their place as adults in their communities, their families, and in the work place.

(A parent whose son is in a supported work program in Richmond, Virginia.)

QUESTIONS TO ASK YOURSELF BEFORE PLANNING

1. What do I want for my daughter's or son's future?

2. Where do I think my daughter or son will be living in one year? Ten years?
 - a) At home?
 - b) In an apartment?
 - c) In a semi-independent situation?
 - d) A group home?
 - e) Other?

3. How will my son or daughter spend his or her daytime after high school? In five years?
 - a) At a job?
 - b) In training?
 - c) At a sheltered workshop?
 - d) At a day achievement center?
 - e) Other?

4. Do I see the current services preparing my son or daughter for the future? For a future change into a more independent living and work environment?

THE DIGNITY OF RISK

- What if you never got to make a mistake.
- What if your money was always kept in an envelope where you couldn't get it.
- What if you were never given a chance to do well at something.
- What if you were always treated like a child.
- What if your only chance to be with people different from you was with your own family.
- What if the job you did was not useful.
- What if you never got to make a decision.
- What if the only risky thing you could do was to act out.
- What if you couldn't go outside because the last time you went it rained.
- What if you took the wrong bus once and now you can't take another one.
- What if you got into trouble and were sent away and you couldn't come back because they always remember your "trouble."
- What if you worked and got paid \$.46 an hour.
- What if you had to wear your winter coat when it rained because it was all you had.
- What if you had no privacy.
- What if you could do part of the grocery shopping but weren't allowed to do any because you weren't able to do all of the shopping.
- What if you spent three hours every day just waiting.
- What if you grew old and never knew adulthood.
- What if you never got a chance.

LEGAL RIGHTS OF THE DEVELOPMENTALLY DISABLED PERSON
UNDER P.L. 94-142

Public Education

P.L. 94-142 the Education for All Handicapped Children Act, signed into law in 1975 is designed to assure that all handicapped children from age 4 to 21 (in Minnesota) have available to them free, appropriate public education, including individualized education and related services to meet their needs.

What educational services is your handicapped child entitled to?

- An individualized education. This means a program which is developed to meet your child's unique needs. The IEP or Individual Educational Plan states the goals and methods used to obtain those goals.
- An appropriate education. An appropriate education is measured by what is learned, how it is learned, and how much is learned and how this fits the needs of the individual student.
- Education in the least restrictive environment. Here the intent is for all handicapped children to be educated with non-handicapped children to the maximum extent possible.
- Vocational education. Vocational education is one of the many areas of education provided for in P.L. 94-142. It should be part of an IEP as soon as appropriate.
- Due process. This is a series of steps through which a parent can go to secure appropriate educational services for his or her handicapped son or daughter.

WHAT EVERY PARENT SHOULD KNOW
ABOUT SPECIAL EDUCATION IN THE 80'S

1. Your child will become a more independent and productive human being the more he/she is integrated into community life.
2. Your child needs to learn skills he/she can use now or in the future.
3. Skills learned should be age-appropriate.
4. Beware when you are told that your child is not "ready" to learn a certain skill.
5. Participation in an activity is more important than independent performance.
6. The school has a responsibility to serve your child until 21 and to help prepare him/her for work.
7. Severely handicapped students learn better when skills are taught as a part of everyday activities.
8. The majority of teaching activities should have a clear purpose that "makes sense" to the student so that he/she is motivated to participate.
9. Non-segregated school sites can provide learning opportunities in social and communication areas and promote acceptance of handicapped individuals by others.

APPROPRIATE--A BIG AND MIGHTY WORD

The key word for developing an IEP is "appropriate." There is probably no other word used by professionals and parents that is so vague and yet so attached to the very core of individualized learning. "Appropriate to each individual's needs" offers the possibility for endless educational opportunities, specially tailored exercises of skill development, and individualized measurements of success.

And, yet, because the word is so vague sometimes parents and professionals alike aren't sure of its meaning. How is "appropriate" determined? How is it measured? And, how is it assured in the day-to-day school program?

Here are some ideas to think about when asking yourself "is this IEP appropriate," "is this skill appropriate to my son's or daughter's educational needs?". Always think about "appropriate" in connection with the idea of the "individual educational needs" of your son or daughter.

Is everyone in the special education classroom learning the same skills by the same methods? If so, then, it is probably true that the tasks or methods are inappropriate for someone in that room. Is that someone your daughter or son?

Look at the individual skill or task in terms of the long-range goals. It is "appropriate" if it contributes to obtaining those goals.

A learning exercise is "appropriate" if it is in alignment with your daughter's or son's rate of learning and level of ability. Learning to recognize numbers may be appropriate if steady progress occurs over a reasonable length of time. If, after several years, your son or daughter can only recognize some of the numbers correctly some of the time the "appropriateness" of the task certainly should be questioned. Maybe the skill is needed as part of obtaining maximum independence but no progress is seen. Question the methods used. Maybe the way of teaching the skill needs to be changed.

Appropriate programming applies to learning social behaviors as well as academic and living skills. Think about what behavior is appropriate in your neighborhood, the grocery store. That is the behavior to be sought. What is the "appropriate" way to achieve the needed behaviors: Rewards? Deprivation? M & M's? Isolation? Natural Consequences?

"Appropriate" changes with age, achievement, use of adaptive devices, experience, and advancements in understanding how to best provide educational services. An IEP that is basically unchanged after several years is probably no longer appropriate for your daughter or son. Either your daughter or son has gone past the stated goals and they are now stuck in repetition and boredom--or the goals and methods aren't appropriate because too little progress has been made.

An appropriate IEP is one directed toward achieving continual progress in the areas of learning skills for independence, whether that is academic, vocational, or living skills. An appropriate IEP is one that truly takes into account your daughter's or son's interests, abilities, and progress. An IEP that underestimates the student's abilities will only waste precious time and reinforce a self image of lack of potential.

Add up the actual time spent in a school day on learning set tasks for your son or daughter. How much time per day is spent sitting and waiting? Visit the classroom to observe what your son or daughter actually does while in school. You may find what they are teaching is appropriate but that not enough time is being devoted to learning the tasks.

Lou Brown, educator from Madison, says "the lower functioning the child the brighter the teacher has to be." Maybe it also means the better the IEP needs to be.

You as a parent already know a lot about how your son or daughter learns from being the primary teacher yourself. Make suggestions and share your techniques that have worked with the educators. Often they are overwhelmed by the difficulties and nearly desperate for the ideas. A good working relationship between you and the teacher will go a long way to providing an "appropriate and individualized educational program."

WHY INTEGRATE?

For many years, handicapped persons have been kept out of the mainstream of life. They have been kept out of schools, work places, and community activities, and they have been relegated to separate schools, work places, and community activities. As a result, they have become stigmatized as handicapped and viewed as having such different needs from everyone else that they had to be segregated to meet those needs. As segregation placed more distance between handicapped persons and others, the more they were stereotyped and misunderstood by others.

What are the benefits of a focus on integration in public school programs? Students can learn to function in environments that are more normalized. They learn to do things non-handicapped kids do with non-handicapped kids. They learn valuable social interaction skills with peers that they have no opportunity to learn if segregated. They learn to function more ways in more places because they are included in more activities in more places.

Integration does not happen by just transplanting kids to new classrooms. Much planning and forethought is involved. Parents, non-handicapped students, and teachers need special training and support to help the process go smoothly. This planning is crucial to the success of integration. An example from the experience of a teacher of severely handicapped children shows the need for planning, training, and support best:

The first few weeks of the new TMR class at the junior high, a mainstream teacher approaches the teacher of the TMR students one morning with a problem. John, one of the new junior high TMR students, was getting into the habit of swinging from this social studies teacher's doorjamb each morning. The mainstream teacher did not feel this behavior was appropriate, but John's 6'3" frame discouraged him from trying to discipline directly. He came to the TMR teacher with the question of, "What should I do?" The TMR teacher promptly asked if the student was told to stop playing the Tarzan of the Doorway. "No," replied the mainstream teacher, "Can I do that?" The story ends with John giving up his Tarzan routine on the first request from the mainstream teacher the next day.

This little story demonstrates the need for educating those who lack experience with handicapped persons due to the years of segregation of handicapped persons from the remainder of society. Non-handicapped persons have come to perceive handicapped persons as much more different from everyone than they really are. Integration is not only a key to learning more functional skills for the handicapped person, but a key to attitude change. Integration insures better attitudes toward handicapped persons throughout their lives.

Segregation from non-handicapped environments and activities prevents your handicapped child from growing and developing to full capacity. Public Law 94-142 ensures your child's right to the least restrictive, most integrated education. Even though this is true, many handicapped learners go to school in settings that keep them totally isolated from the non-handicapped world. Just as it was "easier" for public schools not to service severely handicapped children in the past, it is "easier" for handicapped children to remain segregated from others today. Handicapped students continue to suffer the consequences.

As a parent, you can help make the difference by doing your part in helping your child become a part of the community outside of the school day and making sure he or she is integrated as much as possible during the school day.

WHERE TO START

Start from where you are.

Look at what you are teaching at home. Next, look at school, compare the two. Often there is overlap, too often, many differences. Do you expect the same results as the school? Better results? Are your expectations lower? Does your son or daughter perform one thing independently at home and not perform the same skill in school.

Inconsistencies decrease the chances for successful learning.

The parent and teacher need each other. They must teach each other and be open to learn from each other. There is not enough time for your daughter or son for time to be wasted. But, there is enough time for your daughter or son to learn functional skills or skills learned for independence that will last a lifetime.

THE SKILL "READINESS" TRAP: DOES "PRE" MEAN NEVER?

Picture yourself at an annual IEP meeting for your handicapped child. Does the scenario run something like this?

There are at least ten professionals in attendance telling you what your child needs. Of course, their expertise makes them more informed about your child's needs - you're just the parent. The IEP meeting itself is like a hurried business meeting. Everybody seems to know the planned agenda but you.

First, the school staff presents information gathered from their evaluations of your child. Billy is at the three-year level developmentally and at the Piagetian pre-operational stage even though he is 15 years old chronologically. That's why we have been teaching him to match shapes on worksheets like these in the pre-reading area. When he masters this, he'll be ready to match letters and when he does that, he'll be ready to start working on phonics. The next step is beginning reading. We're also teaching him a range of other skills appropriate to his level of development. For example, for pre-dressing, he's learning to open and close the world's largest zipper tacked to a piece of plywood hung on the wall. And for leisure skills, he's learning how to sing "If you're happy and you know it clap your hands." That's Billy's program for the coming year.

Well, as a committed parent you have listened to these IEP plans carefully. You have some questions in your mind but decide against asking them in order not to look foolish or make too many waves. But those questions linger in your mind:

When will Billy learn to match those shapes?
He's been bringing home the same worksheets for 5 years.

How much does Billy need to learn the "clap your hands" song? He sings along pretty well at Sunday School, and, besides, it was pretty embarrassing when he burst into song at that restaurant last week.

When will Billy learn to zip up his jacket instead of the zipper board?

Will Billy be a preschooler forever?

It's unfortunate that so many good questions never get asked. School is supposed to help your child become more independent and productive. If preschool skills are not learned during the elementary school years, secondary level training should shift its focus to more age-appropriate, functional skill training efforts. Secondary special education should foster independence at home and in the community, as well as in school. Parents worry about who will "take care" of their child when they are gone. School should be giving their child skills that reduce the need for constant help and supervision so that the child will need less care from others.

So ask those questions at the IEP meetings. Be a parent who knows that your input is crucial to the IEP process. Don't let "pre" mean "never" for your child.

SAMPLE SKILLS PARENTS CAN TEACH

(Adapted from "Parents' Role in Career Education," U. of Nebraska)

1. Make the bed
2. Operate the dishwasher
3. Operate the washing machine/clothes dryer
4. Use a screw driver
5. Peel carrots/potatoes
6. Sweep or mop the floor
7. Vacuum the carpet/operate the vacuum cleaner
8. Pump gas into automobile
9. Check the oil in the automobile
10. Check a book out of the public library
11. Call 'Information' to inquire about a telephone number, call for 'Time'
12. Make a bank deposit/withdrawal
13. Write a check properly
14. Use public transportation such as a bus or taxi
15. Buy groceries from a prepared list
16. Write a friendly letter/address envelope
17. Set a table correctly; clean up after dinner
18. Make correct money exchanges for small purchases
19. Make appropriate telephone conversation
20. Fold/store/hang clothes properly
21. Change bicycle tire
22. Perform simple home repairs
23. Follow directions for simple recipes

HOW TO MEASURE SUCCESS

All of us have learned to measure the success of our handicapped children by certain standards. The standard we traditionally used was progress along a developmental continuum -- a step by step progress through a carefully ordered system -- and by measuring the loss of unwanted or disruptive behaviors. Now, educators and parents alike are starting to question this way or 'model' of learning. "Success" is often unobtainable or too slow or, if "success" is gained, the lessons learned have little value in the world of home or community or work by the time they are learned.

We now know that all children with handicaps can learn. The next step is to ask "what should they be learning?" If all children can learn and some learn slower than others, should all children be taught the same things? If, on the model of the developmental continuum, a certain skill is seen as appropriate to a four-year old's development, should the educators view it a success when a 20-year old achieves that goal? Dr. Richard S. Keel, of University of Washington, says "to be sure, some growth is better than no growth. Getting better at the wrong things, is not getting better."

So, a new approach is needed. Functional skills are being looked at in developing IEP's and curriculum: what does the child need to know to function in his or her home, neighborhood, grocery store, and have a more independent future. What skills will be needed for communication, mobility, and social interactions.

Parents are a key part of developing functional goals. Often it is the parent who knows what skills are needed to function in the community as they are the ones who will take the child to church, restaurants, and parks. And, the school, in order to not just teach good behavior within school, must begin to use the community as the place where learning takes place. The home or community is the 'natural environment' for the learning. Dr. Neil states in his "Innovation Model Program for Autistic Children and Their Teachers (IMPACT)":

A truly functional educational program must encompass all environments in which the child interacts. The enhancement of independent functioning skills for those settings increases the likelihood of the child entering the least restrictive environment possible. With parents and teachers working together, each child's potential for ultimate functioning can be realized.

5. Is my child being made ready for vocational training?

6. Are my child's individual strengths being built upon?

7. Are my child's interests being considered?

HOW THE DEVELOPMENTAL MODEL CAN STOP DEVELOPMENT

Twenty years ago, our knowledge in the area of teaching handicapped learners was very limited. In fact, many school-age handicapped children never even had the opportunity to attend school. The more handicapped a child was, the less that was known about how to teach that learner useful skills.

The developmental model became the major teaching tool of the day. With this model, a child's development is measured or tested and compared to that of non-handicapped children the same age. Skills are neatly sequenced in order of "normal" development and the handicapped children were instructed in skill areas, beginning at whatever point they fit into the sequence. This can work well with less handicapped children who are less different from their non-handicapped peers.

What happens to the severely handicapped child whose instruction is based solely on the developmental model? This type of child starts at the bottom of all the skill sequences and struggles slowly upward. He or she may still be working on preschool skills as an adult. Over the years some educators began to question the usefulness of the developmental model with older children that were more severely handicapped. Relying on the developmental sequence for teaching these children seemed to produce "eternal preschoolers" with many dependencies on others.

The educators who questioned the developmental model began to try to think of more appropriate ways to help severely handicapped children participate in more normalized activities in their environments and become more independent and productive as adults. Here are some guidelines they developed to help you evaluate your child's training programs:

1. Your child needs to learn skills he will use now or in the future. Teaching him or her to hop on one leg won't help him or her in the adult world.
2. Your child will become more independent and productive if what he or she is taught makes him a part of community life. Preschool skills do not ease an adult handicapped person into the community.
3. Skills taught should be age-appropriate whenever possible. Why teach him or her to put

the toys into the box when he or she could be putting the silverware into the drawer?

4. Beware when someone tells you that your child is not "ready" developmentally to learn a particular skill. Chances are it would be best to teach him or her to participate in the activity with help rather than waiting until he or she is "ready". Your child needs as many chances as he or she can get to participate in the activities of his non-handicapped peers. Wouldn't you rather see your handicapped teenager feed himself or herself with assistance rather than be fed?

DEVELOPMENTAL vs. FUNCTIONAL SKILL TRAINING

<u>Developmental</u>	<u>Functional</u>
<u>Speech and Language</u>	
1) Says "please" and "thank you"	1) indicates basic wants and needs
2) Points to picture when examiner names: dog, cat, key, girl, etc.	2) Orders food at McDonald's
3) Names when shown picture of: car, nail, pencil, wagon, duck, etc.	3) (For a non-verbal individual) Rings bell to signal desire to communicate
4) Indicates body parts	4) Asks for help when necessary
<hr/>	
<u>Gross Motor</u>	
1) Stands on one foot for 5 seconds	1) Walks up and down stairs
2) Walks balance beam with hands at sides	2) Gets in and out of chair
3) Walks stepping over a 5 cm by 10 cm board without difficulty	3) Steps down from curb
<hr/>	
<u>Fine Motor</u>	
1) Uses pincer grasp	1) Puts coins into vending machine independently
2) Folds paper and creases	2) Closes sandwich bag using twister tie
3) Strings beads	3) Turns doorknob
4) Cuts clay with cookie cutter	4) Dials telephone
5) Stacks 5 blocks	5) Screws and unscrews jar lids
<hr/>	
<u>Academics</u>	
1) Reads flashcards	1) Follows recipes on individualized cards to prepare meals
2) Gives appropriate amount of change from a dollar	2) Gives cashier one dollar amount for purchases
3) Adds and subtracts	3) Uses calculator
4) Tells time on hour	4) Responds to pre-set watch alarm
<hr/>	
<u>Leisure</u>	
1) Plays with puzzles	1) <u>Age Appropriate</u> Plays video games
2) Colors	2) Uses radio
3) Finger paints	3) Goes to community sporting events

CAREER DEVELOPMENT HELPING SKILLS QUESTIONNAIRE FOR PARENTS
 (Vocational Advocacy for Parents-Trainers Manual, Patricia
 D. Beebe, Kim Kessler)

	<u>Yes</u>	<u>No</u>
1. Do I listen to my child's expression of dreams about who he/she wants to become?	—	—
2. Can I accept my child as a growing person, regardless of his/her strengths and weaknesses?	—	—
3. Do I take the time to participate in my child's fantasy games acting out jobs?	—	—
4. Can I relate to jobs and things my child likes to do, even if I have had no experience in those fields?	—	—
5. Do I supply my child with books, magazines, and games from which interests, capacities, values, and job skills can be experienced and learned about?	—	—
6. Do I serve as a career model and introduce my child to other vocations outside my field of work?	—	—
7. Can I permit my child to try out work experiences, even though I may not like the work myself?	—	—
8. Can I find and use job information resources in helping my child learn more about specific occupations?	—	—
9. Do I support the school's efforts in career education?	—	—
10. Can I permit my child to explore interests in nontraditional occupations regardless of sex or social or economic background or handicap?	—	—

WHAT DO WE MEAN BY VOCATIONAL EDUCATION FOR HANDICAPPED YOUTH (Parents Advocating for Vocational Education)

Basic Issues for Advocates

I. Basic values:

All handicapped individuals have potential to learn; to live with self-respect and dignity.

Low expectations have undermined this potential: we must expect disabled young people to become as independent as possible and expect schools and other institutions to equip handicapped individuals to participate in the real world.

Equal opportunity to receive vocational education is a right under law.

Vocational education must be based on individual capacities, not on stereotyped, old myths about what disabled people can or cannot do.

Disabled young people must be integrated into regular vocational education programs to the greatest extent possible.

Vocational education planning must be individualized to meet unique needs of each disabled student.

II. Basic components of good vocational education for handicapped youth:

1. Assessment: gathering relevant information about assets and deficits in many areas--academic, physical, social, emotional, vocational interest, aptitude, motivation, experience. The need for new kinds of testing methods using "hands-on" experiences, sensitive evaluators, input from many sources.
2. Appropriate adaptations or special aids and assistance for individual students.
3. Counseling . . . based on new opportunities, willingness to stand up for disabled rights, commitment to individual needs and aptitudes, not based on old stereotyped vocational goals.

A project of the Parents' Campaign for Handicapped Children and Youth

4. Individualized Education Programs (IEPs) must include a vocational component.

Ask: "How will this IEP help my child prepare for his future?" Include work-related goals, such as socialization, personal and emotional development. Consult students about their ideas and goals. Pin down responsibility for services. Who will provide evaluation, training or related service? When?

5. Task Analysis.

Essential to break work-skill into teachable parts that will lead to greater and greater mastery of the job. Teaching steps related to job-skills is the essence of all vocational education; for handicapped students, the steps may need to be further broken down to teachable parts.

6. Cooperation between Special Education and Vocational Education.

Each has expertise to give to the other; cooperation is essential if programs are to be effective.

7. Inter-agency planning.

Vocational Rehabilitation agency workers must work with special education and vocational education administrators in over-all planning for delivery of services. Inter-agency memorandum issued by Federal Government, October 1978, calls for interagency planning. Advocates must follow through, to bring this about on state, local and school levels.

8. Links with business. Job training must be based on reality. What are the real opportunities for work?

Essential to plan with business leaders--so that skills taught will lead to employment. Business needs to be sensitized to needs and abilities of handicapped employees, cooperation can lead to analyzing jobs and job skills to be taught.

9. Independent living skills.

A relevant curriculum for handicapped students must include skills and challenges related to living and getting along in the real world.

10. Job development and followup.

Placement and followup are part of training--to open up opportunities and make sure that students have support they need until they can make it on their own.

QUESTIONS FOR PARENTS OF 16-21 YEAR OLD STUDENTS

1. Is there a vocational training plan?
2. How much of the day is being spent on learning of skills for independence?
3. Is work training occurring on a "real" work site?
4. Is my child being offered the vocational training that suits his or her needs? Interests? Strengths?
5. Is post-school vocational planning occurring?
6. Is DVR involved?

7. Are the skills being taught age-appropriate?

8. Is there a transition plan from public schooling to adult services?

LRE: DON'T CRAMP YOUR CHILD'S STYLE!

LRE, least restrictive environment. What should that mean to the parent of a handicapped child? It is probably the most important term you could learn these days to ensure that your child becomes an adult who stretches to the limits of his or her capabilities.

Your child will learn more and become a more independent and productive human being if he or she is integrated into community life as much as possible. This means it is best for him or her to participate in activities in environments as similar as possible to those used by non-handicapped people. The job of parents and educators is to help the handicapped youngster function in the least restrictive environment possible -- at home, school, work, or play.

As you might guess, LRE plays a part in all segments of your child's life. At home, it could mean that he or she learns to put on his own shoes because of the wonders of velcro! At school, it could mean that he or she has non-handicapped friends because he has the opportunity to go to school in the same building and even share in some of their instruction. At work, it could mean that he or she has a regular job bussing tables in a local cafeteria and teaches some non-handicapped adults about what efficient workers handicapped people can be. At play, it could mean that he or she goes to a Twins game and shows everybody there that he or she can cheer as loud as anyone.

Parents, help make sure your handicapped child has the opportunity to function in LREs throughout his life. Don't cramp his or her style!!

5. List career/task preferences of daughter or son.

6. List career/task preferences you have.

7. List community or integrated opportunities your daughter or son could participate in which currently they cannot because of disability, behavior, physical barriers.

WHAT MAKES THEM AFRAID OF CHANGE?

(Parents Advocating for Vocational Education)

Advocates for vocational education for handicapped youth will probably find that schools stubbornly resist changing their policies and practices. John Gugerty, in an article calling for better research in methods of teaching handicapped students, outlined some of the reasons why this is so.

Each group within a school has a different set of fears and worries about integrating handicapped youth in regular vocational classes, Gugerty points out.

Administrators have these concerns:

1. **Organization.** Administrators are concerned about how to carry out mainstreaming and how to measure it. How do we know which methods of integrating handicapped students are best for the student and most effective for the school? What is the best way to plan, coordinate and staff the new program? Can admission standards be imposed without discriminating against handicapped students?
2. **Teacher Training.** What skills and knowledge do teachers need? What type of inservice training is best? How will they know teachers are adequately prepared?
3. **IEP's.** What is the best way to develop and monitor these plans?
4. **Accountability.** Who is ultimately responsible for the success of handicapped students? How should they be evaluated? Do existing degrees and certification systems have to be changed?
5. **Legal Concerns.** What is the school's legal responsibility for success in educating handicapped students and insuring their safety? If labels are eliminated, will state special education funds be lost?

Teachers have a different set of concerns:

1. **Teaching Processes and Materials.** Will handicapped students in the classroom require a lot more time in individualized instruction and lots of new materials? What modifications are needed in existing materials?
2. **Classroom Management.** Will there be discipline problems, or interpersonal problems between the handicapped and other students.

3. Accountability. What measures will be used to judge the teacher's performance in educating handicapped students?
4. Evaluation. Will the teacher be able to set the standards by which the student enters, stays in, is dropped from, or successfully completes the course? How should these standards be established?

Students --both handicapped and not-- also have concerns. Handicapped students may be anxious about being accepted by their teachers and peers. They may be worried about their ability to compete successfully. Non-handicapped students may be afraid they won't know how to act or how much they should help handicapped students. They may feel neglected by a teacher spending more time with a handicapped student. They may feel that individualized criteria for success are unfair.

Obviously, parents and advocates have many concerns also, from the quality of education available to the effect of diagnostic labels on performance. But understanding the worries of the other groups will make them more effective as advocates.

Organizational Characteristics

Large organizations, including schools, share certain characteristics which make them reluctant to change. These may relate to questions of fact, emotion, or resources.

Some are:

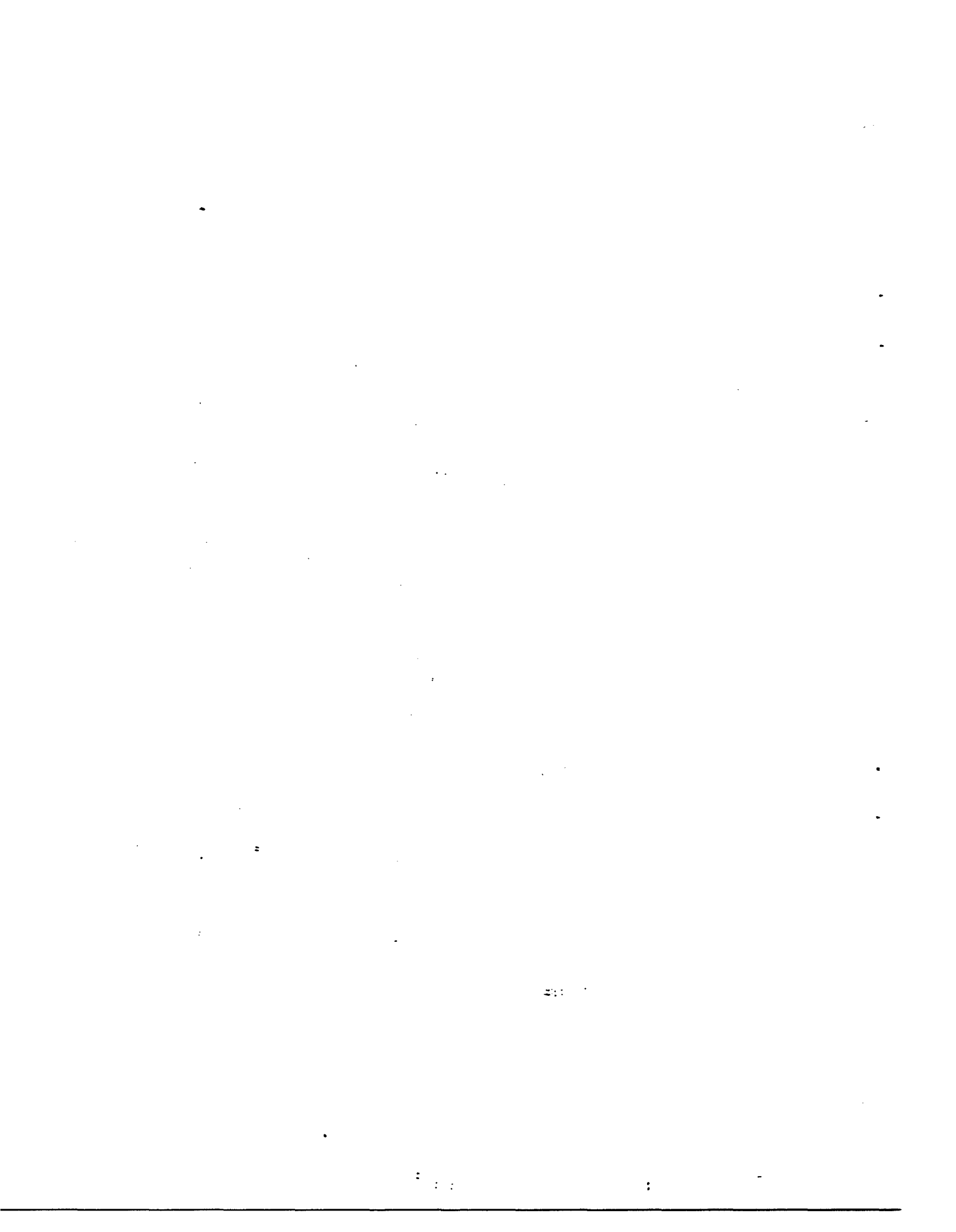
1. The drive for the organization to perpetuate itself--to stay in existence.
2. The desire of the staff for security, fellowship and respect.
3. The emotional investment of staff members in certain skills and practices.
4. Comfort with the existing situation and fear of the unknown.
5. Sensitivity to various pressure groups.
6. Cost (money, emotional energy, physical energy, and time).
7. Prevailing philosophy and values.
8. Political factors.

To be a successful advocate, you must keep in mind that all the issues are not going to be on the table. People often do not express what they really feel, and sometimes they are not even fully aware of what they feel. When you go into a negotiation, be aware of both the expressed and the hidden concerns of all participants.

Abstracted and adapted from: Gugerty, John. "Discovering What Works Best in Educating Handicapped Students: There's No Substitute for Good Research." American Vocational Journal, April 1978.

Here are the names and phone numbers of places which may be able to help you if you want additional information or assistance:

1. Advocate for the Blind 645-3930
1821 University Avenue
St. Paul, MN 55104
2. Legal Advocacy for the Developmentally 338-0968
Disabled of Minnesota (800/292-4150 Toll Free)
222 Grain Exchange Building
323 Fourth Avenue S
Minneapolis, MN 55415
3. Legal Advocacy Project for Hearing (TTY) 332-4668
Impaired Persons (Voice) 332-1441
222 Grain Exchange
323 Fourth Avenue South
Minneapolis, MN 55415
4. Minnesota Foundation for Better 222-6866
Speech and Hearing
508 Bremer Building
7th & Robert
St. Paul, MN 55101
5. Minnesota Association for Children and 646-6136
Adults with Learning Disabilities
1821 University Avenue, 494 North
St. Paul, MN 55104
6. Minnesota Epilepsy League 340-7630
Citizen's Aid Building
404 S. Eighth Street, Room 242
Minneapolis, MN 55404
7. P.A.C.E.R. Center, Inc. 827-2966
(Parent Advocacy Coalition for
Education Rights)
4701 Chicago Avenue
Minneapolis, MN 55407
8. United Cerebral Palsy of Minnesota 646-7588
Griggs-Midway Building
1821 University Avenue
St. Paul, MN 55104
9. Association for Retarded Citizens, 827-5641
Minnesota 800-582-5256
3225 Lyndale Avenue South
Minneapolis, MN 55408



PARTIAL PARTICIPATION

For years individuals with handicaps have been excluded from many of the activities non-handicapped people do and the places non-handicapped people go because they do not have all the skills necessary to participate independently. They weren't "ready".

The problem is that people tend not to get "ready" when they have no access to settings which non-handicapped people use. The best place to teach skills is where they are used and needed, so even if the outcome may never be full independence, at least some of the skills can usually be acquired.

The principle of partial participation affirms that all individuals with severe handicaps can acquire many skills that will enable them to participate at least in part in the same settings as persons without handicaps. A person with handicaps may not be able to find the necessary items at a grocery store but he or she may be able to put foods in a cart and push that cart around the store. A person with handicaps may not be able to perform all the steps required to make a sack lunch, but he or she can probably learn some of the steps.

If persons with handicaps are going to live more normal, productive and valued lives, they must spend more of their time doing what you and I do. Lacking all the skills or even lacking the potential to acquire all the skills for a particular activity should no longer be a reason to exclude persons with handicaps from real-world activities in real-world settings.

Partial Participation Questionnaire

List the parts of each following task that your son or daughter can currently perform. List parts that he or she could perform with training or adaptive devices.

1. Getting Dressed

Can Do Now

Could Do With Training And/Or Adaptive Device

2. Doing the Laundry

Can Do Now

Could Do With Training And/Or Adaptive Device

3. Making Toast

Can Do Now

Could Do With Training And/Or Adaptive Device

4. Vacuuming the Carpet

Can Do Now.

Could Do With Training And/Or Adaptive Device.

5. Making a Phone Call

Can Do Now.

Could Do With Training And/Or Adaptive Device.

6. Setting the Table

Can Do Now.

Could Do With Training And/Or Adaptive Device.

7. Making Lunch

Can Do Now.

Could Do With Training And/Or Adaptive Device.

8. Grocery Shopping

Can Do Now.

Could Do With Training And/Or Adaptive Device.

9. Using the Stereo

Can Do Now.

Could Do With Training And/Or Adaptive Device.

10. Getting a Sandwich Out Of a Machine

Can Do Now.

Could Do With Training And/Or Adaptive Device.

11. Playing Electronic Games

Can Do Now.

Could Do With Training And/Or Adaptive Device.

12. Operating a Computer

Can Do Now.

Could Do With Training And/Or Adaptive Device.

COMMUNITY INTEGRATION

Persons with handicaps spend most of their time in settings with other handicapped persons. During the day they go to developmental achievement centers, sheltered workshops or handicapped-only schools or classrooms. Afterward, if they are adults, they most likely go to a group home with other persons with handicaps. These settings bear little resemblance to the places most non-handicapped persons spend their time.

"Community integration" goes beyond living in the community. State hospitals ensure physical segregation but even community facilities at this point usually mean social segregation. The movement toward "community integration" is a movement to provide persons with handicaps a more normalized life-style with an emphasis on using community settings and interacting with non-handicapped persons.

"Community integration" does not mean field trips in which many persons with handicaps go en masse to the bowling alley, movie theatre or circus. Persons with handicaps represent a small proportion of the population, but when they are seen in the community, they tend to be in large groups. To truly be integrated into the community persons with handicaps should be using community settings on a regular basis individually or in groups no larger than three at a time.

"Community integration" means using stores, libraries, laundromats, churches and all the other settings available to any non-handicapped members of the community and having the opportunity to interact with non-handicapped persons.

To achieve community integration, persons with handicaps must learn community skills in natural community settings, thus community skills should be a major focus of training programs. Vocational skills should be learned in the community, recreational skills should be learned in the community as should shopping, banking, and other skills.

When persons with handicaps are working, playing and interacting with non-handicapped people on a regular basis and are accepted as valuable members of our society, then we will have achieved community integration.

Normalization means . . . a normal rhythm of the day.

You get out of bed in the morning, even if you are profoundly retarded and physically handicapped;

you get dressed,

and leave the house for school or work, you don't stay home;

in the morning you anticipate events,

in the evening you think back on what you have accomplished;

the day is not monotonous 24 hours with every minute endless.

You eat at normal times of the day and in a normal fashion;

not just with a spoon, unless you are an infant;

not in bed, but at a table;

not early in the afternoon for the convenience of the staff.

Normalization means . . . a normal rhythm of the week.

You live in one place,

go to work in another,

and participate in leisure activities in yet another.

You anticipate leisure activities on weekends,

and look forward to getting back to school or work on Monday.

Normalization means . . . a normal rhythm of the year.

A vacation to break the routines of the year.

Seasonal changes bring with them a variety of types of foods, work, cultural events, sports, leisure activities.

Just think . . . we thrive on these seasonal changes.

Normalization means . . . normal developmental experiences of the life cycle.

In childhood, children, but not adults, go to summer camps.

In adolescence, one is interested in grooming, hairstyles, music, boyfriends and girlfriends.

In adulthood, life is filled with work and responsibilities.

In old age, one has memories to look back on, and can enjoy the wisdom of experience.

Normalization means . . . having a range of choices, wishes, desires respected and considered.

Adults have the freedom to decide,

where they would like to live,

what kind of job they would like to have and can best perform.

Whether they would prefer to go bowling with a group, instead of staying home to watch television.

Normalization means . . . living in a world made of two sexes.

Children and adults both develop relationships with members of the opposite sex.

Teenagers become interested in having boyfriends and girlfriends.

And adults may fall in love, and decide to marry.

Normalization means . . . the right to normal economic standards.

All of us have basic financial privileges and responsibilities, are able to take advantage of compensatory economic security means, such as child allowances, old age pensions, and minimum wage regulations.

We should have money to decide how to spend, on personal luxuries or necessities.

Normalization means . . . living in normal housing in a normal neighborhood.

Not in a large facility with 20, 50, or 100 other people because you are retarded.

And not isolated from the rest of the community.

Normal locations and normal size homes will give residents better opportunities for successful integration with their communities.

Written by Bengt Nirje, a leader of the Swedish parent movement.

48-HOUR COMPARISON

One way to look at the question of normalization is to compare your day with that of your daughter's or son's day. List by the hour what you do during an average week day and then an average weekend day. Do the same for your child's week day and weekend day. See how the two lists compare.

<u>YOUR WEEK DAY</u>	<u>YOUR CHILD'S WEEK DAY</u>
6:00 a.m.	6:00 a.m.
7:00	7:00
8:00	8:00
9:00	9:00
10:00	10:00
11:00	11:00
12:00	12:00
1:00 p.m.	1:00 p.m.
2:00	2:00
3:00	3:00
4:00	4:00
5:00	5:00
6:00	6:00
7:00	7:00
8:00	8:00
9:00	9:00
10:00	10:00
11:00	11:00

48-HOUR COMPARISON (continued)

<u>YOUR WEEKEND DAY</u>	<u>YOUR CHILD'S WEEKEND DAY</u>
6:00 a.m.	6:00 a.m.
7:00	7:00
8:00	8:00
9:00	9:00
10:00	10:00
11:00	11:00
12:00	12:00
1:00 p.m.	1:00 p.m.
2:00	2:00
3:00	3:00
4:00	4:00
5:00	5:00
6:00	6:00
7:00	7:00
8:00	8:00
9:00	9:00
10:00	10:00
11:00	11:00

WHY SHOULD ALICE WORK

For many years now, competitive employment for persons with developmental disabilities has been rare. Persons with developmental disabilities were viewed by professionals, parents, and employers alike as too impaired for employment. They were seen rather as perpetual children, dependent and needing looking after. We have looked after them in institutions, group homes, family homes, developmental achievement centers, and sheltered workshops. The assumptions that supported dependence of disabled individuals became a self-fulfilling prophecy. Limited expectations produce limited results.

In the past few years these assumptions of "dependence" have begun to fall apart. Our society is beginning to change its view of handicapped individuals. The effects and success of 'normalization' have begun to show us the way to the entrance for the individual with disabilities into the "real" world.

Our society places a high value on work and income in measuring the adult individual's worth or status. Once a handicapped individual enters the world of "real" work, that person's status both to himself or herself and those around him or her changes. Their contribution to our society becomes visible to their family, co-workers, and community. Income earned becomes a means to partial or full financial independence. No one would defend SSI as a "living wage."

And there are other aspects of "real" work which benefit the person with disabilities. Being part of an environment where working side-by-side with nonhandicapped workers is possible is important. We learn from each other continually. Having the opportunity to develop new social skills and behavior becomes possible with good role models. Other workers learn to raise their level of expectations of the handicapped worker by being able to see what it is they are actually capable of doing. Myths become useless.

There is a distinction made by some between 'work' and 'labor.' Preston Smeltzer, in an article entitled "Why Work is Important" states that "work, believe it or not, is a basic need of all human beings." Work is something we should choose to do. It improves our ability to survive and improves the quality of life through income. We are able to feel society is benefiting from our efforts. And, as a result of our work, we learn that we are worthwhile as human beings, we are useful.

Former President Johnson once said "The hunger for use and to go unused is the greatest hunger of all." Work lets us know that the world in some way is better off because we are here.

Labor is lacking recognition, or wage, or a sense of self-worth. Labor is involuntary and lacks meaningfulness or significance to the one who performs it.

As parents we need to recognize our son's or daughter's need for work. There is the human need to feel useful or needed, to feel like a person's existence is worth the effort.

More and more vocational programs are being created that train for real and meaningful work. Supported work models are being created so that individuals can have help on the job. Job placements are possible through new programs like targeted jobs tax credit programs and special funding. Earlier vocational training makes more possible. Expectations get raised. Use of adaptive devices is common. In a day of technical advances much more is possible on the job site in making a particular job accessible. Successes by other handicapped individuals pave the way for more employment opportunities. In some communities employment opportunities are created based on unmet needs in that community. In one such community a business was set up to provide hot lunch for day care centers. It serves to employ both handicapped and non-handicapped workers, provides a needed service, and contributes both financially and psychologically to the employees of the small enterprise.

Why Alice should work is no different from why you or I should work. We have it as a human right. When a job is "labor" something else should be sought. Handicapped individuals used to clean toilets in our state institutions but that was 'labor.' There was no wage, no dignity, and no recognition. But, it did show early that more was possible. Now, 'work' is possible and should be seen as a logical course to follow. Without dignity and purpose an individual is without hope.

PARENT QUESTIONNAIRE

(Vocational Advocacy for Parents-Trainers Manual
Patricia D. Beebe, Kim Kessler)

1. Would you like your daughter or son to have a job at some point in the future?
 yes (Go to question #2)
 undecided
 no (Go to question #4)

2. Which type of placement do you consider most appropriate for your daughter or son, after being properly trained?
 sheltered workshop
 competitive employment
 _____ type of work you prefer, if any (example: food service)
 don't know

3. Which type of job do you consider most appropriate for your son or daughter?
 full-time
 part-time
 either
 undecided
Go to question #5.

4. Which of the following best explains your feelings about future employment for your son or daughter? (Circle letter of your choice.)
 - a. He or she is too handicapped to ever hold a job
 - b. The income and benefits earned through working are not worth giving up their present government benefits
 - c. I would always worry about how my daughter or son was treated by the people she or he worked with and met on the job.

d. Transportation to and from their job would be too large a problem

e. Other (please specify): _____

5. Do you like the idea of job training being conducted at the center attended by your son or daughter?

___ yes

___ undecided

___ no (Go to question #8)

6. Below is a list of possible center activities. Please rank each of them on a scale from 0 to 5, as to how important it is in your opinion. The highest rating is 5, meaning great importance. The lowest is 0, meaning no importance. Ratings of 1, 2, 3, or 4 may be used to score between the extremes.

___ Leisure skills training (learning to play checkers, etc.)

___ Personal grooming skills

___ Job training

___ Recreational activities

___ Functional academics (learning to tell time, count money, etc.) Go to question #7.

7. Which of the following types of job training do you feel it would be proper for the center to include in its program? (Make a check mark besides your answers.)

___ Actual on-the-job training at locations in the community

___ Practicing different tasks at the center (such as washing pots or cleaning bathrooms)

___ Job simulation, including doing work and receiving token payment

___ Actual subcontracting with various organizations to do such things as stuffing envelopes, with a piece-rate form of payment

8. Which of the following best explains your feelings about job training at the center? (Circle letter of your choice.)

- a. My daughter or son is not going to work, and therefore I would rather see the center concentrate on something else.
- b. I feel that few if any of those attending the center would benefit from such training.
- c. I feel the center is not able to handle such training adequately.
- d. I feel it is not an appropriate activity for the center.
- e. Other: _____
Go to question #9.

9. What are some items of potential interest you may have when considering the possibility of a job for your son or daughter.

- ___ Job satisfaction for my daughter or son
- ___ Possibility for increased social contact by my son or daughter
- ___ The gaining of additional income
- ___ Increased sense of independence for my daughter or son
- ___ Increased freedom for myself
- ___ Other (please specify): _____

10. Listed below are several items of possible concern to parents of retarded adults, as you consider employment for your daughters and sons. Please find the three of most concern to you, and rank them as in the previous question.

- ___ Possible loss of government benefits
- ___ Quality of training for the job
- ___ Possible mistreatment of my son or daughter by persons they work with, or other person met at the job

- Frustration possibly experienced by my daughter or son
- Difficulty of getting him or her to and from work
- Whether or not there are appropriate jobs available with interested employers
- Other (please specify): _____
-

11. The information requested below would be helpful, but you are free not to answer.

a. The sex of your child attending the center:

Male Female

b. His or her age:

under 20 years
 20-30 years
 30-40 years
 over 40 years

12. Any other comments you wish to make with respect to the topics covered in this questionnaire (use reverse side, if necessary):

COMPETITIVE WAGE

An individual with a disability has the right to earn the same wage for the same work as the non-handicapped employee.

Federal law does provide that an employer in competitive employment may pay less than the minimum wage if 1) the special wage rate is necessary to prevent the curtailment of the employee opportunity for employment, and 2) the worker's capacity for work is impaired by age, physical or mental deficiency, or injury. 29 C.F.R. §525.5(a) and (b).

In order for less than minimum wage to be paid the employer must obtain a special certificate from the Department of Labor's Wage and Hour Division. The employer must describe the intended occupation, and detail the disability. When a special certificate has been issued the wage must be at least 75 percent of minimum wage.

The wage for any work, whether hourly or piece-rate, must be based on the actual wage earned by non-handicapped workers doing the same work in the same area.

There are also special certificates available to allow trainees as part of a vocational rehabilitation program lowered wages, but not less than 50 percent minimum wage.

Less than 50 percent minimum wage for employment or training requires another special certificate.

Minnesota State law also requires a special certificate for payment of wages less than minimum wage.

If no permit is granted, no matter how seriously the worker is handicapped, he or she must be paid at least minimum wage. Minn.R. §5200.0030.

WHAT TO LOOK FOR IN A JOB PLACEMENT

- Continuous flow of meaningful work
- Opportunities for interaction with non-handicapped workers
- Availability of community resources
- Transportation
- Accessible work environment
- Social climate
- Adaptations possible

Utilize or create materials and devices adapted for skill or rules. Provide personal assistance and supervision. Adaptation in physical environment. Adaptation in social/attitudinal environment. What is needed to make the worker with disabilities blend in--not stick out.

- Individualized job development
- Job retention strategies

Maintain initial training contacts including job skills, transportation, and social skills. Follow up with the employer in an organized systematic process. Often the job skills are fine but problems with transportation or at home are more likely to impact the success of a job placement.

WHERE ARE THE JOBS?

Are vocational programs geared to training for jobs available?

Are vocational training institutions visible to the community?
Using 'real' training sites for training which might lead to
employment?

Is "targeted job tax credit" being offered? Used?

Are new ideas being developed to create new jobs in a community?
I.e. small businesses, needed services.

Does your employer hire the handicapped?

Do you hire the handicapped?

Does your local social service hire the person with developmen-
tal disabilities? Church? Red Cross? Government agency?
Disabilities council?

Employment needs to be found for only one person at a time.
Each person will have different interests and different
skills. The employment is for that individual, not something
that every person at the DAC will or would choose to do.

LAWS THAT PROHIBIT DISCRIMINATION ON THE BASIS OF DISABILITY

A lingering barrier to employment for the qualified person with a disability is discrimination. Both federal and state laws and regulations have been passed to protect the qualified worker with a handicap from being denied the right to a certain job because of the handicap.

1. Section 504 provides that:

"No otherwise handicapped individual in the United States . . . shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal assistance or under any program conducted by any executive agency or by the United States Postal Service."

29 U.S.C. § 794 (Supp. 1979).

The regulations for Section 504 include protections from discriminatory employment practices by employers receiving federal financial assistance. Section 504 considers a person with a handicap as "qualified" if with reasonable accommodation he or she can perform the essentials of a job. 45 C.F.R. §84.3(k)(1). Reasonable accommodation may include such provisions as making facilities used by the employee readily accessible and usable to that person, job restructuring, modified work schedules, modifying or acquiring equipment or devices, provision of readers or interpreters, and other similar accommodations. The employer is required to provide these reasonable accommodations "unless it would impose an undue hardship on the operation of its program." Undue hardships will be measured in relationship to a program's size, budget, cost of necessary accommodation, and nature of the program's operation.

2. Section 501--Affirmative Action in the Employment of Handicapped Persons.

Federal agencies and the Postal Service are required to develop Affirmative Action plans for the hiring, placement, and advancement of persons with handicaps.

29 U.S.C. §791.

3. Section 503 requires all employers who hold federal contracts exceeding \$2,500 to take affirmative action to employ and advance in employment

qualified persons with handicaps. This affirmative action provision states that employers should adopt strong outreach programs to find and promote qualified persons with handicaps and make reasonable accommodations through such means as modified work schedules and adaptive equipment.

41 C.F.R. §60.741.1.

4. Minnesota Human Rights Act

The Minnesota Human Rights Act forbids discrimination on the basis of disability by employers, labor unions, and employment agencies. Employers may not fire, refuse to hire, or discriminate in terms of employment on the basis of disability. The Human Rights Act specifies that persons with handicaps cannot be treated differentially except on a "bona fide occupational qualification." This means where the occupation or work performs requires certain qualifications for the performance of the task. An example would be a job where ladder climbing was necessary and the applicant was confined to a wheelchair or had frequent seizures. Here the employer could deny the job because a "bona fide occupational qualification" could not be met by the applicant. However, if a qualified typist was denied a job because of confinement to a wheelchair then discrimination could be claimed.

The Minnesota Human Rights Act requires employers to offer reasonable accommodation to persons with handicaps. These requirements are largely modeled on those contained in the federal government's Section 504 regulations.

ACCESSIBILITY

Physical barriers can make all the difference in the world to someone who cannot cross those barriers because of handicapping conditions. Many progressive laws have been passed to assure that public and private facilities and services provide for equal access for both the non-handicapped and the handicapped person. As a result of these laws persons with handicaps have the same opportunities to choose where they live, work, and recreate as do persons who never had barriers obstructing their path.

As more and more persons with disabilities get better and better vocational training and earlier encouragement for independence the issue of accessibility becomes critical to their success in achieving an assured quality of life. Access to the full range of opportunities in housing, employment, and leisure time activities is a right which was hard fought for by individuals who themselves experienced the barriers.

SPECIFIC AREAS WHERE ACCESS HAS BEEN ASSURED BY FEDERAL
OR STATE LAWS

1. The Architectural Barriers Act

This act provides for equal access to buildings which are a) constructed or altered by or on behalf of the United States, b) leased in whole or part by the federal government after August 1968, or c) financed in whole or part by a grant or lease from the United States government after August 12, 1968.

2. The Architectural and Transportation Barriers Compliance Board assists in the enforcement of the Architectural Barriers Act.

3. Section 504 requires agencies receiving federal financial assistance to make their programs accessible to persons with handicaps.

4. The Minnesota State Building Code requires certain new or remodeled facilities to provide equal access in such areas as:

- a) site approaches,
- b) door and doorways,
- c) automobile parking areas,
- d) toilet facilities,
- e) controls and electrical switches,
- f) tactile identifications.

Minn. R. §1340.0300-.0900.

5. Section 504 provides for access to programs:

"No qualified handicapped person shall, because a recipient's facilities are inaccessible to or unusable by handicapped persons, be denied the benefits of, be excluded from participation in, or otherwise be subjected to discrimination under any program or activity to which this part applies." 45 C.F.R. §84.21.

6. Access to Public Transportation.

This right to equal access applies to public transit buses, rapid rail, commuter and light rail systems, airport terminals, and highway rest area facilities.

7. Access to Voting Polling Places.
8. Parking--Handicapped Sites and Stickers.
9. Ramped Sidewalks--Every city in Minnesota is required to install ramped sidewalks when installing or replacing sidewalks, curbs, or gutters.
10. Wheelchair Securement Devices--Any person providing motor vehicle transportation for persons occupying wheelchairs must provide safety devices. The securement device must be secured before pulling the vehicle into motion.

ADAPTATIONS -- WE ALL USE THEM

Adaptations for Mobility:

Crutches	Walkers
Wheelchairs	Mopeds
Braces	Pallets
Driving Devices	Helicopters
Golf Carts	Hand Pedalled Tricycles
Elevators	

Adaptations for Communication:

Braille	Typewriters
Speak Boards	Federal Express
Hearing Aids	Bliss Symbols
Computers	

Adaptations for Work:

Safety Glasses	Stool to Stand On
Steel Toed Shoes	Two People Doing One Job
Tool Belts	A Three Piece Suit
Flip Cards with Job Symbols	Handmade Device to Pick Up Laundry
Prongs to Get the Toast Out	Bins for Sorting

Adaptations for Leisure:

Electronic Games	Water Flotation Devices
Popcorn Makers	Hot Tubs
Knob Controlled Stereo	Roller Skates
Computer	Signed Television Programs
Double Blade for Ice Skates	

And, what about adaptations for behaviors?

Every day, in every family and work place, adaptations are being made for people's behaviors. A factory worker ignores her co-worker's gripe sessions. One family member takes over another's job before that person gets more upset and breaks something. We learn from each other how to adapt our behavior. The rules are different in different places. In one job the workers can talk to their hearts' content. In the next job doing the same work, the rules may require silence. One family encourages loud disputes and saying what people think, but another family might frown heavily on raising voices.

We can't teach needed behaviors isolated from natural environments. Environments determine the acceptable behaviors. What is acceptable in a classroom learning grocery shopping skills is different than what is acceptable in the actual grocery store.

THE JOB PARTNERSHIP ACT

In October of 1982 the Job Training Partnership Act (JTPA) was signed into law to replace the Comprehensive Employment and Training Act (CETA). The purpose of JTPA is:

To establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment who are in special need of such training to obtain productive employment.

Minnesota's allocation for the period of October 1, 1983 - June 30, 1984, was \$29 million. \$21.3 million of that allocation went for local job training, support services and administration. \$4.1 million was allocated for services to groups with special needs and statewide coordination activities. Other groups served were dislocated workers and displaced homemakers.

Persons with handicaps are included in the "special needs group", as identified by the Governor's Job Training Council. These persons may receive the same job training services offered to any eligible participant of a job training program. Training services include remedial education, classroom instruction, vocational counseling, temporary work experience, on-the-job training, job upgrading and retraining, job search assistance and job placement.

The decision to serve special groups is made primarily by local private industry councils. The Governor's Job Training Council allocates funds to local program operators for job training. The allocations are based partly on recommendations by local private industry councils and partly on labor market information gathered about the area.

To find out what programs are being offered in your area contact the local job training office or write to the Governor's Job Training Office, 690 American Center Building, 150 E. Kellogg Blvd., St. Paul, Minnesota 55101.

MINNESOTA'S SERVICE DELIVERY AREAS

Federal Job Training Partnership Act

1983

Economic Development Region 1

Economic Development Region 3

Economic Development Regions 2,4,5

Duluth

Economic Development Regions 6E,7E,7W

Minneapolis

St. Paul

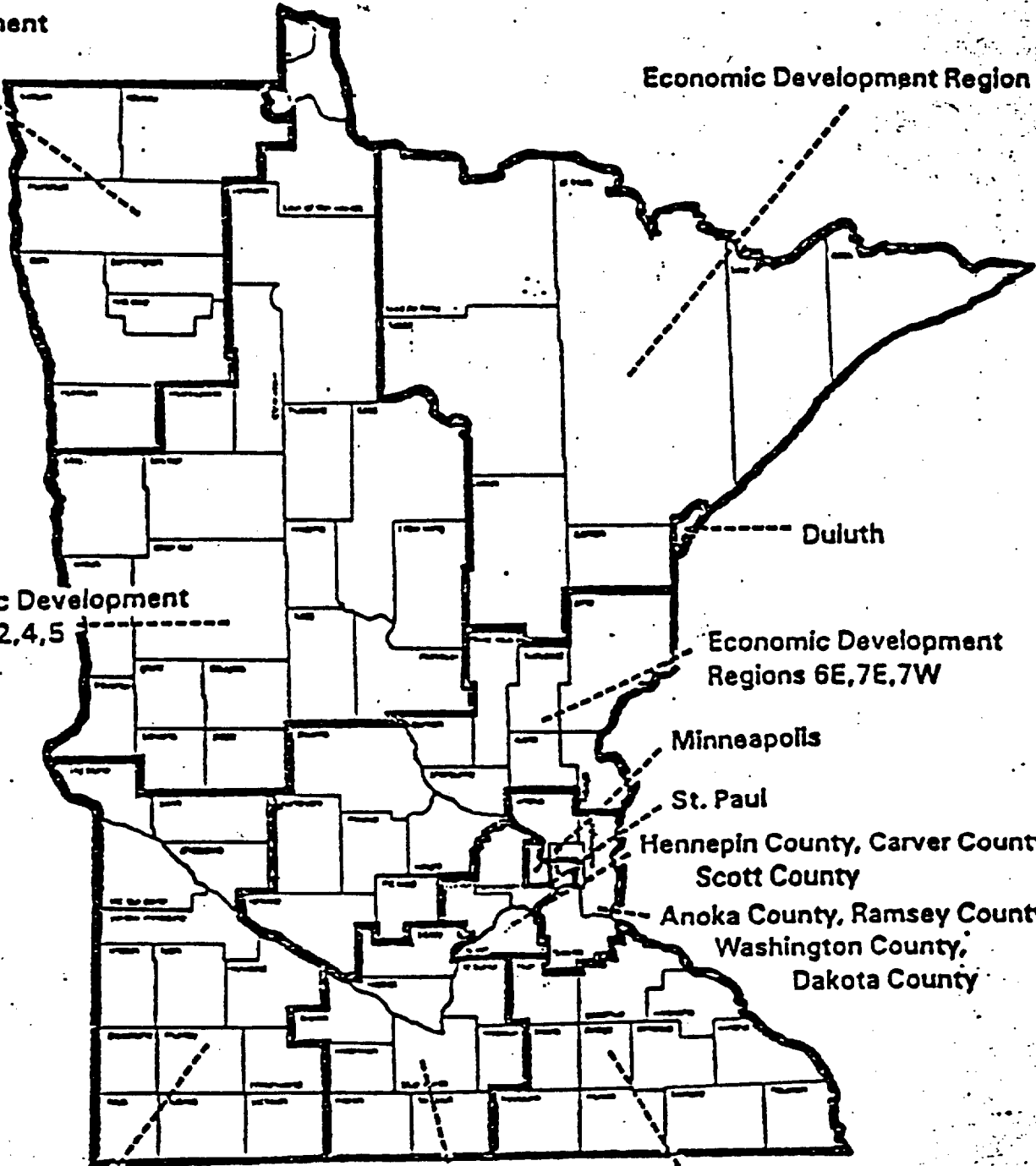
Hennepin County, Carver County, Scott County

Anoka County, Ramsey County, Washington County, Dakota County

Economic Development Regions 6W, 9

Economic Development Region 9

Economic Development Region 10



CONTACT FOR JOB TRAINING PARTNERSHIP ACT

County (or City) Program and Contact Address and Phone

Aitkin, Carlton, Cook, Itasca, Koochiching, Lake and St. Louis	Ray Braum Northeast Minnesota Office of Job Training	Vermillion Drive, Midway School Virginia, MN 55792 218/749-1274
Duluth	Julie Smith Duluth Job Training Programs	332 City Hall Duluth, MN 55802 218/723-3776
Kittson, Marshall, Norman, Pennington, Polk, Red Lake and Roseau	Mary Lou Harthun Inter-County Community Council	P.O. Box 187 Oklee, MN 56742 218/796-5144

In the following 19 counties persons may contact the Rural Minnesota Concentrated Employment Program (CEP) Employment and Training Center nearest them.

Becker, Beltrami, Cass, Clay, Clearwater, Crow Wing, Douglas, Grant, Hubbard, Lake of the Woods, Mahnomens, Morrison, Otter Tail, Pope, Stevens, Todd, Traverse, Wadena and Wilkin	Clarence Dobmeier Paige Christensen Alan Wagnild Matt Casey Ruth Spidahl	Suite 266, 700 Cedar St. Alexandria, MN 56308 612/763-3107 1008 Washington Ave. Bemidji, MN 56601 218/751-8012 1919 S. Sixth St. Brainerd, MN 56401 218/829-2856 108 Roosevelt Ave. Detroit Lakes, MN 56501 218/847-2101 Lincoln Center, 125 Lincoln Ave. Fergus Falls, MN 56537 218/736-6963
	Dave Valesano	Lindbergh Square Bldg. 211 First St. S.E. Little Falls, MN 56345 612/632-2356
	Janie Homuth	Townsite Center, 810 Fourth Ave. S. Moorhead, MN 56560 218/233-1541
	Cary Bergo	202 Seventh St. E., Morris, MN 56267 612/589-3900
	Ron Goodrich	202 N. Fourth St., Staples, MN 56479 218/894-3771
Benton, Sherburne, Stearns and Wright	Barbara Beaver St. Cloud Job Training Office	2700 First St. N. St. Cloud, MN 56302 612/255-4262
Chisago, Isanti, Kanabec, Mille Lacs and Pine	Vic Vanecsek Mora Job Training Office	47 N. Park St., Mora, MN 55051 612/679-4511
Kandiyohi, McLeod, Meeker and Renville	Don Seeberger Willmar Job Training Office	2015 S. First St. Willmar, MN 56201 612/231-5173
Big Stone, Chippewa, Lac Qui Parle, Swift and Yellow Medicine	Juanita Lauritsen Prairie Five Community Action Council	Community Service Center Montevideo, MN 56265 612/269-6578

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Lincoln, Lyon, Pipestone and Redwood	Ron Labat Marshall Job Training Office	700 N. Seventh St. Marshall, MN 56258 507/537-7166
Cottonwood, Jackson, Murray, Nobles and Rock	Sandra Demuth Worthington Job Training Office	511 10th St. Worthington, MN 56187 507/376-3113
Watonwan	Shirley Olin Watonwan County Job Training Office	Watonwan County Courthouse St. James, MN 56081 507/375-3341, ext. 285
Faribault	Jo Ann Twait Faribault County Job Training Office	Faribault County Courthouse Blue Earth, MN 56013 507/526-2240
Blue Earth	Randy Gilreath Blue Earth County Job Training Office	410 Fifth St. Mankato, MN 56001 507/625-9034
Brown, LeSueur, Martin, Nicollet, Sibley and Waseca	John Woodwick Minnesota Valley Action Council	709 S. Broad Mankato, MN 56001 507/345-6822, ext. 216
Dodge, Goodhue, Rice, Steele and Wabasha	Jaci Tri Goodhue-Rice-Wabasha Citizens Action Council	281 Main St. Zumbrota, MN 55992 507/732-7391
Fillmore, Freeborn, Houston, Mower, Olmsted and Winona	Mike Maher SEMCAAC	Tew Memorial Bldg. Rushford, MN 55971 507/864-7741
Anoka	Jo Anne Basch	7150 E. River Road
	Anoka County Job Training Center	Fridley, MN 55432 612/571-8500
Carver	Janette Tupa Carver County Employment and Training Division	Carver County Courthouse Chaska, MN 55318 612/448-3661, ext. 252
Dakota	Percy Zachary Dakota County Job Training Programs	Old Courthouse, Fourth & Vermillion Hastings, MN 55033 612/437-2822
Hennepin	Jim Rossbach Hennepin Technical Centers	7145 Harriet Ave. S. Richfield, MN 55423 612/861-7481
Ramsey	Sharon Sellie Ramsey County Job Training Center	Gladstone Community Center Frost Ave. & Manton St. Maplewood, MN 55109 612/770-8900
Scott	Jean Sinell Scott County Job Training Center	Scott County Courthouse Shakopee, MN 55379 612/445-7751
Washington	Janet Ames Washington County Job Training Center	2000 Industrial Blvd. Stillwater, MN 55082 612/439-3220, ext. 193
St. Paul	Center for Youth Employment and Training	615 S. Chatsworth St. Paul, MN 55102 612/298-0116
Minneapolis	Tom Tremmel Minneapolis Employment and Training Program	310½ City Hall Minneapolis, MN 55415 612/348-8036

GOVERNOR'S JOB TRAINING OFFICE

JOB TRAINING PARTNERSHIP ACT ALLOCATIONS TO MINNESOTA October 1, 1983 - June 30, 1984

The key contact person and allocations for each service area are:

Service Area*	Key Contact	Training Services Allocations	Summer Youth Employment '84 Allocations
Northwest Minnesota	Thomas Jorgens 218/281-1396	\$ 426,167	\$ 260,317
Rural Minnesota CEP, Inc. (North Central Minnesota)	Larry Buboltz 218/847-9205	\$ 2,243,156	\$1,370,190
Northeast Minnesota	Dennis Wain 218/749-1274	\$ 2,003,309	\$1,223,684
City of Duluth	Eva Lacey 218/723-3771	\$ 426,167	\$ 260,317
Central Minnesota	Eldon Kirgiss 612/255-4262	\$ 1,686,097	\$1,029,921
Southwest Minnesota	Eldon Kirgiss 612/255-4262	\$ 658,849	\$ 402,445
South Central Minnesota	Mary Brunkow 507/457-5470	\$ 739,578	\$ 451,757
Southeast Minnesota	Richard Harris 507/285-8102	\$ 1,261,391	\$ 770,498
Carver County	Theresa Erickson 612/448-3661	\$ 149,864	\$ 91,542
Suburban Hennepin County	William Brumfield 612/348-5203	\$ 1,041,690	\$ 636,297
Scott County	Michael Lorinser 612/445-7751	\$ 197,366	\$ 120,557
Anoka County	Jerry Vitzthum 612/571-8500	\$ 532,406	\$ 325,243
Dakota County	Percy Zachary 612/437-2822	\$ 472,679	\$ 288,727
Ramsey County	Christine Larsen 612/770,8900	\$ 382,270	\$ 233,503
Washington County	Fred Feuerpfel 612/439-3220	\$ 250,480	\$ 152,968
City of St. Paul	Richard Thorpe 612/298-4904	\$ 884,803	\$ 540,465
City of Minneapolis	Donna Harris 612/348-4383	\$ 1,268,558	\$ 774,875
		\$14,624,830	\$8,933,306

*See "Key Contact Person" list for your county's service area.

THE TARGETED JOBS TAX CREDIT PROGRAM

For every eligible person hired under the Targeted Jobs Tax Credit Program the employer receives a wage credit the first year equal to 50 percent of wages paid up to \$6,000--or a \$3,000 maximum credit. The second year the credit is 25 percent of wages up to \$6,000--or \$1,500 maximum credit.

Who is the "targeted group?"

Persons eligible must belong to one of the following:

1. Handicapped persons who are enrolled in or have completed vocational rehabilitation programs.
2. Young people, 18 through 24 years of age, who are from low-income families.
3. Persons who have been receiving general welfare assistance for 30 days or more.
4. Recipients of Supplemental Security Income (SSI) payments.

Other targeted groups included low income Vietnam-era veterans, welfare clients receiving AFDC, participants in WIN (Work Incentive Programs) and young people age 16 and 17 from low income families for summer employment.

Who selects the employee?

The employer hires the person who best meets their needs and requirements.

What is the procedure for the employer to receive the Tax Credit?

1. The Job Service issues a voucher to an individual, being considered for the job, stating they are a member of a "targeted" group.
2. If the person is hired, the employer completes five items on the voucher, signs it, and mails it into the Job Service office--a 10-minute job.
3. The Job Service sends the employer an EMPLOYER

CERTIFICATION which is then used for tax credit.

What are the restrictions for the employer?

The tax credit is limited to 90 percent of the employer's tax liability. However, the employer can carry unused portions of the credit back three years or forward 15 years.

Also, the voucher or written request for certification to the Job Service must be on or before the employee's first day of work in order to claim the tax credit.

Job Service is listed in the telephone directory under "Minnesota State Offices" or "Government Offices-State."

HireAbility

HireAbility is a consortium of five "Project With Industry" job placement units in Minnesota and Wisconsin, working with the Minnesota Division of Vocational Rehabilitation. HireAbility has already placed over 6,000 employees with disabilities in competitive employment.

HireAbility works directly with employers to screen and place the best suited applicant for the job. The project also provides on-site evaluation once placement has occurred to determine if the placement works for both employee and employer.

A toll free number is available for more information 1-800-328-9095.

THE MINNESOTA EMERGENCY EMPLOYMENT DEVELOPMENT PROGRAM
(MEED)

The goal of this job program is to help businesses grow and at the same time create long-term employment opportunities for unemployed Minnesotans. The Minnesota Emergency Employment Development Program was established by the State legislature to provide temporary payroll subsidies to employers to help create 12,000 new permanent jobs.

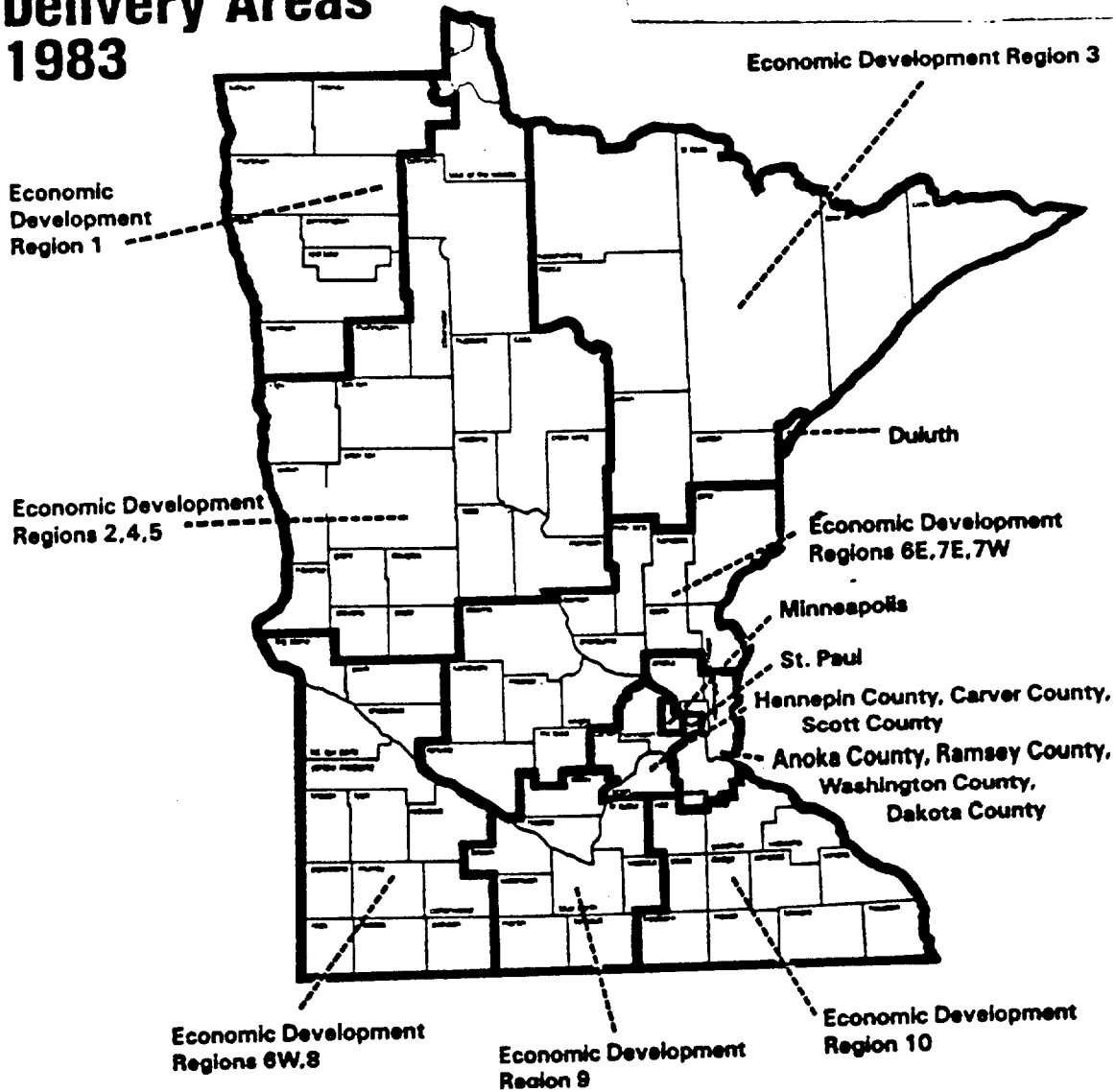
This program is geared to new businesses and newly expanding businesses. An employer who hires an employee under this program may be reimbursed up to \$4 an hour in wages and up to \$1 an hour in fringe benefits, for up to six months. There is no limit to the number of workers a business can employ under this program. The Targeted Jobs Tax Credit Program can be used at the same time by hiring employees who qualify for the program. The tax credit will be applied to the portion the employer pays in wages.

FACT SHEET

Minnesota Emergency Employment Development Act

Minnesota's Service Delivery Areas 1983

(9200-53)



FACT SHEET

Minnesota Emergency Employment Development Act

MEED Allocations and Contact Persons

Here are the persons to contact for jobs in each service area, and the appropriations for each area. In some cases, the contact person's office lies outside the area, but they will be able to provide the appropriate information.

Minneapolis, \$4,999,917
Donna Harris, City Hall 348-4386

St. Paul, \$3,781,103
Richard Thorpe, City Hall
292-1577

Duluth, \$1,583,874
Eva Lacey, city offices
218/723-3419

Anoka County, \$2,873,074
Jerry Vitzthum, Fridley 571-8500

Carver County, \$528,941
Theresa Erickson, Chaska
448-3661

Dakota County, \$2,635,070
Percy Zachary, Hastings 437-1921

Hennepin County, \$6,918,615
Bill Brumfield, Government
Center 348-4139

Ramsey County, \$2,251,510
Chris Larsen, Maplewood
770-8900

Scott County, \$725,301
Michael Lorinser, Shakopee
445-7751

Washington County, \$1,422,098
Fred Feuerpheil, Stillwater
439-3220

St. Louis, Koochiching, Itasca,
Aitkin, Carlton, Lake and Cook
counties, \$8,107,221
Vincent Gentilini, Arrowhead
Economic Opportunity Agency
218/749-2912

Rice, Goodhue, Wabasha, Steele,
Dodge, Olmsted, Winona,
Freeborn, Mower, Fillmore and
Houston counties, \$5,658,948
Mary Brunkow, Winona
Economic Security Dept.
507/457-5470

Sibley, Nicollet, Brown, LeSueur,
Watonwan, Blue Earth, Waseca,
Martin and Faribault counties,
\$3,239,866
George Chase, Economic
Security Dept., Mankato
507/389-6723

Renville, McLeod, Kandiyohi,
Meeker, Stearns, Wright,
Sherburne, Benton, Mille Lacs,
Kanabec, Pine, Isanti and Chisago
counties, \$6,995,213
Dale Heimermann, Economic
Security Dept., St. Cloud
612/255-3266

Big Stone, Swift, Chippewa,
Lac Qui Parle, Yellow Medicine,
Lincoln, Lyon, Redwood,
Pipestone, Murray, Cottonwood,
Rock, Nobles and Jackson
counties, \$2,512,837
Rick Hokanson, Economic Security
Dept., St. Paul, 612/296-6056

Kittson, Roseau, Marshall, Polk,
Pennington, Red Lake and
Norman counties, \$1,566,359
Economic Security Dept.,
Crookston 218/281-3593

Lake of the Woods, Beltrami,
Mahnomon, Clearwater, Clay,
Becker, Hubbard, Cass, Wilken,
Traverse, Ottertail, Grant,
Douglas, Stevens, Pope, Wadena,
Todd, Morrison and Crow Wing
counties, \$6,570,053
Larry Buboltz, Rural Minnesota
CEP, Inc., Detroit Lakes
218/847-9205 or 800/492-4804

FACTS ABOUT WORKERS WITH DISABILITIES

Disabled workers are as productive as non-disabled workers.

-Several studies show that workers with disabilities, properly and selectively placed, are very productive workers.

-E.I. DuPont de Nemours & Co., America's 16th largest employer, conducted an eight-month study of 1,452 employees with physical disabilities. 91 percent were rated average or better on job performance.

Disabled workers are safe.

-The DuPont studies show that 96 percent of disabled workers were rated average or better on safety--both on and off the job.

-In another study of 100 large corporations, 57 percent of the corporations reported lower accident rates for employees with disabilities, 41 percent reported accident rates which were the same as those of able-bodied employees, and only 2 percent reported higher accident rates.

Company insurance rates will not skyrocket if disabled employees are hired.

-A survey of 279 companies conducted by the U.S. Chamber of Commerce and the National Association of Manufacturers says that 90 percent of those companies report no effect on insurance costs.

-Regarding Worker's Compensation: "Second Injury" laws are in effect in all 50 states; these laws protect the employer, by limiting liability for on-the-job injuries caused or aggravated by an employee's handicap. Actually, claims to the Second Injury Fund are seldom made--a tribute to the safety consciousness of employees with disabilities.

-Regarding health insurance: Extending policies to include disabled workers probably will have little, if any, impact on the cost of providing benefits--U.S. Bureau of Labor statistics indicate employees with disabilities do not use more illness and accident benefits than other employees.

It doesn't cost a lot of money to make adjustments in the workplace.

-Probably not. The HireAbility placement staff who follow up placements with a visit to the workplace--recommend only necessary modifications, such as a \$15 desk lamp.

-When a modification is necessary, 51 percent cost nothing and 20 percent cost between \$1 and \$500; but most disabled workers require no special work arrangements according to the DuPont study.

Companies can get tax credits for employing disabled workers?

-Yes. A federal program allows most companies to receive Targeted Job Tax Credits when they employ disabled workers. A company can receive a credit of up to \$4,500 for each employee during his or her first two years of employment under this program. Company accountants and tax attorneys love it.

Absenteeism isn't greater among disabled workers.

-The DuPont study shows that 79 percent of the workers with disabilities were rated average or better in attendance than other workers.

-In the study of 100 corporations, 55 percent of the corporations report lower absenteeism for disabled workers, 40 percent found no difference, and only 5 percent found higher absenteeism.

Disabled workers don't have a higher turnover rate.

-The members of HireAbility report 80 percent of their placements are on the job a year or more.

-The DuPont study reported 93 percent of their employees with disabilities have average or better records of staying on the job.

-In the study of 100 corporations, 83 percent reported lower turnover rates for workers with disabilities, 16 percent reported the same turnover rates, and only 1 percent reported a higher turnover rate.

Disabled workers are accepted by other employees.

-Most employees with disabilities are accepted when co-workers begin to see them as a person, not as a disability. We fear what we do not know; as we come to know and understand a new person or a new situation, we learn to accept.

Disabled workers don't need preferential treatment.

-Most want an equal chance to be hired, work hard, receive training and be promoted based on their abilities.

For questions or complaints regarding assessibility under the State Building Code contact:

Minnesota State Council for the Handicapped
Metro Square
Seventh and Robert Streets
St. Paul, MN 55101
(612) 296-6785
TTY (612) 296-8205

For complaints against an employer with federal contracts of \$2500 or more, contact the:

Office of Federal Contract
Compliance Programs
U.S. Department of Labor
100 North 6th Street
Minneapolis, MN 55403

For complaints against an employer receiving federal financial assistance, contact the federal agency providing most assistance. E.g., for complaints involving financial assistance from the Department of Health and Human Services, contact:

Regional Director
OCR/HHS/Region V
300 South Wacker Drive
Chicago, IL 60606

For more information or assistance contact--

Inquiries or complaints regarding wages:

Commissioner of Labor and Industry
444 Lafayette Road
St. Paul, Minnesota 55101

The Job Partnership Act:

Governor's Job Training Office
690 American Center Building
150 E. Kellogg Blvd.
St. Paul, MN 55101
(612) 296-8004

Minnesota Emergency Employment Development Program:

Contact local Unemployment Compensation Office
or
Call (612) 297-4566

HireAbility

Toll-free Number 1-800-328-9095

Job Placement and Follow-up of Moderately and Severely Handicapped Individuals After Three Years^{1, 2}

Paul Wehman, Mark Hill, Patricia Goodall, Paula Cleveland, Valerie Brooke, and Julian H. Pentecost, Jr.

Author Information

Paul Wehman, Ph.D., Associate Professor, Special Education, Virginia Commonwealth University.

Mark Hill, M.S.Ed., Project Coordinator, Project Employability; Instructor, Virginia Commonwealth University.

Patricia Goodall, M.S., Placement Specialist, Project Employability, Richmond, Virginia.

Paula Cleveland, M.S., Replication Site Coordinator and Rehabilitation Coordinator, Project Employability, Richmond, Virginia.

Valerie Brooke, B.A., Training Specialist, Project Employability, Richmond, Virginia.

Julian H. Pentecost, Jr., B.A., Training Specialist, Project Employability, Richmond, Virginia.

Article Descriptors

Job placement; severely handicapped; competitive employment; cost-benefit; follow-up; special education preparation; long-term retention

This paper describes the results of a three-year job placement project for moderately and severely handicapped individuals in Virginia. This project developed a training and advocacy approach to placement that involved clients training by staff at the job site. Staff advocacy also took place with co-workers and employers. All clients were paid by employers as part of the regular work force. Although the project is still ongoing as it seeks to replicate training and placement procedures throughout Virginia, at the three-year point, 63 clients have been placed, with 42 currently working, for a retention rate of 67%. These individuals have collectively earned \$265,000 and paid well over \$26,000 in state and federal taxes. Moreover, most of these clients had long records of exclusion from non-sheltered and even sheltered work, since they were viewed by professionals and parents as "realistically unemployable." This report highlights the major characteristics and conclusions drawn from staff efforts to this point.

The job placement of moderately and severely handicapped individuals has begun to receive serious attention within the past several years. As it has become increasingly evident that adult day programs (Bellamy, Sheehan, Horner, & Boles, 1980) and sheltered workshops (Whitehead, 1979) are not the only vocational alternatives for moderately and severely handicapped persons, efforts have sprung up to initiate and evaluate nonsheltered competitive employment as a less restrictive option (Revell, Arnold, Taylor, & Zaitz-Blotner, 1982).

In one recent program, Clarke, Greenwood, Abramovitz, and Bellamy (1980) provided a demonstration of how moderately and severely handicapped youth might be placed into summer jobs that would facilitate their eventual long-term competitive employment. Mauer, Teas, and Bates (Note 1) have also demonstrated the successful aspects of competitive employment with a small number of school-age trainable retarded youth. Similarly, Sowers, Thomp-

TABLE 1
Client Information for Persons Placed into Competitive Employment
September 1979-March 1981

Client Name	MO YR	Position and Hrs Date/Status Change	Major Disabilities	Referral Source	Gross Income	Federal Income Tax	State Income Tax	F.A.C.A.
1. Carl	PE	Dining Room Attendant 10-23-79	Severe MR, Nonverbal	Adult Activity Center	7387.55	501.01	149.30	502.30
2. Ned	Y	Grounds Attendant 10-23-79	Severe MR	Adult Activity Center	3045.99	319.50	74.00	266.20
3. Lon	LO	Pool Scrubber 03-23-79	Moderate MR	Rehabilitation Counselor	14707.00	1170.50	279.43	1000.07
4. Eric	PE	Kitchen Utility 11-07-79	Moderate MR	Rehabilitation Counselor	12948.87	1038.50	240.18	881.07
	PE	Kitchen Utility Aide 08-20-79	EMR, Spastic Quadruplegia					
5. Jenny	PE	Elevator Operator 12-01-79	Speech Impediment	Adult Activity Center	6271.00	501.00	110.14	420.42
	PE	Food Service Worker 01-79	Moderate MR					
6. Ted	PE	Food Service Worker 03-10-79	Moderate MR, MMD	Adult Activity Center	13245.81	1050.04	281.06	900.00
	PE	Food Service Worker 03-10-79	Sight Impairment					
7. Dennis	LO	Food Service Worker 03-09-79	Moderate MR	Adult Activity Center	6072.00	485.72	117.30	412.00
	R	Food Service Worker 09-80	Moderate MR					
8. Sam	Y	Dishwasher 03-10-79	Moderate MR,	Adult Activity Center	11002.00	888.03	210.19	752.27
	LO	Kitchen Utility 03-23-79	Speech Impairment					
9. Bill	R	Dishwasher 06-25-79	Moderate MR	Public School	1639.07	131.00	21.13	111.43
	PE	Kitchen Utility 08-17-79	Moderate MR					
10. Terry	Y	Food Service Worker 04-12-79	Moderate MR	Adult Activity Center	9122.04	729.03	179.35	620.35
11. Rudy	LO	Food Service Worker 04-10-79	Moderate MR	Sheltered Workshop	243.38	19.44	4.81	16.82
12. Sara	Y	Production Worker 08-14-79	Moderate MR	Adult Activity Center	3031.00	242.48	67.59	206.11
13. Paul	LO	Maintenance Assistant 05-25-79	Moderate MR	Sheltered Workshop	990.36	79.06	19.00	67.00
14. Mary	T	Hotel Maid 05-29-79	TMR, ED, Alcoholism	Adult Activity Center	12511.20	1000.00	237.71	850.00
15. Roger	PE	Maintenance Worker 06-25-79	Moderate MR	Group Home	6390.23	611.00	121.37	434.40
16. Jack	R	Pet Scrubber 06-28-79	TMR, Profound Deaf, CP	Sheltered Workshop	9191.30	738.30	174.03	625.01
Y	Dishwasher and Utility Aide 05-26-80	Moderate MR						
17. Wayne	PE	Dishwasher 07-08-79	Moderate MR	Rehabilitation Counselor	3130.70	281.17	59.05	212.50
	PE	Dishwasher 07-08-79	Moderate MR					
18. Joe	R	Hospital Housekeeping 07-20-79	Moderate MR	School Vocational Counselor	1617.00	81.36	10.32	69.16
19. Tom	R	Food Service 07-24-79	Moderate MR	Department of MH & MR	7360.00	500.00	139.84	500.48
20. Brian	PE	Line Runner 08-14-79	Moderate MR	Adult Activity Center	6000.00	541.00	120.20	482.41
21. Job	T	Porter 08-20-79	Moderate MR	Rehabilitation Counselor	8707.01	458.47	100.42	307.00
	T	Dishwasher 08-20-79	MMD MR, CP, Seizures					
22. Larry	T	Maintenance 07-28-80	Moderate MR,	Rehabilitation Counselor	7636.40	646.25	110.17	463.50
	T	Maintenance 11-17-80	Speech Impairment					
23. Jeff	PE	Man/Dishwasher 01-20-81	Moderate MR	Rehabilitation Counselor	9784.46	782.76	188.00	688.34
	PE	Building Attendant 00-04-79	Moderate MR					
24. Lane	PE	Housekeeping 09-15-79	Moderate MR	Rehabilitation Counselor	4408.00	352.37	93.00	299.52
	PE	Kitchen Utility Aide 09-25-79	Moderate MR					
25. Ross	LO	Dining Room Attendant 12-04-79	MMD MR, Quadriplegia	Sheltered Workshop	995.10	70.61	16.01	67.07
26. Deborah	LO	Silverware Wrapper 12-31-79	MMD MR, ED	Sheltered Workshop	5546.00	443.64	100.36	337.00
27. John	PE	Food Service 12-31-79	MMD MR, ED	Sheltered Workshop	5546.00	443.64	100.36	337.00

TABLE 1 Continued
Client Information for Persons Placed into Competitive Employment
September 1978-March 1981

Client Name	WORK CODE	Hire Date/Status Change	Major Disabilities	Referral Source	Gross Income	Federal Income Tax	State Income Tax	F.I.C.A.
26. Bart	PE	Pot Scrubber 01-80	Moderate MR	Self	4308.40	344.87	91.00	292.97
28. Jesse	PE	Pot Scrubber Maintenance Assistant 01-07-80	Moderate MR	Public School	3870.61	343.00	69.21	241.73
30. Stanley	PE	Dishwasher 09-02-80	Mild MR	Sheltered Workshop	6964.50	557.16	132.33	473.66
31. T. J.	R	Kitchen Utility Aide 02-12-80	Mild Mr. ED, Hearing Loss	Rehabilitation Counselor	3020.26	314.34	74.66	267.17
32. Dexter	PE	Kitchen Utility Aide 02-25-80	Moderate MR	Public School	7818.73	608.54	144.77	518.14
33. Beth	PE	Medical Clerk 02-20-80	Mild MR	Rehabilitation Counselor	3952.00	292.90	69.69	240.02
34. Ruth	H	Dishwasher and Pot Scrubber 03-10-80	Moderate MR	Sheltered Workshop	4854.00	372.32	88.42	319.47
35. Sabs	PE	Pot Scrubber 03-25-80	Moderate MR	Sheltered Workshop	5204.00	423.89	100.00	360.05
36. Rob	R	Maintenance Assistant 04-07-80	Speech Impairment Alcoholism, Arthritis,	Sheltered Workshop	3982.30	336.58	59.86	302.79
37. Lisa	R	Dishwasher 04-07-80	Hypertension	Rehabilitation Counselor Adult Services Center	616.00	49.30	11.00	41.02
38. Ross	PE	Custodian 04-18-80	Mild MR	Adult Services Center	7652.80	628.22	149.20	533.39
39. Sue	R	Dishwasher 05-01-80	Behavioral Disturbance	Rehabilitation Counselor	2934.75	234.76	55.75	190.50
40. Lyte	R	Food Service Worker 05-01-80	Mild MR, Schizophrenia	Adult Services Center	2484.00	186.72	47.30	168.01
41. Helen	PE	Dishwasher 05-27-80	Mild Mr.	Rehabilitation Counselor	1938.00	147.04	34.82	124.89
42. Karen	PE	Bus Person Elevator Operator 01-30-81	Speech Impairment Mild MR, CP	Public School	6054.40	404.35	98.03	343.70
43. George	PE	Maintenance Man 08-27-80	Speech Impairment	Rehabilitation Counselor	4476.00	368.00	85.04	304.37
44. Ann	T	Pot Scrubber 09-15-80	Mild MR	County MR Services	3105.00	248.40	58.08	211.14
45. Cheryl	LO	Dishwasher 10-22-80	Moderate MR	Adult Services Center	1088.14	87.05	20.67	73.00
46. Mickey	PE	Dishwasher's Aide 10-27-80	Moderate MR	Sheltered Workshop	1776.00	142.13	33.75	120.61
47. Gig	PE	Kitchen Utility Aide 11-10-80	Mild MR, CP	Rehabilitation Counselor	2484.00	186.72	47.22	168.01
48. Roland	T	Pot Scrubber 12-02-80	Moderate MR	Adult Services Center	1077.12	86.17	20.47	73.24
49. Suzy	PE	Bus Person 01-03-81	Mild MR	Public School	973.25	77.80	18.49	66.16
50. Phil	PE	Utility Worker 01-08-81	Schizoid Personality	Adult Services Center	653.25	52.26	12.41	44.42
51. Melvin	PE	Dishwasher's Aide 02-02-81	Moderate MR, CP	Adult Services Center Rehabilitation Counselor	791.35	63.31	15.04	53.01
52. Joan	PE	Dishwasher 02-03-81	Mild MR	Public School	776.00	62.08	14.74	52.77
53. Cliff	PE	Kitchen Helper 02-12-81	Mild MR	Rehabilitation Counselor	898.00	71.88	17.02	60.03
54. Vivian	PE	Line Server 02-24-81	Moderate MR	Sheltered Workshop	205.91	16.47	3.91	14.00
55. Rocky	PE	Crew Person 02-27-81	Moderate MR	Sheltered Workshop	145.05	11.60	2.74	9.84
56. Heather	PE	Assembler 03-01-81	Moderate MR	Sheltered Workshop	195.19	16.00	3.73	13.34
57. Tina	WZ	Assembler 03-01-81	Mild MR, CP	Sheltered Workshop	174.72	13.88	3.32	11.89
58. Monroe	WZ	Assembler 03-01-81	MR, Schizoid Personality	Sheltered Workshop	175.35	14.03	3.33	11.02
59. Mark	L	Assembler 03-01-81	Mild MR, CP	Sheltered Workshop	152.04	12.19	2.88	10.37

**Client Information for Persons Placed into Competitive Employment
September 1978-March 1981**

Client Name	WORK CODE	Position and Hire Date/Status Change	Major Disabilities	Referral Source	Gross Income	Federal Income Tax	State Income Tax	F.I.C.A.
80. Mac	PE	Maintenance Assistant 02-09-81	Moderate MR, Legally Blind	Public School	427.12	34.17	8.12	29.84
81. Nicky	PE	Kitchen Helper 03-11-81	Moderate MR	Sheltered Workshop	315.88	25.27	8.00	21.48
82. Butch	PE	Janitor 03-25-81	Moderate MR	Sheltered Workshop	108.30	8.42	2.08	7.16
83. Veronica	PE	Hospital Housekeeper 03-25-81	Mild MR, Speech Defect) Schizophrenia)	Rehabilitation Counselor	133.13	10.65	2.63	9.88
83 Clients		75 Placements		Totals	\$288,268.42	\$21,188.81	\$8,811.70	\$17,848.73

***Work Code:**
PE—Presently Employed
T—Terminated
R—Resigned
LO—Laid Off
PE, MR—Presently Employed in a Sheltered Enclave

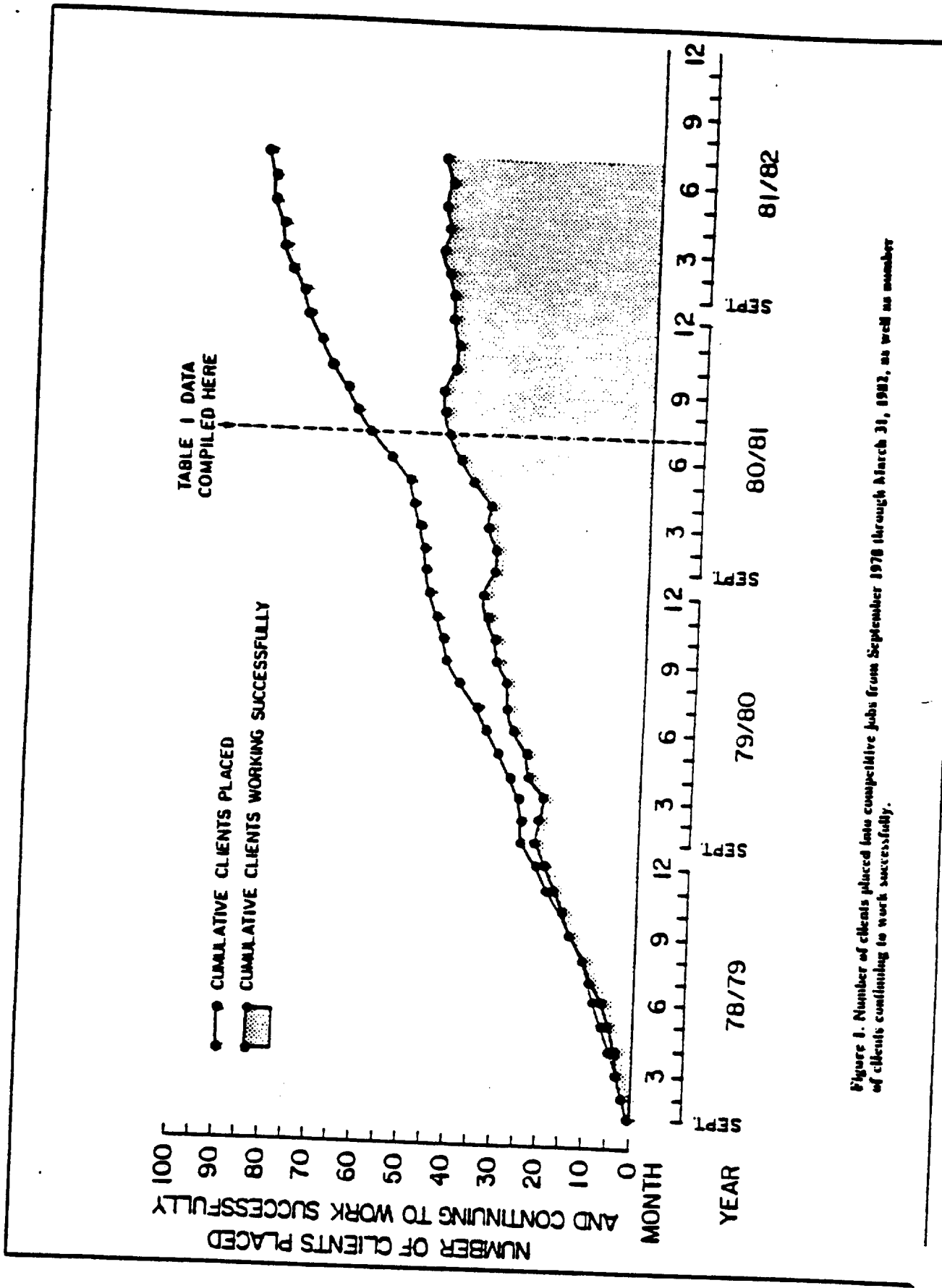


Figure 1. Number of clients placed into competitive jobs from September 1978 through March 31, 1982, as well as number of clients continuing to work successfully.